
Institute of Engineering & Management



Department of Basic Science and Humanities

Workbook
(HM-HU201)

Name of the Teachers:

Prof. Samapika Das Biswas
Prof. Mousumi Paul
Prof. Mayurakshi Dev
Prof. Riya Barui
Prof. Abhishikta Bhattacharya

Name of the Student:

Year:

Section:

Class Roll No.:

University Roll No.:

Course: HM-HU201 (ENGLISH)

Programme : Basic Science and Humanities	Degree: B. Tech
Course: English Course Code: HM-HU 201	Semester: 2 Credits: 2
Contact Hours: 2(weekly)	Course Type: Theory Corresponding Lab Course: HM-HU291 Language Laboratory

Course
Outcomes

HM-HU 201.1: The students will master the basic concepts of English grammar and understand the applications of it while writing and speaking.

HM-HU 201.2: The student will acquire basic proficiency in English including reading and listening comprehension, writing and speaking skills.

Name of the Chapter	Serial of Modules	Number of Days	Name of the Teacher
1. Vocabulary Building	1.1 The Concepts of Word Formation	Day 1	RB
	1.2 Root words from foreign languages and their use in English	Day 2	
	1.3 Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives.	Day 3	
	1.4 Synonyms, antonyms, and standard abbreviations.	Day 4	
2. Basic Writing Skills	2.1 Sentence Structures	Day 5	MSP
	2.2 Use of phrases and clauses in sentences	Day 6	
	2.3 Importance of proper punctuation	Day 7	
	2.4 Creating coherence	Day 8	
	2.5 Organizing principles of paragraphs in documents	Day 9	
	2.6 Techniques for writing precisely	Day 10	
3. Identifying Common Errors in Writing	3.1 Subject-verb agreement	Day 11	ASB
	3.2 Noun-pronoun agreement	Day 12	
	3.3 Misplaced modifiers	Day 12	
	3.4 Articles	Day 13	
	3.5 Prepositions	Day 14	
	3.6 Redundancies	Day 15	
	3.7 Clichés	Day 16	
4. Nature and Style of sensible Writing	4.1 Describing	Day 17	MD
	4.2 Defining	Day 18	
	4.3 Classifying	Day 19	
	4.4 Providing examples or evidence	Day 20	
	4.5 Writing introduction and conclusion	Day 21	
5. Writing Practices	5.1 Comprehension	Day 22	ASB
	5.2 Précis Writing	Day 23	MSP

	5.3 Essay Writing	Day 24	RB
6. Oral Communication	Listening Comprehension	Day 25	SDB
	Pronunciation, Intonation, Stress and Rhythm	Day 26	
	Common Everyday Situations: Conversations and Dialogues	Day 27	
	Communication at Workplace	Day 28	
	Interviews	Day 29	
	Formal Presentations	Day 30	

MODULE 1: VOCABULARY BUILDING

TEACHER: RIYA BARUI

S.L	Type	Day	No. of Lectures
1	The Concept of Word Formation	1	1
2	Root words from foreign languages and their use in English	2	1
3	Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives	3	1
4	Synonyms, Antonyms, and Standard Abbreviations	4	1

Objectives:

After completing this section, the students will be able to understand:

- The importance of vocabulary and how words are formed
- The importance of studying and knowing the roots of words to improve vocabulary
- How adding prefixes and suffixes can change the meaning of words
- Importance of knowing synonyms and antonyms of words to enhance vocabulary
- Significance of knowing meanings and usage of confusing words

Language is the vehicle of communication and words form the basic component of a language that we use for conveying our ideas. Words can have different grammatical categories such as nouns, pronouns, adjectives, adverbs, connectives, etc. in order to make our utterances meaningful, as well as their category. Therefore, let us learn their importance first and then learn the ways of enriching our vocabulary.

Importance of Vocabulary

Our world is a world of words. We need words for conveying our every single idea, beliefs, emotions, sentiments, feelings, and thoughts. Words colour our lives; they empower us; they distinguish us from one another. Indeed, without words we are just like any other animal- dumb, drab, and inexpressive. In all walks of life, we need to have words to keep us meaningfully engaged in our human affairs.

In the professional front, the importance of words grows manifold. In a fiercely competitive professional world, what distinguishes us from others in our ability to use words- the powerful words. However, it is not just the power of words but also their appropriate usage that is required for us to be good communicators.

Word Formation

One simple way to define, understand, and utilize a word is by studying its formation—the root that it comes from and the various prefixes and suffixes that change not only the shape of a word but also its shade, meaning, and usage.

Roots

A basic **word** to which affixes (**prefixes** and suffixes) are added is called a **root word** because it forms the basis of a new **word**. The **root word** is also a **word** in its own right. For **example**, the **word** lovely consists of the **word** love and the suffix-ly.

English is an Indo European Germanic language and is spoken by more than one-fourth of the global population. According to research, words originating from French, Greek, and Latin make up 29% of the English Language. English has also assimilated words from Urdu, Sanskrit, and Hindu Languages. Additionally, from the 1000 most commonly used words, almost 505 have French origins. Therefore, understanding the meanings of the common word roots can really help us deduce the meanings of many new words that we may encounter while reading a book or listening to a lecture. Furthermore, each of these words may have different meanings in different contexts. In addition, words that look similar may also come from different roots. so, an understanding of roots helps us enrich our vocabulary.

English Root words and their Meanings

The most frequently used English root words are listed below:

1. Root Word: *pan*

Meaning: all

Words: pandemic, panacea, panorama

2. Root Word: *thei*

Meaning: God

Words: pantheist, atheist

3. Root Word: *logy*

Meaning of the English root word: study of something

Words: theology, biology, anthropology

4. Root Word: *cert*

Meaning: sure

Words: certain, certify

5. Root Word: *carnio*

Meaning: skull

Words: craniotomy, carniology

6. Root Word: *max*

Meaning: largest

Words: maxima, maximum

7. Root Word: *min*

Meaning: smallest

Words: minimal, minimize

8. Root Word: *medi*

Meaning: medium

Words: medieval, medium

9. Root Word: *meta*

Meaning: change

Words: metamorphosis, metastasis

10. Root Word: *tox*

Meaning: Poison

Words: Toxic, Intoxicated, detox

11. Root Word: *man*

Meaning: hand

Words: manual, manuscript

12. Root Word: *poly*

Meaning: many

Words: Polyglot, Polygamy, Polyandry

13. Root Word: *Mono*

Meaning: Single

Words: Monogamy, Monorail, Monotonous

14. Root Word: *Somni*

Meaning: Sleep

Words: Insomnia, Somniloquy

15. Root Word: *Soli*

Meaning: Single

Words: Solitude, Solitary

*Prefixes and Suffixes****Prefixes:***

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. For example:

<i>word</i>	<i>prefix</i>	<i>new word</i>
<u>happy</u>	un-	<u>unhappy</u>
<u>cultural</u>	multi-	<u>multicultural</u>
<u>work</u>	over-	<u>overwork</u>
<u>space</u>	cyber-	<u>cyberspace</u>
<u>market</u>	super-	<u>supermarket</u>

Suffixes:

Suffixes are added to the end of an existing word. For example:

<i>word</i>	<i>suffix</i>	<i>new word</i>
child	-ish	childish
work	-er	worker
taste	-less	tasteless
idol	-ize/-ise	idolize /idolise
like	-able	likeable

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *like* becomes the adjective *likeable*, the noun *idol* becomes the verb *idolize*, and the noun *child* becomes the adjective *childish*.

Word creation with prefixes and suffixes

Some prefixes and suffixes are part of our living language, in that people regularly use them to create new words for modern products, concepts, or situations. For example:

<i>word</i>	<i>prefix or suffix</i>	<i>new word</i>
security	bio-	biosecurity
clutter	de-	declutter
media	multi-	multimedia
email	-er	emailer

Email is an example of a word that was itself formed from a new prefix, *e-*, which stands for *electronic*. This modern prefix has formed an ever-growing number of other Internet-related words, including *e-book*, *e-cash*, *e-commerce*, and *e-tailer*.

Here is a list of the most common prefixes:

PREFIX	MEANING	EXAMPLES
ante-	before	antenatal, anteroom, antedate
anti-	against, opposing	antibiotic, antidepressant, antidote

PREFIX	MEANING	EXAMPLES
circum-	around	circumstance, circumvent, circumnavigate
co-	with	co-worker, co-pilot, co-operation
de-	off, down, away from	devalue, defrost, derail, demotivate
dis-	opposite of, not	disagree, disappear, disintegrate, disapprove
em-, en-	cause to, put into	embrace, encode, embed, enclose, engulf
epi-	upon, close to, after	epicentre, episcopes, epidermis
ex-	former, out of	ex-president, ex-boyfriend, exterminate
extra-	beyond, more than	extracurricular, extraordinary, extra-terrestrial
fore-	before	forecast, forehead, foresee, foreword, foremost
homo-	same	homosexual, homonuclear, homoplastic
hyper-	over, above	hyperactive, hyperventilate
il-, im-, in-, ir-	not	impossible, illegal, irresponsible, indefinite
im-, in-	into	insert, import, inside
infra-	beneath, below	infrastructure, infrared, infrasonic, infraspecific
inter-, intra-	between	interact, intermediate, intergalactic, intranet
macro-	large	macroeconomics, macromolecule
micro-	small	microscope, microbiology, microfilm, microwave
mid-	middle	midfielder, midway, midsummer
mis-	wrongly	misinterpret, misfire, mistake, misunderstand
mono-	one, singular	monotone, monobrow, monolithic
non-	not, without	nonsense, nonentity, nondescript
omni-	all, every	omnibus, omnivore, omnipotent
para-	beside	parachute, paramedic, paradox
post-	after	post-mortem, postpone, post-natal
pre-	before	prefix, predetermine, pre-intermediate

PREFIX	MEANING	EXAMPLES
re-	again	return, rediscover, reiterate, reunite
semi-	half	semicircle, semi-final, semiconscious
sub-	under	submerge, submarine, sub-category, subtitle
super-	above, over	superfood, superstar, supernatural, superimpose
therm-	heat	thermometer, thermostat, thermodynamic
trans-	across, beyond	transport, transnational, transatlantic
tri-	three	triangle, tripod, tricycle
un-	not	unfinished, unfriendly, undone, unknown
uni-	one	unicycle, universal, unilateral, unanimous

SUFFIX	MEANING	EXAMPLE
NOUN SUFFIXES		
-acy	state or quality	democracy, accuracy, lunacy
-al	the action or process of	remedial, denial, trial, criminal
-ance, -ence	state or quality of	nuisance, ambience, tolerance
-dom	place or state of being	freedom, stardom, boredom
-er, -or	person or object that does a specified action	reader, creator, interpreter, inventor, collaborator, teacher
-ism	doctrine, belief	Judaism, scepticism, escapism
-ist	person or object that does a specified action	Geologist, protagonist, sexist, scientist, theorist, communist
-ity, -ty	quality of	extremity, validity, enormity
-ment	condition	enchantment, argument
-ness	state of being	heaviness, highness, sickness

SUFFIX	MEANING	EXAMPLE
-ship	position held	friendship, hardship, internship
-sion, -tion	state of being	position, promotion, cohesion
VERB SUFFIXES		
-ate	become	mediate, collaborate, create
-en	become	sharpen, strengthen, loosen
-ify, -fy	make or become	justify, simplify, magnify, satisfy
-ise, -ize	become	publicise, synthesise, hypnotise
ADJECTIVE SUFFIXES		
-able, -ible	capable of being	edible, fallible, incredible, audible
-al	having the form or character of	fiscal, thermal, herbal, colonial
-esque	in a manner of or resembling	picturesque, burlesque, grotesque
-ful	notable for	handful, playful, hopeful, skilful
-ic, -ical	having the form or character of	psychological, hypocritical, methodical, nonsensical, musical
-ious, -ous	characterised by	pious, jealous, religious, ridiculous
-ish	having the quality of	squeamish, sheepish, childish
-ive	having the nature of	inquisitive, informative, attentive
-less	without	meaningless, hopeless, homeless
-y	characterised by	dainty, beauty, airy, jealousy
ADVERB SUFFIXES		

SUFFIX	MEANING	EXAMPLE
-ly	related to or quality	softly, slowly, happily, crazily, madly
-ward, -wards	direction	towards, afterwards, backwards, inward
-wise	in relation to	otherwise, likewise, clockwise

Exercise:

Use the following words in your own sentences:

1. Disdainful
2. Purify
3. Judgemental
4. Imaginatively
5. Effortlessly
6. Regrettable
7. Incremental
8. Illustrate
9. Identify
10. Unproductive

Use a Prefix to find an opposite of these words:

Use	
Agree	
Engage	
Behave	

Understand	
Spell	
Connect	
Fold	

Put the words in brackets in the appropriate form (Use a prefix or a suffix)

1. He was acting in a very _____ way. (child)
2. She looked _____. She started to cry. (happy)
3. He passed his exam. He was _____ for the second time. (succeed).
4. The team that he supported was able to win the _____. (champion).
5. I couldn't find any _____ in his theory. (weak).
6. He wants to be a _____ when he grows up. (mathematics).
7. There were only a _____ of people at the match. (hand)
8. The road was too narrow, so they had to _____ it. (wide).

1.4 Synonyms, Antonyms, and Standard Abbreviations.

The English language is nothing if not complex. And that complexity lends itself well to some of the finest prose in history. The fact that we can say one thing a hundred different ways is surely part of the magic.

Certain words have identical meanings; some have similar meanings; others are as distinct as night and day. As for words with similarities, they're known as synonyms. Antonyms, however, are words that have opposite meanings.

Synonym Examples

Synonyms provide variety in our speech or writing. And, since there are endless arrays of synonyms, it's possible to avoid over-usage and repetition. Let's take a look at some examples of synonyms:

Amazing: astounding, surprising, stunning

Fertile, fruitful, abundant, productive

Polite: courteous, cordial, gracious

Annihilation: destruction, carnage, extinction

Gargantuan: colossal, mammoth, tremendous

Portion: piece, part, segment

Benefit: profit, revenue, yield	Hungry: empty, ravenous, starved	Risky: dangerous, perilous, treacherous
Brave: courageous, valiant, heroic	Injured: damaged, wounded, harmed	Sleepy: drowsy, listless, sluggish
Cohesive: united, connected, close-knit	Intelligent: brilliant, clever, smart	Senseless: absurd, illogical, unreasonable
Cunning: keen, sharp, slick	Kindle: ignite, inflame, burn	Tumultuous: hectic, raucous, turbulent
Destitute: poor, bankrupt, impoverished	Loyal: faithful, ardent, devoted	Vacant: empty, deserted, uninhabited
Deterioration: pollution, defilement, adulteration	Old: elderly, aged, senior	Veracity: authenticity, credibility, truthfulness
Enormous: huge, gigantic, massive	Organization: association, institution, management	Wet: damp, moist, soggy
Feisty: excitable, fiery, lively	Partner: associate, colleague, companion	Young: budding, fledgling, tenderfoot

Antonym Examples

Antonyms can be used to demonstrate contrast between two things or provide clues as to what is meant. Here is a list of antonyms for you to review:

Achieve - Fail	Giant - Dwarf	Random - Specific
Afraid - Confident	Gloomy - Cheerful	Rigid - Flexible
Ancient - Modern	Individual - Group	Shame - Honor
Arrive - Depart	Innocent - Guilty	Simple - Complicated
Arrogant - Humble	Knowledge - Ignorance	Single - Married
Attack - Defend	Liquid - Solid	Sunny - Cloudy
Blunt - Sharp	Marvelous - Terrible	Timid - Bold
Brave - Cowardly	Noisy - Quiet	Toward - Away
Cautious - Careless	Partial - Complete	Tragic - Comic
Complex - Simple	Passive - Active	Transparent - Opaque
Crazy - Sane	Permanent - Unstable	Triumph - Defeat
Crooked - Straight	Plentiful - Sparse	Union - Separation
Demand - Supply	Positive - Negative	Unique - Common
Destroy - Create	Powerful - Weak	Upset - Relaxed

Divide - Unite	Praise - Criticism	Urge - Deter
Drunk - Sober	Private - Public	Vacant - Occupied
Expand - Contract	Problem - Solution	Vague - Definite
Freeze - Boil	Professional - Amateur	Villain - Hero
Full - Empty	Profit - Loss	Wax - Wane
Generous - Stingy	Quality - Inferiority	Wealth - Poverty

MODULE 2 : SENTENCE STRUCTURES

TEACHER: PROF. MOUSUMI PAUL

Simple Sentences

A **simple sentence** contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

In addition, a simple sentence can have adjectives and adverbs. What a simple sentence can't have is another independent clause or any subordinate clauses. For example:

- Americans eat more bananas than they eat any other fruit.

One subject, one verb

- David Letterman and Jay Leno host talk shows.

Compound subject, one verb

- My son toasts and butters his bagel.

One subject, compound verb

- The driver started up the street. I settled back. Brett moved close to me. We sat close against each other. I put my arm around her and she rested against me comfortably. It was very hot and bright, and the houses looked sharply white. We turned out onto the Gran Via.

Here are a few examples:

- She read.
- She completed her literature review.
- He organized his sources by theme.
- They studied APA rules for many hours.

Compound Sentences

A **compound sentence** contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

A *compound sentence* consists of **two or more independent clauses**. The independent clauses can be joined in one of two ways:

- With a coordinating conjunction: *for, and, nor, but, or, yet, so*
- With a semicolon (;)
- As with a simple sentence, a compound sentence can't have any subordinate clauses. Here are some compound sentences for your reading pleasure.

Independent Clause	Conjunction Semicolon	or Independent Clause
Men are mammals	and	women are femammals.
Mushrooms grow in damp places	so	they look like umbrellas.
The largest mammals are found in the; sea		there's nowhere else to put them.

Here are a few examples:

- She completed her literature review, **and** she created her reference list.
- He organized his sources by theme; **then**, he updated his reference list.
- They studied APA rules for many hours, **but** they realized there was still much to learn.

Complex Sentences

A **complex sentence** contains at least ***one*** independent clause and at least ***one*** dependent clause. Dependent clauses can refer to the subject (*who, which*) the sequence/time (*since, while*), or the causal elements (*because, if*) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

A complex sentence contains one independent clause and at least one dependent clause. The independent clause is called the “main clause.” These sentences use subordinating conjunctions to link ideas. As you check out these examples, see if you can find the subordinating conjunctions.

Examples:

- **Parallel lines never meet (*independent clause*) until (*subordinating conjunction*) you bend one of them (*dependent clause*).**
- **Many dead animals of the past changed to oil (*independent clause*) while (*subordinating conjunction*) others preferred to be gas (*dependent clause*).**

- **Even though** (*subordinating conjunction*) the sun is a star (*dependent clause*), it knows how to change back to the sun in the daytime (*independent clause*).

The subordinating conjunctions are *until, while, and even though*.

Here are a few examples:

- *Although she completed her literature review,* **she still needed to work on her methods section.**
 - Note the comma in this sentence because it begins with a dependent clause.
- *Because he organized his sources by theme,* **it was easier for his readers to follow.**
 - Note the comma in this sentence because it begins with a dependent clause.
- **They studied APA rules for many hours** *as they were so interesting.*
 - Note that there is no comma in this sentence because it begins with an independent clause.

Use of Phrases and Clauses in sentences:

What is a clause?

In its simplest form, a clause in grammar is **a subject plus a verb**. The subject is the entity “doing” the action of the sentence and the verb is the action that subject completes. A clause creates a complete thought (an idea or a statement that can stand alone).

A complete thought is also called a main clause or independent clause (IC).

Examples of clauses:

- Subject + verb. = complete thought (IC)
- I eat. = complete thought (IC)
- Sharon speaks. = complete thought (IC)

A clause may include the verb predicate as well. But, it must include *at least* the subject and verb to be considered a clause.

Examples of clauses:

- Subject + verb (predicate). = complete thought (IC)
- I eat bananas. = complete thought (IC)
- Sharon speaks loudly. = complete thought (IC)

It should be noted, too, that a clause in a sentence is different from a phrase in that it must contain a subject and a verb.

What is an Independent Clause?

Independent clause definition:

An **independent clause** can stand alone in a sentence. It contains a subject and a verb in its smallest form. A clause may also include modifiers and a verb predicate. It is a complete thought and the smallest unit of grammar that is syntactically accurate.

Example of Independent Clauses:

- Subject + verb (predicate). = complete thought (IC)
- I eat bananas. = complete thought (IC)
- Sharon speaks loudly. = complete thought (IC)

In writing, words and modifiers can be rearranged in independent clauses to create interest.

Example of Independent Clauses:

- I eat bananas *in the kitchen*.
- *In the kitchen*, I eat.

Here, “I eat” is the subject and verb. An object (“bananas”) and a prepositional phrase (“in the kitchen”) have been added to the clause to make it more specific. The entire sentence is an independent clause because it is a complete thought statement.

What is a Dependent Clause?



Dependent clause definition:

Dependent clauses contain a subject and verb. However, they cannot stand alone as an independent thought. They must be joined with an independent clause to be grammatically correct.

Example of Dependent Clause:

- *Every night before I go to bed, I eat bananas.*

This example contains the IC, “I eat bananas.” However, a dependent clause now opens the sentence. While the dependent clause contains a subject and a verb (“I go”), the dependent clause itself cannot stand alone a complete thought.

Example of Dependent Clause:

- *Every night before I go to bed*

This is not a complete thought and therefore not a sentence in English. Every night before I go to bed...what happens? This idea must be joined with an independent clause to be grammatically correct.

What are phrases and are they actually important?

Phrases are a group of words that work together to communicate an element of speech. They are very important because they allow you to communicate better, through both written and spoken language. This article takes a look at phrases in a sentence and uses simple language to explain what phrases are, how they work within sentences to create a meaningful message and what different types of phrases are used in the English language.

What are phrases?

Phrases in a sentence are a group of words that act as a part of a speech but cannot stand alone in order to form a complete sentence because they do not include both a subject and a predicate. However, the words in a phrase work together in a manner that entails that they can function as a single part of speech, i.e. together the words in a phrase can form a noun, verb, adverb or adjective. Examples of phrases are:

- **over the moon.**
- **on the roof.**
- **in the corner.**
- **under the bed.**

Each of these phrases makes sense, but to make complete sense they need to be placed in a full sentence with other words:

- I am **over the moon.**
- There is a bird **on the roof.**
- He is stood **in the corner.**
- There is a mess **under the bed.**

What are the properties of phrases?

The properties of phrases in a sentence are as follows:

- Phrases are groups of words
- Phrases do not contain a finite verb (e.g. *I, we, you, he, she, they*, etc.)
- Phrases may contain a non-finite verb such as a participle, a gerund or an infinitive.
- Phrases are unable to convey a definite meaning, but they do communicate a disconnected idea.
- Phrases cannot stand alone. In order to be grammatically correct, they should always be part of a larger sentence.

What are the different types of phrases?

There are several different types of phrases in a sentence:

1. Noun phrases: A noun phrase is made up of a noun and its accompanying modifiers (which can include other phrases). Gerund phrases, appositive phrases and infinitive phrases are all types of noun phrases.
2. Verb phrases: A verb phrase can refer to an entire predicate in a sentence or can be limited to a verb or verb group.
3. Adverbial phrases: There are two theories relating to adverbial phrases. Some people argue that an adverbial phrase is a group of adverbs, while others believe that an adverbial phrase is any type of phrase that acts as an adverb.

4. Adjectival phrases: There are two theories relating to adjectival phrases. Some people argue that an adjectival phrase is a group of adjectives, while others believe that an adjectival phrase is any type of phrase that acts as an adjective.
5. Participial phrases: Participial phrases are word groups that consist of a present or past participle and any modifiers, objects, and complements.
6. Prepositional phrases: Prepositional phrases begin with a preposition and can function as adjectives, adverbs or nouns.
7. Absolute phrases: Absolute phrases are essentially collapsed sentences. Instead of adding more information about a noun or a verb, they modify an entire sentence.

So, when it comes to the question: *what are phrases in a sentence?* This article clearly reveals that they are extremely important elements of language that all writers need to be familiar with.

Importance of Proper Punctuation:

With the widespread use of texts, social media posts, and emails today, language usage is transforming. These types of communication tools encourage people to shorten phrases to acronyms, abbreviate words in new ways, and limit or even omit punctuation. While this saves keyboard strokes and character usage, it can end up causing embarrassing communication errors.

PUNCTUATION CAN GIVE WORDS NEW MEANING

Although it's not a big deal to remove a period or shorten a word in order to save a character or two, other punctuation errors can end up being very meaningful; even on social media sites where proper grammar isn't generally expected. The image here clearly illustrates this point. As you can see by this example, the same words used in the same order mean two very different things when punctuated differently! This reality can sneak up on the unaware and give the words you use new, unexpected meanings you weren't intending.

IMPROPER PUNCTUATION MAY MISREPRESENT YOU, OR WORSE

With all of this texting, blogging, posting, and emailing going on today, more people are communicating through the written word than ever before. This is exciting to be sure, however, your words now represent you in these mediums. People create an image of you while they're reading your status updates and messages. When you use improper punctuation your reader could misunderstand you and end up viewing you in an entirely different way than you ever intended. Not only that, you'll appear uneducated and unprofessional. While this may be no big deal when communicating with a friend or family member, if a prospective employer or significant other reads your content, it may end up being more of an

issue than you could imagine. Plus, unlike face to face meetings, because you're not generally present when others are reading your writing, you can't correct yourself and, as a result, your error could cause irreparable damage.

PUNCTUATION AFFECTS TRANSLATIONS TOO

Using proper punctuation is of the utmost importance when you're writing material that will be translated as well. If we use the example in the image again the phrase "A woman, without her man, is nothing." may be translated in some languages with "her man" being the equivalent of "boyfriend" or "husband". Whereas the other statement "A woman: without her, man is nothing." will be translated differently using a word for "man" in the language that means something similar to the human race as opposed to a type of partner.

Proper punctuation is simply a must, for clear communication. To help you use proper punctuation in your writing, stay educated by reading professionally written material, and always proofread your own content, even your texts. Then, after that, double check your content again before you post it! Last but definitely not least, if you need your content translated, be sure to choose a translation company, like ITC Global Translations, that understands the significance of clear communication, including punctuation. Your message is important and it will only be clear if it's written, and translated correctly. Visit our website to see how ITC Global Translations, and our network of specialized translators and dedicated linguists can ensure all of your content means exactly what you want it to in every language.

Punctuation marks:

- . full stop
- ! exclamation mark
- ? question mark
- , comma
- : colon
- ; semi colon
- ' apostrophe
- " " quotation marks
- hyphen

1. Apostrophe '

The apostrophe before or after letter ('s) is used to show possession. For example:

This is Nick's notebook.

We were invited to the Gibsons' house.

It is also used to show omissions in informal writing. For example:

I'd like to eat a sausage and an egg for a breakfast.

2. Comma ,

Commas indicate a short pause in a complex sentence or mark out individual items in long lists. Commas are used to split long sentences, but only in order to show a discontinuity and

fragmentation that is essential for the human mind. You do not need to put a space before a comma, but it is required after comma. For example:

A lot of people gathered in the main hall: workers, managers, CEOs. The workers stood in the rows, managers sat at the tables on the left and CEO department took seats on the right.

Comma is often used in direct speech. For example:

"That is not my fault!", he claimed.

3. Full stop .

The full stop is placed at the end of affirmative sentences and indicates a complete thought. You do not need to put a space in front of the full stop, but it is required after it.

My name is Alex. I am a teacher.

The full stop can be used in abbreviations, such as **p.m., vs., etc., Dec.** For example:

They bought a lot of fruits, vegetables, pasta, wine, etc. for a birthday party.

4. Colon :

Colon precedes the list, explanation or example. It can be used in the following cases:

- Colon is put between 2 main clauses in case if the 2nd clause explains the 1st clause. For example:

Our company has a motto: quality goes first!

- Colon is used before enumeration/ list. For example:

The price of the standard twin room included the following: transfer from airport, breakfast and free Wi-Fi.

- Colon is put before direct speech or quotation:

Many people came to the festival: from Canada, Europe, New Zealand.

5. Hyphen –

Hyphens are used to connect words or syllables or to separate a word into pieces. Usually hyphen is used in compound words. For example:

My father-in-law is going to visit me this summer.

6. Question mark ?

The question mark is placed at the end of the interrogative sentence.

What time are you going to work?

7. Exclamation mark !

It is often said that the exclamation mark serves to express exclamation. It is most commonly used to show shock, surprise, horror or pleasure. For example:

"Run faster!", - he shouted to me.

8. Semi colon ;

The semicolon is used to separate two sentences that could be connected by the following conjunctions: **and, because, as, if** or **but**. It is stronger than a comma, but not as strong as a full stop.

I cannot wait to see her on a prom; I'm sure she will be gorgeous.

9. Quotation marks " "

Quotation marks are used to indicate the direct speech. For example:

"Take your pills twice a day", - the doctor said.

And remember, the way you write shows the level of your intelligence. Do not neglect punctuation.

Creating Coherence in Your Writing

Writing is coherent when the relationships among the ideas are made clear to the reader. Coherent writing moves logically and consistently from one point to another. Each idea should relate clearly to the other, with one idea flowing smoothly to the next. As the author, you know in advance (hopefully) which direction your essay will take, but you need to be sure that this train of thought is also clear to the reader who is trying to follow your argument.

Many elements contribute to smooth and coherent writing. However, the major components are a logical sequence of ideas and clear transitions between ideas.

- A logical sequence of presentation is the most important single requirement in achieving coherence. Last week we practiced six different methods of development. Using these will help you to logically develop and present ideas in paragraphs and essays.
- Thoughtful transition is also essential to coherence, for without transitions your writing cannot achieve the smooth flow from sentence to sentence and from paragraph to paragraph that is required for coherence. Transition provides a means of linking ideas to clarify the relationship between them. A lack of transitional devices can make your text confusing for your reader.

Creating Coherence through Transitions

Notice the difference between the following paragraphs, the first without and the second with transition.

- The moon has always been an object of interest to human beings. Until the 1960s, getting there was only a dream. Some thought that we were not meant to go to the moon. In 1969 Neil Armstrong stepped onto the lunar surface. Moon landings became routine to the general public.
- The moon has always been an object of interest to human beings, *but* until the 1960s, getting there was only a dream. *In fact*, some thought that we were not meant to go to the moon. *However*, in 1969 Neil Armstrong stepped onto the lunar surface. *After that* moon landings became routine to the general public.

The transitional words and expressions in the second example fit the ideas snugly together, making that paragraph read more smoothly than the first. Attention to transition in longer works is essential if your reader is to move smoothly from point to point in your writing and not find the essay so hopelessly confusing that s/he gives up after one page.

Transitions between Sentences

There are many ways to achieve effective transition between sentences, including:

- using transitional words and phrases
- repeating key words or ideas from preceding sentences
- referring to antecedents in previous sentences with nouns or pronouns
- using parallel structure (that is, by repeating the pattern of a phrase or clause)

Consider the following short paragraph, in which all these means are employed:

Representative of many American university towns is Millville. This midwestern town, formerly a sleepy farming community, is today the home of a large and bustling academic community. Attracting students from all over the Midwest, this university has grown very rapidly in the last ten years. This same decade has seen a physical expansion of the campus. The state, recognizing this expansion, has provided additional funds for the acquisition of land adjacent to the university. The university has become Millville's major industry, generating most of the town's income - and, of course, many of its problems, too.

- Examples of transitional words or phrases: "formerly," "today," "of course," "too"
- Examples of repetition of key words or phrases: "town," "university," "expansion"
- Examples of references to antecedents: "Millville" and "This midwestern town"; "last ten years" and "this same decade"; "the town's income" and "its problems"
- Example of the use of parallel structures: "sleepy farming community," "bustling academic community"

Have you ever wanted to make your writing more logical, unified, and consistent? What you are looking for is to improve the coherence in your writing. This lesson will give you tips and examples for making your writing more coherent.

Defining Coherence in Writing

Have you ever read something that was hard to follow, where the writer jumped around from idea to idea and did not have unity or consistency to connect the words, sentences, and paragraphs? That is something that you want to avoid in your own writing. But how do you do that?

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

Coherence Between Words

Between each word, coherence can be created by parallelism. **Parallel structure** means using similar grammatical constructions between words in sentences. Parallelism is particularly important for words in lists. If you're writing a list of things someone likes to do, then each activity in the list should take the same grammatical form. For instance, if one verb in the list takes on the '-ing' gerund form, like 'running,' then the other verbs in the list should also be in the gerund form. An incoherent structure would be to say:

Sarah likes to jump, running, and skate.

Instead, the list should be parallel like this:

Sarah likes jumping, running, and skating.

Coherence Between Sentences

Coherence can be created between sentences through repetition and transitional devices. Repetition of words across sentences helps to reiterate the same ideas between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Here is an example of sentences that create coherence through repetition:

The most important part of an essay is the thesis statement. The thesis statement introduces the argument of the essay. The thesis statement also helps to create a structure for the essay.

In this example, the repetition of the phrase 'thesis statement' helps to unify the three sentences. It is a phrase that ends the first sentence and transitions into the next sentence by starting with that same phrase.

Another way to create coherence between sentences is through **transitional devices**. There are many types of transitional devices that show time and help ideas flow smoothly. Transitional words, such as 'first', 'later', and 'then', are a few examples of transitional devices that show time to help ideas flow more smoothly. Transitional devices are like signposts that tell the reader what is coming up ahead and where the discussion is going.

Coherence between Paragraphs

Transitional words can also be used between paragraphs. Words such as:

- Therefore
- However
- Yet
- Thus
- First
- Later
- Then

Organizing Principles for Writing

Organization of an essay is one of the strategies to ensure your argument is clearly communicated to the reader. The most common essay format is the five-paragraph essay, which

follows the basic structure: introduction paragraph, three body paragraphs and conclusion paragraph. This format can be adapted to organize longer essays by adding additional body paragraphs. The body paragraphs are formatted based on the type of essay: division and classification, compare and contrast, or cause and effect.

Division and Classification

The division and classification essay outline groups similar topics or ideas into paragraphs. Each point supporting the overall thesis is addressed in an individual paragraph with evidence to support it. Paragraphs may be ordered chronologically or in order of importance. For instance, a history essay might discuss events leading up to the Declaration of Independence in chronological order in the body of the essay. To employ an order of importance strategy, the events may be discussed in order from the least significant to the most significant.

Compare and Contrast

While a compare essay focuses on the similarities and differences between two topics, the contrast essay focuses primarily on the differences. The body paragraphs may be organized in a block format or in a point-to-point format. The block format addresses one topic in each paragraph. The point-to-point format addresses one trait in each paragraph but includes both topics. For instance, a block format comparing Thomas Jefferson's and George Washington's leadership styles would first focus on Jefferson, developing two to three points about his style. The paragraph on Washington would mirror the two to three points, focusing on Washington's style. Point-to-point organization of the same essay would focus on the three points of leadership style, one in each paragraph to address both Washington's and Jefferson's strategies.

Cause and Effect

The cause and effect essay describes how a cause produces an effect. The source of the effect or product of the cause may already be known and synthesized in the essay, or it may be the result of the author's independent research. Three body paragraphs or sections form the basic outline for the cause and effect essay. The cause is introduced first, giving context through history or prior research. The effect follows with specific information about and examples of the effect. The final body paragraph includes an analysis of the relationship between cause and effect.

Other Formats

Another format is the pro-and-con structure, which alternates paragraphs about the pros and cons of an argument. A narrative arrangement tells a story in chronological order. A process outline describes an event or topic in the order that it occurred or was created. Depending upon the topic, other formats may lend themselves to better organization. The key is to find an organization scheme that separates individual points by paragraph and lays them out in a logical manner.

Paragraphs and Essays share a common link: The paragraph is the building block of all essays. Paragraphs begin with a topic sentence that organizes the rest of the paragraph. The sentences following the topic sentence in the paragraph are called support sentences. These support sentences can be descriptive, explanatory, and/or analytical, depending upon the type of essay that is being written. A paragraph ends with a concluding sentence that wraps up the main ideas in the paragraph or acts as a lead-in to the next paragraph.

An essay consists of a set of organized paragraphs. The first paragraph in an essay is the introduction that contains a thesis sentence that acts much like a topic sentence in a paragraph; that is, the thesis organizes and states the main idea or purpose of the entire essay. The following paragraphs in an essay are support paragraphs that further explicate the thesis. These support paragraphs could be explanatory, descriptive, argumentative, cause/effect, etc. depending upon the type of essay being written. Lastly, an essay ends with a concluding paragraph that generally wraps up the main ideas in the essay, much like a concluding sentence in a paragraph.

The above information consists of the basic, guiding principles of paragraphs and essays.

Techniques for writing precisely

1. Use Active Voice

When a sentence includes *be* or any other copulative verb, such as *is* or *are*, recast the sentence to omit the verb.

Before: "The meeting was seen by us as a ploy to delay the project."

After: "We saw the meeting as a ploy to delay the project."

2. Avoid Vague Nouns

Phrases formed around general nouns such as *aspect*, *degree*, and *situation* clutter sentences.

Before: "She is an expert in the area of international relations."

After: "She is an expert in international relations."

3. Use Words, Not Their Definitions

Replace explanatory phrases with a single word that encapsulates that explanation.

Before: "The crops also needed to be marketable so that families would be able to sell any yields that exceeded what they personally required."

After: "The crops also needed to be marketable so that families would be able to sell any surplus."

4. Avoid Noun Strings

Reorganize sentences to eliminate series of nouns used as adjectives.

Before: “The lack of a secure transfer may hamper computer security incident response efforts.”

After: “The lack of a secure transfer may hamper responses to computer-security incidents.”

5. Convert Nouns to Verbs

When a sentence includes a noun ending in *-tion*, change the noun to a verb to simplify the sentence.

Before: “They will collaborate in the creation of new guidelines.”

After: “They will collaborate to create new guidelines.”

6. Reduce Verb Phrases to Simple Verbs

Identify the verb buried in a verb phrase and omit the rest of the phrase.

Before: “The results are suggestive of the fact that tampering has occurred.”

After: “The results suggest that tampering has occurred.”

7. Replace Complex Words with Simple Ones

Choose simpler synonyms for multisyllabic words.

Before: “The department will disseminate the forms soon.”

After: “The department will pass out the forms soon.”

8. Avoid Expletives

Don’t start sentences with “There is,” “There are,” or “It is.”

Before: “There are many factors in the product’s failure.”

After: “Many factors contributed to the product’s failure.”

9. Eliminate Prepositional Phrases

Replace “(noun1) of the (noun2)” phrasing with “(noun2)’s (noun1)” phrasing.

Before: “The decision of the committee is final.”

After: “The committee’s decision is final.”

10. Reduce Wordy Phrases to Single Words

Replace phrases that signal a transition with simple conjunctions, verbs, or other linking words.

Before: Due to the fact that the project is behind schedule, today’s meeting has been postponed.

After: Because the project is behind schedule, today’s meeting has been postponed.

MODULE: 3. COMMON ERRORS IN WRITING

TEACHER: PROF. ABHISHIKTA BHATTACHARYA

Day 11

Objectives:

- 1. Students will make considerable progress and acquire a reasonable proficiency in identifying errors in a given sentence.**
- 2. It will help them learn the meticulous rules of grammar that they fail to assess otherwise. It will help them to enrich their already existing grammatical knowledge.**
- 3. It will help them to become an effective communicator. By mastering error-free writing, students will be able to get hold of error-free speaking.**

Steps for identifying an Error:

- ✓ First, read the entire sentence in one go, without any pause. If you do not find any error then re-read the sentence and doubt anything that is grammatically unknown to you.
- ✓ In some particular examinations, the part with error can be underlined or marked bold. Apart from this you may be given options for your answer. Scrutinize every option carefully.
- ✓ In some cases, the questions given to you are the questions of Error Detection, not Error Correction, so you do not need to waste too much time on finding the reason behind the error. You just need to find out the part of the sentence which contains error and tally it with the given options.

Major types of Errors

- ✓ Lexical error - vocabulary
- ✓ Phonological error - pronunciation
- ✓ Syntactic error- grammar
- ✓ Interpretive error - misunderstanding of a speaker's intention or meaning
- ✓ Pragmatic error - failure to apply the rules of conversation

3.1 Errors related to Subject-Verb Agreement:

*The term Subject-Verb Agreement refers to the concept that a subject should be followed by which type of verb (singular or plural). Choosing **is** with **man** and **are** with **men** is called concord or agreement between subject and verb in a sentence. There are some cases where confusion arises basing on the fact that whether a noun should be followed by a singular verb or a plural verb. Some essential grammatical points are discussed below to give you a detailed idea subject-verb agreement.*

1. **Many, A great many, A good many, Both, Few, A few** — When following words are used as **subject** in a sentence, **verb** is always **plural**.

Ex. A great many students ~~has~~ **(have)** been declared successful.

2. Nouns, that are plural in appearance but are singular in meaning, take a singular verb. e.g. news, statistics, politics, etc.

Ex. This news ~~were~~ **(was)** broadcast all over the world from ABC Radio.

3. Names of countries, the title of the books, subjects which look like plural, but actually are singular number, are always followed by singular verb.

Ex. The United States of America ~~are~~ **(is)** the richest country of the world.

4. When subject of the sentence is -Everybody, Everyone, Everything, Somebody, Someone, Something, Anybody, Anyone, Anything, Nobody, No one, Nothing — verb is always singular.

Ex. Everybody among your friends ~~like~~ **(likes)** playing.

5. Collective nouns take a singular verb if they refer to a group/unit as a whole. **But** Collective nouns take a plural verb when the noun is referring to individuals in the group.

Ex. The committee ~~are~~ **(is)** of the opinion that the policy should be passed.

Ex. The committee ~~wants~~ **(want)** a review of the procedures. They are dissatisfied with the current ones.

6. Some nouns that always end in s are plural (usually because they come in pairs) and take a plural verb.

Ex. The trousers ~~is~~ **(are)** made of wool.

7. When the subject of a sentence is composed of two or more nouns (making them joint operators of the action) connected by and, use a plural verb. However, if both the nouns refer to the same idea ,the verb is singular.

Ex. John and I ~~works~~ (**work**) on our assignments together.

Ex. Bacon and eggs ~~are~~ (**is**) a high protein breakfast.

8. When a subject contains two or more nouns joined by *either, or* and *neither, nor* the verb should agree with the part of the subject that is nearer the verb.

Ex. Either the doctor or the nurses ~~attends~~ (**attend**) every day.

9. Do not be misled by a phrase that comes between the subject and the verb.

Ex. Either one of the boxes ~~are~~ (**is**) open.

Ex. The team captain, as well as his players, ~~are~~ (**is**) anxious.

10. A noun phrase can contain two or more nouns. The verb that follows will agree with the head noun.

Ex. A book of answers ~~come~~ (**comes**) with the study guide.

11. An amount, quantity or number thought of as a whole takes a singular verb.

Ex. Six years ~~are~~ (**is**) a long time.

Ex. Three dollars ~~are~~ (**is**) not much.

12. With fractions, percentages and indefinite quantifiers (**all, few, many, much, some, half, none etc.**), the verb agrees with the preceding noun.

Ex. Two-thirds of his articles **is** (~~are~~) peer-reviewed.

Ex. Fifty percent of what he writes ~~are~~ (**is**) undocumented.

Ex. Fifty percent of the computers **is** (~~are~~) iMacs.

Ex. All the information ~~are~~ (**is**) correct.

13. When phrases such as **with, along with, besides, in addition to, as well as** combine two nouns, the verb relates to the first noun.

Ex. The film director as well as the crew, ~~reach~~ (**reaches**) the spot on time.

14. When two nouns are joined by coordinating conjunctions like **not only, but also**, the verb needs to comply with the nearest noun.

Ex. Not only the teacher but the students **is** (~~are~~) also responsible for their studies.

15. Collective nouns such as **jury, committee, team, group** take singular verbs if they refer to the togetherness but they take on plural verbs when they suggest division, discord or lack of togetherness.

Ex. The jury ~~was~~ (were) divided on the policy.

Exercise 3.1

Detect the error in the sentences and rewrite the error-free sentences.

- i) Stephanie claims that she wants to attend_college after graduation, but her poor attitude about studying during senior year do not indicate that she enjoys being a student.

Ans.

- ii) Stephanie claims that she wants to attend_college after graduation, but her poor attitude about studying during senior year do not indicate that she enjoys being a student.

Ans.

- iii) My favourite history professor, as well as some of his administrative staff, were asked to resign because fewer students were taking history courses than ever before.

Ans.

- iv) James is a proactive police officer, so although the local rebellious teenagers are annoyed by his strict nature, the overall safety of the town have improved drastically since he was hired.

Ans.

- v) A pair of supportive shoes are important if you are experiencing lower back pain.

Ans.

- vi) The paralegal believed that there were an overload of cases in the office.

Ans.

- vii) Shana, Joe, and Marcel was incredible in each of their performances and the audience rewarded them through cheers and applause.

Ans.

- viii) While the young analyst is bothered by the fact that his girlfriend is not very skilled behind the wheel, each of her other redeeming qualities compensate for her driving ability.

Ans.

-
- ix) Rebecca's preference for caviar and expensive chocolates are not a reflection of what she actually enjoys, but simply a manifestation of her tendency to spend money carelessly.

Ans.

-
- x) The best part of running with bulls are the expressions on other people's faces as they try to stay one step ahead of the beasts behind them.

Ans.

-
- xi) At the last moment there were a change in the venue of the event.

Ans.

-
- xii) What actually bothered us were the fact that she ignored me in the party.

Ans.

-
- xiii) Each of the boys have been given their uniform.

Ans.

-
- xiv) One of the employees are retiring today.

Ans.

xv) Five thousand rupees are not that valuable today.

Ans.

xvi) One of the members have resigned from the post.

Ans.

xvii) The clothes is missing from the wardrobe.

Ans.

xviii) His sheer politics have made the team win.

Ans.

xix) Athletics are very exciting.

Ans.

xx) A large population of India still live below the poverty line.

Ans.

Day 12

3.2 Errors related to Noun-Pronoun Agreement:

1. Remember to find the true subject of the sentence to determine if the pronoun should be singular or plural.

Ex. **Neither** Bob nor Alex believed ~~they~~ (**he**) would receive the award.

2. Although pronouns are useful to help writers avoid repetition, they should be placed sparingly to keep the meaning of the sentence clear. Misplacement can hamper the meaning of the sentence.

Ex. When Jeff and Brian joined the team members, **they** were scared.

The pronoun here (**they**) is unclear--to whom does it refer? Was the team scared? Were Jeff and Brian scared? In this example, because the pronoun **they** is ambiguous, choosing a noun rather than a pronoun will help with clarity.

3. Putting pronoun for nouns like scissors, jeans, jury, committee is a little bit tricky. When collective nouns like jury, committee, group, team, etc. refer to their togetherness, they are followed by singular verb and the pronoun for them is also singular; but when they refer to their disagreement, division or lack of togetherness, they are followed by plural noun and the pronoun for them is also plural.

Ex. The committee is planning to give up ~~their~~ (**its**) policy very soon.

Ex. The jury ~~was~~ (**were**) divided into groups.

Exercise 3.2

Detect the error in the sentences and rewrite the error-free sentences.

- i) Majority of people in the country believe that it is being deprived.

Ans.

- ii) A large population of India lives in slums. They are believed to be in millions.

Ans.

- iii) Each student must find his or her own note-taking strategy.

Ans.

- iv) The lady and her dog is going to the market.

Ans.

- v) One of the girl could not make their presence.

Ans.

- vi) A group of scientists is working on their project.

Ans.

- vii) One cannot be too careful. Can he?

Ans.

- viii) Everyone must come. Mustn't he?

Ans.

- ix) Every child must bring his pencil box?

Ans.

- x) Where are my jeans? It is not in my room.

Ans.

3.3 Misplaced Modifiers:

Modifiers are words or phrases that provide additional detail about a subject, verb or object in a sentence. Modifiers can be words or phrases; for example, the word "smart" can modify girl, and the phrase "who was smart" can also modify girl. According to grammar rules, modifiers should be placed as close as possible to the person or thing that they are modifying. When a modifier is not placed properly in the sentence, it can create confusion and is considered to be a "misplaced modifier."

Since modifiers are used to add meaning to the words or expression modified, they should be placed properly, misplacement of modifier can cause ambiguity or confusion regarding the meaning of the sentence.

Ex. Crying over the broken toy, the mother comforted the little boy. ('Who is crying?' , here it is not clear in the sentence)

Ex. The mother comforted the little boy **who was** crying over the broken toy.

Exercise 3.3

Detect the error in the sentences and rewrite the error-free sentences.

- i) After painting all day, the chair was admired by Mark.

Ans.

- ii) The fish was greatly enjoyed by the fisherman, which was tasty.

Ans.

- iii) Andrew told us after the holiday he intends to stop drinking.

Ans.

- iv) The worker was run over by a car sleeping on the pavement.

Ans.

- v) The teacher can hear the sound of the bell when it rings clearly.

Ans.

- vi) Her mother only eats vegetables.

Ans.

- vii) We will not sell perfume to the buyer in glass bottles.

Ans.

- viii) Sneering with superiority, Roland drank iced tea from a crystal glass that sparkled in the afternoon sun.

Ans.

- ix) With leaking pipe, the woman found it hard to water the plants.

Ans.

- x) Being raised in a joint family, the parents knew the needs of their children.

Ans.

- xi) Tired of all of the nights in hotels, Mitch's delight was felt by Mitch when his boss finally said he didn't have to travel anymore.

Ans.

- xii) She served sandwiches to the children on paper plates.

Ans.

- xiii) He nearly drove the car for six hours a day.

Ans.

- xiv) He saw a puppy and a kitten on the way to the store.

Ans.

- xv) She almost failed every exam she took.

Ans.

Day 13

3.4 Articles:

Learning articles means not only knowing the grammatical definitions prescribed in the grammar books. The usage of articles is very spontaneous depending on situations and speakers. It can only be acquired through natural exposure to the language.

There are some rules that you have to keep in mind—

- ✓ When the noun or the subject of the sentence is unknown, we use **a, an** for it; but when the noun or the subject of the sentence is known or definite, we use **the** before the noun.

Ex. After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

Ex. After a long day, a cup of tea tastes particularly good.

By using the article *a*, we have created a general statement, implying that any cup of tea would taste good after any long day.

- ✓ The definite article is the word *the* which limits the meaning of a noun to one particular thing.

Ex. Are you going to **a** (*the*) party this weekend?

- ✓ The definite article can be used with singular, plural, or uncountable nouns.

Ex. Please give me **a** (*the*) large nail; it's the only one strong enough to hold this painting.

- ✓ Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things. Because these things can't be counted, you should never use **a** or **an** with them. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference.

Ex. Please give me **a** (*some*) water.

- ✓ However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Ex. Please give me **some** (**a**) bottle of water.

- ✓ Possessive pronouns can help in identifying whether you are talking about specific or nonspecific items. If you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his*, *my*, *our*, *its*, *her*, and *their*. Articles should not be used with pronouns.

Ex. Why are you reading ~~the~~ **my** book?

- ✓ In some cases, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a "zero article." Often, the article is omitted before nouns that refer to abstract ideas.

Ex. Let's go out for **a** dinner tonight.

~~The~~ creativity is a valuable quality in children.

- ✓ Many languages and nationalities are not preceded by an article.

Ex. I studied ~~the~~ French in high school for four years.

- ✓ Sports and academic subjects do not require articles.

Ex. I like to play ~~the~~ baseball.

- ✓ When a singular noun is meant to represent a whole category/ class , article *a* is used.

Ex. Dog is *a* faithful animal.

- ✓ *The* is used before superlatives.

Ex. She is the most talented girl in the class.

- ✓ *The* is used with the names of renowned building, gulf, river, ocean, sea etc.

Ex. The Taj Mahal, The Persian Gulf, The Grand Canyon, The Char Minar, The Pacific

- ✓ *The* is used before directions like East/West etc.

Ex. The East/West

- ✓ *The* is used before the name of persons (Family) in plural.

Ex. The Bacchans, The Birlas, The Ambanis.

- ✓ Use *the* in structure where an adjective follows a proper noun.

Ex. Sachin, *the* little master is *the* god of cricket.

- ✓ Do not use *the* before days, years and months.

Ex. I was born in ~~the~~ 2000.

Ex. I was born in *the year* 2000.

Exercise 3.4

Detect the error in the sentences and rewrite the error-free sentences.

- i) Perhaps it was most frightening rides that I ever boarded.

Ans.

- ii) Sixth and seventh student in the left row were looking for help.

Ans.

iii) He wants to study in the Calcutta University.

Ans.

iv) I want to go for walk.

Ans.

v) He gave me a pen that I wanted.

Ans.

vi) Captain and team left for the match.

Ans.

vii) Meghna is studying the college in United States of America.

Ans.

viii) The milk was spilt in the entire room.

Ans.

ix) I usually have cup of tea after the dinner.

Ans.

x) Ashoka, famous emperor conquered the world with preaching of the Buddhism.

Ans.

xi) The China has started focusing on the English recently.

Ans.

xii) The woman was seen pushing the car on the road.

Ans.

xiii) Wise men know the truth.

Ans.

xiv) I went to a hospital in which my father went for his treatment.

Ans.

xv) I will be going to school for attending the annual function.

Ans.

Day 14

3.5 Prepositions:

Prepositions denote the position of noun or pronoun in a sentence to establish a relationship between them and other parts of the sentences. One cannot just memorise the particular prepositions that should be placed before a particular pronoun, the only thing that can make one master the usage of preposition is practice. Go through the given examples.

- ✓ **Our going out for a dinner depends ~~of~~ (on) the weather.**
- ✓ **We discussed ~~about~~ the topic.**

Discussion is never followed by *about*, but we can write that –*We talked about* the topic.

- ✓ When we mean early enough or before the stipulated time, we use **in time**. When we mean the right time, we use **on time**.

Ex. We reached home **on** time.

Ex. We started early, so we reached **in** time.

- ✓ When we mean inside anything or entering anything, we use **into**, we use **to** for denoting purpose, we use **onto** when we denote adding something to the already existing list.

Ex. I poured water **into** the mug.

Ex. I added her name **onto** the executive list.

Ex. Hearing the bad news, I got into the room.

- ✓ Beside is used when the meaning is by the side of a thing and besides is used to mean apart from anything or in addition to anything.

Ex. I sat beside the closed door.

Ex. Besides studies, I am equally interested in sports.

- ✓ *Agree to* and *agree with* – when we share a point of view, we use *agree with*, but when we obey someone's decision who is superior to me, we say *agree to*.

Ex. I *agree with* your choice movies.

Ex. I *agree to* your decision.

- ✓ Below and over— We use *under* when we mean something is covered, below is used, when we mean less than something.

Ex. I found my kitten *under* the table.

Ex. Majority of people live *below* the poverty line.

- ✓ We use *before* for living beings and we use *in front of* for non-living things.

Ex. I stood *in front of* the mirror.

Ex. I presented the format *before* the students.

- ✓ When we denote a particular point of time, we use *since* , when we denote a period of time like three years, two months, etc. we use *for*.

Ex. I am working in the institution since 2016.

Ex. I am working in the institution for 3 years.

Exercise 3.5

- i) He married with his childhood friend.

Ans.

- ii) I do not agree to your advice.

Ans.

iii) Do you wish to discuss about the science exhibition?

Ans.

iv) I have come to the interview.

Ans.

v) The river is flowing under the danger mark.

Ans.

vi) He stood before the podium to deliver his speech.

Ans.

vii) Beside being a good singer, he is also a good orator.

Ans.

viii) Rain is pouring down since two days.

Ans.

ix) Do you ever thought on joining the army?

Ans.

x) I am concerned about the health of my child.

Ans.

xi) The tier of the car got punctured on the middle of the road.

Ans.

xii) The director is not interested with the script at all.

Ans.

xiii) He is fighting with his survival.

Ans.

xiv) Virat Kohli is often compared to Dhoni for being a captain.

Ans.

xv) He is looking up for a seat in the bus.

Ans.

xvi) It depends with the fact that what is your priority in life.

Ans.

xvii) Gradually the slum dwellers will get accustomed with the situation.

Ans.

xviii) The poor section of society is always deprived with what they deserve.

Ans.

xix) She is bed-ridden since two years.

Ans.

xx) The books consists with 4 volumes.

Ans.

Day 15

3.6 Redundancies:

In English usage, **redundancy** is usually defined as the use of two or more words that say the same thing, but we also use the term to refer to any expression in which a modifier's meaning is contained in the word it modifies (e.g., *early beginnings*, *merge together*—many more are listed below). Think of redundancies as word overflows.

Added bonus: A bonus is by definition something added.

Adequate enough: One or the other will work.

Arm's reach: *reach* or *arm's length*.

B

Blatantly obvious: Things that are blatant are obvious.

Blend together: Blend itself means together.

[Adjective]-born: e.g., Brazilian-born, Texan-born. Make it Brazil-born or Texas-born (or Brazilian or Texan).

Browse through: To browse is to look through something, so *through* is already contained in its meaning.

But yet: As conjunctions ([but not as adverbs](#)), *but* and *yet* are synonyms.

C

Central protagonist: Protagonist is always central.

Close proximity: To be in proximity to something is to be close to it. Try *close to* or *in proximity to* instead.

Collaborate together

Comingle, co-mingle: The verb *mingle* means *to mix or bring together in combination*.

Combine together: To combine is to bring multiple things together.

Continue on: If you two words, try *go on*.

Critical juncture: A juncture is a moment made critical by a concurrence of circumstances.

Critically important

Current status quo: The status quo is the current state of affairs.

E

Each and every: *Each* and *every* are synonyms.

Early beginnings

Enter into: Try *go into*, or just *enter*.

Equally as: Try one or the other.

Excessive verbiage: Verbiage is an excess of words.

F

False pretense and false pretenses: Pretenses are by definition false.

Far distance: Exception: when contrasting a far distance with a near distance.

Favorably disposed: To be disposed is to have a favorable inclination to something.

Fellow classmates: Try *fellow students*.

Few in number: *Few* always pertains to number.

Final destination: Exception: in reference to journeys, especially airline flights, that have multiple destinations.

Final outcome: Outcome is always final.

First and foremost: First is always foremost.

First dibs: When you have dibs on something, you have the primary claim to it.

First discovered: Generally, something can only be discovered once, but there are exceptions—for example, “I first discovered bananas in 1979, then forget about them, and then discovered them again in 2009.” Alternatives: First saw, first encountered, first observed.

Follow after: Words with same meaning

Free gift: If it’s not free, it’s not a gift.

Future plans: All plans pertain to the future.

G

General consensus (of opinion): A consensus is an opinion generally held by a group.

H

Historic milestone: A milestone is by definition historic.

I

In the negative: no.

In the process of: The meaning of this phrase is usually conveyed by the surrounding verbs. For example, *we are in the process of moving* could be just *we are moving*.

Innocent civilians: Civilians are always innocent

Interact with each other: Interact means talking to each other.

J

Join together: Things that join can only do so together.

Joint cooperation: If it’s not done jointly, it’s not cooperation.

Just exactly: *Exactly* means *precisely* or *in all respects*, and one definition of *just* is *precisely*

Manually by hand: *Manually* means *by hand*.

Mental attitude: Can an attitude be anything but mental?

Moment in time: A moment is a short, indefinite period of time.

Most quintessential: *Quintessential* contains *most* in its definition—i.e., *the most typical of a quality or state*.

O

Old adage: The definition of *adage* is *a traditional (i.e., old) saying that is accepted as true*.

Opening gambit: but only when *gambit* is used [in its traditional sense](#).

Orbit around: *Orbit* means *to go around (something)*.

Outward appearances: Appearances are by definition outward.

Overexaggerate: Excess is contained in the meaning of *exaggerate*, but *overexaggerate* works where exaggeration is expected, such as in some types of acting.

P

Past experience: All experience is in the past.

Pervade throughout: The verb *pervade* means *to be present throughout*.

Pre-plan: Exception: where *pre-plan* means *prior to planning*.

Prior experience: All experience is prior (though people seem to love using this phrase in job listings).

Proceed forward: To proceed is to move forward.

Proof positive: *Proof* is usually sufficient.

R

Rate of speed: *Rate* or *speed* is usually sufficient.

Reason is because: *Reason* is contained in the definition of *because*, and while the phrase *reason is because* is common, sticklers for this sort of thing say either *the reason is that* or *it is because*.

Repay back: Go with either *pay back* or *repay*.

Repeat again: This is redundant when something is repeated for the first time.

Return back: Try *go back* or just *return*.

Revert back: either *go back* or just *revert*.

S

Sequential order: *in order* or *in sequence*.

Shared commonalities

Slight edge: One definition of *edge* is *a slight advantage or superiority*, so the modifier is unnecessary.

Software programs: All computer programs are software.

Steady stream: Streams are by definition steady.

Sum total: These words are synonyms.

Sworn affidavit: An affidavit is a formal statement of fact made under oath before a notary public or other authorized officer.

U

Up until: Go with *up to* or just *until*.

Uphill climb: When *climb* isn't emphatic enough, try *uphill battle*.

V

Various different: These words are synonyms.

W

Well respected: If you want to use the word *well*, try *well regarded* or *well thought of*.

Whether or not: *Or not* is often contained in the meaning of *whether*, but *whether or not* is not redundant when *or not* is a necessary alternative to the positive option (e.g., "I'm going whether you go or not.")

Whole entire: These words are synonyms.

Exercise 3.6

Detect the error in the sentences and rewrite the error-free sentences.

- i) I heard all the private banks are merged together.

Ans.

- ii) I have got the chance to be a part of the well-respected seminar.

Ans.

- iii) My future plan is to pursue after journalism.

Ans.

- iv) There are various different books written on the history of Egypt.

Ans.

v) You will have adequate enough food.

Ans.

vi) The sadness of the boy pervaded through the entire story.

Ans.

vii) Browse through the internet to download the page.

Ans.

viii) People these days do not have general common sense.

Ans.

ix) He entered into the office hurriedly.

Ans.

x) You should co-mingle with your classmates.

Ans.

Day 16

3.7 Cliché:

Cliché refers to an expression that has been overused to the extent that it loses its original meaning or novelty. A cliché may also refer to actions and events that are predictable because of some previous events.

- ✓ *in the nick of time* – to happen just in time
- ✓ *only time will tell* – to become clear over time
- ✓ *a matter of time* – to happen sooner or later
- ✓ *at the speed of light* – to do something very quickly
- ✓ *lasted an eternity* – to last for a very long time

-
- ✓ *lost track of time* – to stop paying attention to time
 - ✓ *as brave as a lion* – describes a very brave person
 - ✓ *as clever as a fox* – describes a very clever person
 - ✓ *as old as the hills* – describes an old person or idea
 - ✓ *a diamond in the rough* – describes someone with a brilliant future
 - ✓ *fit as a fiddle* – describes a person in a good shape
 - ✓ *as meek as a lamb* – describes a person who is too weak and humble
 - ✓ *the writing on the wall* – something clear and already understood
 - ✓ *time heals all wounds* – pain and miseries get will heal, with the passage of time
 - ✓ *haste makes waste* – people make mistakes when rushing
 - ✓ *frightened to death* – to be too frightened
 - ✓ *scared out of one's wits* – to be too frightened

Exercise 3.7

Rewrite the sentences without using these clichés:.

- i) They all lived happily ever after.

Ans.

- ii) Read between the lines.

Ans.

- iii) Fall head over heels

Ans.

- iv) Waking up on the wrong side of the bed

Ans.

- v) The quiet before the storm

Ans.

vi) Between the devil and the deep blue sea

Ans.

vii) a matter of time

Ans.

viii) at the speed of light

Ans.

ix) lasted an eternity

Ans.

x) lost track of time

Ans.

MODULE 4: NATURE AND STYLE OF SENSIBLE WRITING

TEACHER: PROF. MAYURAKSHI DEV

Sl. No.	Topic	Day	No. of Lectures
4.1	Describing (Explanation, Application and Exercise)	Day 17	1 (60 minutes)
4.2	Defining (Explanation, Application and Exercise)	Day 18	1 (60 minutes)
4.3	Classifying (Explanation, Application and Exercise)	Day 19	1 (60 minutes)
4.4	Providing Examples or Evidence (Explanation, Application and Exercise)	Day 20	1 (60 minutes)
4.5	Writing Introduction or Conclusion (Explanation, Application and Exercise)	Day 21	1 (60 minutes)

Objectives of Nature and Style of Sensible Writing:

1. Students will make considerable progress and acquire a reasonable proficiency in different styles of writing viz. descriptive style, defining style, and classifying style.
2. It will help them learn the variations in the styles of writing, and develop a clearer idea of how to distinguish between one form of writing skill from another.
3. It will help them generate a confidence in identifying the needs of different style in different formats.

1. What is “Describing or Descriptive Writing Style?”

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

1.1 Characteristics of Descriptive Writing

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

1.2 Steps to writing a Descriptive Essay

1. **Pre-writing stage.** Do you have a clear image of the object you're going to describe? Look at all sources you have on hands to define whether they provide all important information on the topic of your choice. Mind that having an experience in the discussed field would be a plus. Focus on your own senses, taste, smell, and other feelings while recalling your example, and then create an action plan for further writing.
2. **How to start a descriptive essay?** Start writing with a powerful, eye-catching hook to grab the reader's attention: simile, metaphor, literary quote, famous people quotations, poetry lines, interesting facts, jokes, etc.
3. **Create a draft of your expository essay.** You may put all words that come to your mind; you'll have a chance to make your ideas shorter later. It's not enough to tell - show the image of the object with the help of words only. The way you create a mental image for the reader defines your ability to make up a good descriptive essay. It is the quality of a skilled narrator as well.

4. **Adding details to your essay with the help of enriched English vocabulary and online dictionaries.** Use your English language vocabulary to add all missing feelings like hearing to the descriptive essay last Play with adjectives and adverbs. Mind your language when writing a descriptive paper - it must be lyrical to deliver all your feelings in full. Involve many different adjectives.
5. **Take time to revise and edit the paper with the help of various free online grammar checking tools.** Once you have described your vivid place, check the structure of your essay again to answer several critical questions: Can the sentences or paragraphs be arranged in a better way? Are any transition words missing? Put down all sources used to describe your topic; make sure the descriptive essay is following the tutor's instructions in full.
6. **Edit the descriptive essay.** Try to avoid any grammar, spelling, or punctuation mistakes to show how great your knowledge of the language is.

After completing your final descriptive essay draft, it is better to keep in touch with some experts to have the assignment fully checked. You should evaluate your work critically. Proofread and edit the descriptive essay to eliminate or fix any mistakes. You may be interested in adding some details in case you require telling something more about your main object.

1.3 Understanding Descriptive Writing:

A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle—a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colours merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colourful figure greets me with a smile every time I enter my room.

- Observe how the writer moves clearly from a description of the head of the clown to the body to the unicycle underneath. There aren't just sensory details for the eyes but also touch, in the description that the hair is made of yarn and the suit of nylon. Certain colours are specific, as in cherry-red cheeks and light blue, and descriptions help to visualize the object: the parted hair, the colour line on the suit, and the grapefruit analogy. Dimensions overall help to provide the reader with the item's scale, and the descriptions of the size of the ruffle and bows on the shoes in comparison to what's nearby provide telling detail. The concluding sentence helps to tie the paragraph together by emphasizing the personal value of this gift.

Gregory

Barbara Carter

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

- The writer here focuses less on the physical appearance of her pet than on the cat's habits and actions. Notice how many different descriptors go into just the sentence about how the cat walks: emotions of pride and disdain and the extended metaphor of the dancer, including the phrases the "dance of disdain," "grace," and "ballet dancer." When you want to portray something through the use of a metaphor, make sure you are consistent, that all the descriptors make sense with that one metaphor. Don't use two different metaphors to describe the same thing, because that makes the image you're trying to portray awkward and convoluted. The consistency adds emphasis and depth to the description.
- Personification is an effective literary device for giving lifelike detail to an inanimate object or an animal, and Carter uses it to great effect. Look at how much time she spends on the discussions of what the cat takes pride in (or doesn't) and how it comes across in his attitude, with being finicky and jealous, acting to humiliate by spraying, and just overall behaving obnoxiously. Still, she conveys her clear affection for the cat, something to which many readers can relate.

1.4 Examples of Descriptive Writing:

Type 1

Angkor Wat

Each country in the world has contributed to the world's cultural heritage. One of the most contributing parts of the world to cultural heritage is East Asia. Architectural, religious, musical, visual, and literary forms of art practiced by East Asian people had been greatly influenced by religious traditions practiced in the region—in particular, Hinduism and Buddhism. One of the most outstanding monuments ever created under the influence of these two paradigms was the temple complex of Angkor Wat in Cambodia.

The Angkor Wat complex is located in the northern province of Siem Reap. Its overall square is approximately 400-square kilometers; on it, numerous temples, basins, reservoirs, canals, and communication routes are located. Angkor Wat had been a center of the Khmer Kingdom; with its impressive monuments, urban plans, and a complicated system of canals, the site is an exemplar of Khmer architecture, closely linked to the geographical context, and possessing strong symbolic significance. In the Khmer Empire, it had a high level of social order and ranking. Therefore, Angkor Wat has a strong cultural, religious, and symbolic value, as well as aesthetic and artistic significance (UNESCO).

Angkor Wat is so vast that it is difficult to grasp its entire architectural plan if you are walking around the monument's territory. From a distance, Angkor Wat looks like a colossal mass of stone, but if you get closer, you will see numerous elevated towers, chambers, and courtyards—all of them located on different levels, and connected with stairways and covered galleries. Angkor Wat's central tower's overall height is surprisingly greater than it might seem; it is 699 feet high, which is an amazing index for a building raised in ancient times, without modern cranes and other facilities. This had been achieved with three rectangular or square levels; each of them is progressively smaller and higher than the one below. Covered galleries with columns are located on the first and second levels, and on the third level there are five towers. Four of them are located in the monument's corners, and the last one is standing in the center. These towers are of a conical shape, and are decorated with the ornament of lotuses.

Moreover, the whole monument's profile imitates a lotus bud. Surprisingly, you cannot see all the five towers at the same time—they are visible only when looking at the monument from certain angles, and if you look from the entrance, you will not be able to see them. The shape of a cross is dominant for the majority of structures and constructions located within the monument, such as courtyards, basins, and so on. The hallmark of Angkor Wat is a curved sloping roof of galleries, chambers, and aisles: from a distance, it looks like a series of long narrow ridges, which looks incredibly beautiful.

Angkor Wat is an incredible monument of a civilization that has vanished ages ago. The monument, however, is still standing, reminding us of the greatest days of the Khmer Empire. This is a unique architectural complex, incredibly difficult in its plan and sophisticated in its execution. Therefore, this place is a must-see for any tourist heading to Southeast Asia.

Mr. Squeers' appearance was not prepossessing. He had but one eye, and the popular prejudice runs in favour of two. The eye he had was unquestionably useful but decidedly not ornamental: being of a greenish grey, and in shape resembling the fan-light of a street door. The blank side of his face was wrinkled and puckered up, which gave him a very sinister appearance, especially when he smiled, at which times his expression bordered closely on the villainous. His hair was very flat and shiny, save at the ends, where it was brushed stiffly up from a low protruding forehead, which assorted well with his harsh voice and coarse manner. He was about two or three and fifty, and a trifle below the middle size; he wore a white neckerchief with long ends, and a suit of scholastic black; but his coat sleeves being a great deal too long, and his trousers a great deal too short, he appeared ill at ease in his clothes, and as if he were in a perpetual state of astonishment at finding himself so respectable.

Write a descriptive essay/note on (250-300 words) the following topics. Read the topics carefully.

1. You are on the beach on a hot summers' day, write what you see:

[illegible]

2. Your worst nightmare:

3. Journey into the depths of an unknown forest.

[illegible]

4. An accident you have witnessed recently.

[illegible]

5. Describe an evening of heavy rainfall and flooding in your city.

[illegible]

2. What is Defining Writing Style?

Defining writing style of writing involves writing definitions and amplifications of meaning of any particular object, place, concept, organism, or abstraction. In a definition essay, one explains the meaning of a certain term by giving a detailed description of it, and support the definition with clear examples or facts.

Such explanations are needed if a term is special, abstract, disputed, or does not have a common meaning. For instance, individuals can interpret the definition of the words ‘freedom’ or ‘abuse’ quite differently.

2.1 Steps for Writing a Definition Essay

1. Choose a term you want to define, and introduce it to your readers. This can be done in several ways, but your main goal at the outset is to indicate the contents of your paper clearly.
2. Use several sources (dictionaries or encyclopaedias) to see how the term you have chosen is usually defined. Then, think of a way to combine or merge them to give your own, unique definition.
3. Present the term you’ve chosen to your readers in the introductory part of your paper.
4. In the main body paragraphs, provide your readers with information about the term. Along with your own description, you can point out some cases in which this term is used, as well as historical information about its origins and the evolution of its use in literature. Also, you can highlight any common mistakes in its definition.
5. Think of a couple of sound examples that will fully illustrate and explain your definition.

2.2. Understanding Defining style of writing

1. Choose a concept or idea. Pick a word that describes a concept or idea, such as “Feminism,” “Justice,” “Patriotism,” “Family,” or “Love.” These words are open enough for you to create your own definition based on experience and find sources to support your definition.
You can also pick a concept like “Success,” “Friendship,” or “Faith.”
Concepts like “Pain,” “Loss,” or “Death” are also good options.
2. Avoid concrete objects or things. Concrete objects like “pencil,” “ball,” or “shoe” can be difficult to use in a definition essay. You may not be able to say much about concrete objects or write about them in a deep or insightful way.
You can try taking a concrete object and using a similar word to make it more open-ended. For example, the word “house” is concrete and obvious. But the word

“home” is more open-ended and allows you to create your own definition of the word.

3. Select a word you are familiar with. Go for a word that you recognize or understand on a basic level. This will make writing the definition a bit easier.

For example, you may choose a word like “success” because you are familiar with the word and feel you may have a lot to say about what it means to be successful or to feel success in your life.

4. Go for a word that can have a variety of meanings. Make sure the word you choose is multidimensional and can mean a lot of different things to different people. This will give you a lot of room to include your personal understanding of the word, as well as the interpretations of others.

For example, you may choose a word like “pain” because you feel there are a variety of meanings for the word based on who you talk to and how they experience “pain” in their lives.

2.3 Suggestions

1. Giving a definition is not just copying what has been written in other dictionaries. If you cannot define a new meaning for some concept on your own, then use the definition that already exists, but give your own interpretation of it.
2. Choose terms you understand, or ones that have impacted your own personal experience. Do not try to define a term you don’t understand, or else you will confuse your readers with the wrong explanation.
3. You can define a term by explaining its functions, structure, or nature. You can also define the term by specifying what it does not mean, or by comparing it with other members of the same class of words and emphasizing the differences.
4. Follow a determined structure. It would be logical to present your term in the introduction, give extended explanations in the main body paragraphs, and end with brief conclusions.

2.3 Exercise

Write a definition essay/note on (250-300 words) the following topics. Read the topics carefully.

1. Faith and Faithfulness

[illegible]

2. Honesty as a human value.

[illegible]

3. Watercolour paintings

[illegible]

[illegible]

4. A beast of the forest.

[illegible]

5. Lagoons and lakes.

3. What is Classification/Classifying style of writing?

Classification is sorting things into groups or categories on a single basis of division. A classification paper says something meaningful about how a whole relates to parts, or parts relate to a whole. Like skimming, scanning, paraphrasing, and summarizing, classification requires the ability to group related words, ideas, and characteristics.

An important part of creating useful categories is seeing the different ways that things can be grouped. For example, a list of United States presidents may be grouped in any number of ways, depending on your purpose. They might be classified by political party, age on taking office, or previous occupations, but you could just as well, depending on your purpose, classify them by the pets they keep or how they keep physically fit. If your purpose was to analyze presidential administrations, you would group information focusing on the presidents' more public actions—say, cabinet appointments and judicial nominations. On the other hand, if you intended to write about the private lives of presidents, you might select information about personal relationships or hobbies.

Make sure the categories you create have a *single basis* of classification and that the group fits the categories you propose. You may not, for example, write about twentieth century presidents on the basis of the kinds of pets they kept if some of those presidents did not keep pets. The group does not fit the category. If you intend to talk about all the presidents, you must reinvent the categories so that all the presidents fit into it. In the example below, the group is "all U.S. presidents" and the two categories are "those who kept pets and those who did not":

Some U.S. presidents have indulged their love of pets, keeping menageries of animals around the White House, and others have preferred the White House pet-free.

Alternatively, in the following example, the group is "twentieth century U.S. presidential pet-keepers" and the three categories are "dog lovers, cat lovers, and exotic fish enthusiasts."

Among the twentieth century presidents who kept pets, presidential pet-keepers can be classified as dog-lovers, cat-lovers, or exotic fish enthusiasts (for who can really love a fish?).

3.1 Understanding "Classification" writing.

Once you have decided on your group, purpose, and categories, develop a thesis statement that does the following three things:

- names what group of people or things you intend to classify
- describes the basis of the classification
- labels the categories you have developed

Here is a thesis statement for a classification paper written for a Health and Human Fitness class that includes all three of the above elements, underlined:

Our last five U.S. presidents have practiced physical fitness regimens that varied from the very formal to the informal. They have been either regular private gym-goers, disciplined public joggers, or casual active sports enthusiasts.

3.2 Suggestions

Ordering categories

Order is the way you arrange ideas to show how they relate to one another. For example, it is common to arrange facts and discussion points from most- to least-important or from least- to most-important, or from oldest to most recent or longest to shortest. The example thesis statement above is ordered from most- to least-formal physical fitness activities. There is no one right way; use an ordering system that seems best to suit your purpose and the type of information you are working with.

For example, suppose you are writing about the last five U.S. presidents for a psychology class. If you wish to show that these presidents' public decisions spring directly from negative issues in their personal relationships, you might order your information from most private to more public actions to clearly establish this connection. Or, if you wish to give the reader the impression that he is moving into increasingly intimate knowledge of personal presidential foibles, you may choose the reverse, ordering your information from public to private.

Signal words

Signal phrases, or transitions, typically used for classification papers include the following:

- this type of...
- several kinds of...
- in this category...
- can be divided into...
- classified according to...

- is categorized by...

These phrases signal to the reader your intention to divide and sort things. They also contribute to the unity of the paper.

Classification requires that you invent (or discover) abstract categories, impose them on a concrete whole, and derive something new—a tall order that you can, nevertheless, manage if you resist the temptation to skip the brainstorming steps. Remember that clinical dissection is never an aim in itself; the point of classification is to reveal and communicate something meaningful.

3.3 Why Classify Information?

To make knowledge, we routinely categorize information. A biologist might refer to the periodic table. A musician might speak about country music, new age music, jazz, or techno. A movie critic might talk about suspense, thriller, drama, or comedic movies. A religious studies professor might discuss Christian religions, Muslim sects, and Buddhist practices. As a college student, you might talk about specific colleges' sports teams according to the divisions their teams play in. Universities often subdivide areas of specialty according to the following categories:

1. Natural sciences
 - Agriculture
 - Geology
 - Biology
 - Zoology
2. Social sciences
 - Psychology
 - Political Science
 - Sociology
 - Anthropology
 - Social work
3. Applied science
 - Biomedicine
 - Mathematics
 - Chemistry
 - Engineering
 - Physics
4. Humanities
 - English literature
 - American studies
 - History
 - Interdisciplinary studies
 - Modern languages
 - Architecture
 - Art history

5. Fine arts

- Painting
- Sculpture
- Ceramics
- Theater

3.4 Examples

- The Great Gardens of Jamaica

"Each of Jamaica's four great gardens, although established along similar principles, has acquired its own distinctive aura. Hope Gardens, in the heart of Kingston, evokes postcard pictures from the 1950s of public parks, gracious and vaguely suburban and filled with familiar favorites--lantana and marigolds--as well as exotics. Bath has retained its Old World character; it is the easiest to conjure as it must have looked in Bligh's time. Cinchona of the clouds is otherworldly. And Castleton, the garden established to replace Bath, fleetingly evokes that golden age of Jamaican tourism, when visitors arrived in their own yachts--the era of Ian Fleming and Noel Coward, before commercial air travel unloaded ordinary mortals all over the island."

(Caroline Alexander, "Captain Bligh's Cursed Breadfruit." *The Smithsonian*, Sep. 2009)

- Cybercriminals

"Cybercriminals generally fall into one of three categories, he [Michael DeCesare, president of McAfee] says. First there are the 'Anonymouses of the world' or the hacktivists--people who expose information about a company or government they morally oppose. Second is organized crime. 'They're realizing there's far more money in cybercrime than prostitution,' Mr. DeCesare says. 'You can buy somebody's I.D. for less than \$10 online.' Third are activities funded by states and other political groups. 'Every government has a cyber division,' he says, including the U.S. But cyber dangers now stretch beyond state lines to groups such as al Qaeda. 'Cybercrime is a lot like that--[the country is] almost not relevant anymore,' making it difficult to hold governments accountable."

(Alexandra Wolfe, "Michael DeCesare." *The Wall Street Journal*, December 14-15, 2013)

- TV Interviewers

"Local TV interviewers come in two varieties. One is a bulimic blond person with a deviated septum and a severe cognitive disorder who went into broadcasting because he or she was too emotionally disturbed for telephone sales work. The other variety is suave, sagacious, grossly overqualified for the job, and too depressed to talk to you. Good local TV people are always depressed because their field is so crowded."

3.5 Exercise

1. Summer fruits in your country.

[illegible]

[illegible]

2. Freedom fighters of your nation.

[illegible]

3. Big cats.

[illegible]

4. Indian sweets

[illegible]

[illegible]

5. Airborne diseases.

[illegible]

4.4.1 How to provide Evidence and Examples

Research requires us to scrutinize information and assess its credibility. Accordingly, when we think about various phenomena, we examine empirical data and craft detailed explanations justifying our interpretations. An essential component of constructing our research narratives is providing supporting evidence and examples.

The type of proof we provide can either bolster our claims or leave readers confused or skeptical of our analysis. Therefore, it's crucial that we use appropriate, logical phrases that guide readers clearly from one idea to the next. In this article, we discuss situations in which evidence and examples should be used and catalog effective language you can use to support your arguments, examples included.

4.4.2 When to introduce evidence and examples

Evidence and examples create the foundation upon which your claims can stand firm. Without proof, your arguments lack credibility and teeth. However, laundry listing evidence is as bad as failing to provide any materials or information that can substantiate your conclusions. Therefore, when you introduce examples, make sure to judiciously provide evidence when needed and use phrases that will appropriately and clearly explain how the proof supports your argument.

You should introduce and link your arguments to evidence when you

- state information that is not “common knowledge”;
- draw conclusions, make inferences, or suggest implications based on specific data;
- need to clarify a prior statement, and it would be more effectively done with an illustration;
- need to identify representative examples of a category;
- desire to distinguish concepts; and
- emphasize a point by highlighting a specific situation.

4.4.3 Nature of Evidence/Examples

What counts as evidence?

Before you begin gathering information for possible use as evidence in your argument, you need to be sure that you understand the purpose of your assignment. If you are working on a project for a class, look carefully at the assignment prompt. It may give you clues about what sorts of evidence you will need. Does the instructor mention any particular books you should use in writing your paper or the names of any authors who have written about your topic? How long should your paper be (longer works may require more, or more varied, evidence)? What themes or topics come up in the text of the prompt? Our handout on understanding writing assignments can help you interpret your assignment. It’s also a good idea to think over what has been said about the assignment in class and to talk with your instructor if you need clarification or guidance.

What matters to instructors?

Instructors in different academic fields expect different kinds of arguments and evidence—your chemistry paper might include graphs, charts, statistics, and other quantitative data as evidence, whereas your English paper might include passages from a novel, examples of recurring symbols, or discussions of characterization in the novel. Consider what kinds of sources and evidence you have seen in course readings and lectures. You may wish to see whether the Writing Center has a handout regarding the specific academic field you’re working in—for example, literature, sociology, or history.

What are primary and secondary sources?

A note on terminology: many researchers distinguish between primary and secondary sources of evidence (in this case, “primary” means “first” or “original,” not “most important”). Primary sources include original documents, photographs, interviews, and so forth. Secondary sources present information that has already been processed or interpreted by someone else. For example, if you are writing a paper about the movie “The Matrix,” the movie itself, an interview with the director, and production photos could serve as primary sources of evidence. A movie

review from a magazine or a collection of essays about the film would be secondary sources. Depending on the context, the same item could be either a primary or a secondary source: if I am writing about people's relationships with animals, a collection of stories about animals might be a secondary source; if I am writing about how editors gather diverse stories into collections, the same book might now function as a primary source.

4.4.4 How to locate evidence?

Here are some examples of sources of information and tips about how to use them in gathering evidence. Ask your instructor if you aren't sure whether a certain source would be appropriate for your paper.

1. Print and electronic sources

Books, journals, websites, newspapers, magazines, and documentary films are some of the most common sources of evidence for academic writing. Our handout on evaluating print sources will help you choose your print sources wisely, and the library has a tutorial on evaluating both print sources and websites. A librarian can help you find sources that are appropriate for the type of assignment you are completing. Just visit the reference desk at Davis or the Undergraduate Library or chat with a librarian online (the library's IM screen name is undergradref).

2. Observation

Sometimes you can directly observe the thing you are interested in, by watching, listening to, touching, tasting, or smelling it. For example, if you were asked to write about Mozart's music, you could listen to it; if your topic was how businesses attract traffic, you might go and look at window displays at the mall.

3. Interviews

An interview is a good way to collect information that you can't find through any other type of research. An interview can provide an expert's opinion, biographical or first-hand experiences, and suggestions for further research.

4. Surveys

Surveys allow you to find out some of what a group of people thinks about a topic. Designing an effective survey and interpreting the data you get can be challenging, so it's a good idea to check with your instructor before creating or administering a survey.

5. Experiments

Experimental data serve as the primary form of scientific evidence. For scientific experiments, you should follow the specific guidelines of the discipline you are studying. For writing in other fields, more informal experiments might be acceptable as evidence. For example, if you

want to prove that food choices in a cafeteria are affected by gender norms, you might ask classmates to undermine those norms on purpose and observe how others react. What would happen if a football player were eating dinner with his teammates and he brought a small salad and diet drink to the table, all the while murmuring about his waistline and wondering how many fat grams the salad dressing contained?

6. Personal experience

Using your own experiences can be a powerful way to appeal to your readers. You should, however, use personal experience only when it is appropriate to your topic, your writing goals, and your audience. Personal experience should not be your only form of evidence in most papers, and some disciplines frown on using personal experience at all. For example, a story about the microscope you received as a Christmas gift when you were nine years old is probably not applicable to your biology lab report.

7. Using evidence in an argument

Does evidence speak for itself?

Absolutely not. After you introduce evidence into your writing, you must say why and how this evidence supports your argument. In other words, you have to explain the significance of the evidence and its function in your paper. What turns a fact or piece of information into evidence is the connection it has with a larger claim or argument: evidence is always evidence for or against something, and you have to make that link clear.

As writers, we sometimes assume that our readers already know what we are talking about; we may be wary of elaborating too much because we think the point is obvious. But readers can't read our minds: although they may be familiar with many of the ideas we are discussing, they don't know what we are trying to do with those ideas unless we indicate it through explanations, organization, transitions, and so forth. Try to spell out the connections that you were making in your mind when you chose your evidence, decided where to place it in your paper, and drew conclusions based on it. Remember, you can always cut prose from your paper later if you decide that you are stating the obvious.

Here are some questions you can ask yourself about a particular bit of evidence:

OK, I've just stated this point, but so what? Why is it interesting? Why should anyone care? What does this information imply?

What are the consequences of thinking this way or looking at a problem this way?

I've just described what something is like or how I see it, but why is it like that?

I've just said that something happens—so how does it happen? How does it come to be the way it is?

Why is this information important? Why does it matter?

How is this idea related to my thesis? What connections exist between them? Does it support my thesis? If so, how does it do that?

Can I give an example to illustrate this point?

Answering these questions may help you explain how your evidence is related to your overall argument.

4.4.5 How to incorporate evidence into a paper?

There are many ways to present your evidence. Often, your evidence will be included as text in the body of your paper, as a quotation, paraphrase, or summary. Sometimes you might include graphs, charts, or tables; excerpts from an interview; or photographs or illustrations with accompanying captions.

Quotations

When you quote, you are reproducing another writer's words exactly as they appear on the page. Here are some tips to help you decide when to use quotations:

Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, a good illustration of a point you're making, or otherwise interesting.

Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.

Quote if you are analyzing diction, tone, or a writer's use of a specific word or phrase.

Quote if you are taking a position that relies on the reader's understanding exactly what another writer says about the topic.

Be sure to introduce each quotation you use, and always cite your sources. See our handout on quotations for more details on when to quote and how to format quotations.

Like all pieces of evidence, a quotation can't speak for itself. If you end a paragraph with a quotation, that may be a sign that you have neglected to discuss the importance of the quotation in terms of your argument. It's important to avoid "plop quotations," that is, quotations that are just dropped into your paper without any introduction, discussion, or follow-up.

Paraphrasing

When you paraphrase, you take a specific section of a text and put it into your own words. Putting it into your own words doesn't mean just changing or rearranging a few of the author's words: to paraphrase well and avoid plagiarism, try setting your source aside and restating the sentence or paragraph you have just read, as though you were describing it to another person. Paraphrasing is different than summary because a paraphrase focuses on a particular, fairly short bit of text (like a phrase, sentence, or paragraph). You'll need to indicate when you are paraphrasing someone else's text by citing your source correctly, just as you would with a quotation.

➤ When might you want to paraphrase?

Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.

Paraphrase when you are supporting a particular point and need to draw on a certain place in a text that supports your point—for example, when one paragraph in a source is especially relevant.

Paraphrase when you want to present a writer's view on a topic that differs from your position or that of another writer; you can then refute writer's specific points in your own words after you paraphrase.

Paraphrase when you want to comment on a particular example that another writer uses.

Paraphrase when you need to present information that's unlikely to be questioned.

Summary

When you summarize, you are offering an overview of an entire text, or at least a lengthy section of a text. Summary is useful when you are providing background information, grounding your own argument, or mentioning a source as a counter-argument. A summary is less nuanced than paraphrased material. It can be the most effective way to incorporate a large number of sources when you don't have a lot of space. When you are summarizing someone else's argument or ideas, be sure this is clear to the reader and cite your source appropriately.

Statistics, data, charts, graphs, photographs, illustrations

Sometimes the best evidence for your argument is a hard fact or visual representation of a fact. This type of evidence can be a solid backbone for your argument, but you still need to create context for your reader and draw the connections you want him or her to make. Remember that statistics, data, charts, graph, photographs, and illustrations are all open to interpretation. Guide the reader through the interpretation process. Again, always, cite the origin of your evidence if you didn't produce the material you are using yourself.

4.4.6 How to decide whether evidence or example is needed

- **Do I need more evidence?**

Let's say that you've identified some appropriate sources, found some evidence, explained to the reader how it fits into your overall argument, incorporated it into your draft effectively, and cited your sources. How do you tell whether you've got enough evidence and whether it's working well in the service of a strong argument or analysis? Here are some techniques you can use to review your draft and assess your use of evidence.

- **Make a reverse outline**

A reverse outline is a great technique for helping you see how each paragraph contributes to proving your thesis. When you make a reverse outline, you record the main ideas in each paragraph in a shorter (outline-like) form so that you can see at a glance what is in your paper. The reverse outline is helpful in at least three ways. First, it lets you see where you have dealt with too many topics in one paragraph (in general, you should have one main idea per paragraph). Second, the reverse outline can help you see where you need more evidence to prove your point or more analysis of that evidence. Third, the reverse outline can help you

write your topic sentences: once you have decided what you want each paragraph to be about, you can write topic sentences that explain the topics of the paragraphs and state the relationship of each topic to the overall thesis of the paper.

- **Colour code your paper**

You will need three highlighters or coloured pencils for this exercise. Use one colour to highlight general assertions. These will typically be the topic sentences in your paper. Next, use another colour to highlight the specific evidence you provide for each assertion (including quotations, paraphrased or summarized material, statistics, examples, and your own ideas). Lastly, use another colour to highlight analysis of your evidence. Which assertions are key to your overall argument? Which ones are especially contestable? How much evidence do you have for each assertion? How much analysis? In general, you should have at least as much analysis as you do evidence, or your paper runs the risk of being more summary than argument. The more controversial an assertion is, the more evidence you may need to provide in order to persuade your reader.

- **Play devil's advocate, act like a child, or doubt everything**

This technique may be easiest to use with a partner. Ask your friend to take on one of the roles above, then read your paper aloud to him/her. After each section, pause and let your friend interrogate you. If your friend is playing devil's advocate, he or she will always take the opposing viewpoint and force you to keep defending yourself. If your friend is acting like a child, he or she will question every sentence, even seemingly self-explanatory ones. If your friend is a doubter, he or she won't believe anything you say. Justifying your position verbally or explaining yourself will force you to strengthen the evidence in your paper. If you already have enough evidence but haven't connected it clearly enough to your main argument, explaining to your friend how the evidence is relevant or what it proves may help you to do so.

4.4.7 Exercise

Write a report with evidence or example on (250-300 words) the following topics. Read the topics carefully.

1. Growth of population in India in the last five years.

[illegible]

- English speaking students have better chances of placement in the corporate sector.

[illegible]

3. Migratory birds have stopped coming to Asia owing to growing global warming.

[illegible]

4. Students who study the Arts have a better understanding of human values and emotions.

5. Necessity is the mother of invention

[illegible]

4.5 How to Write an Introduction

The introduction of your essay/presentation/idea serves two important purposes.

First, it gets your reader or audience interested in the topic and encourages them to read/hear/watch what you have to say about it.

Second, it gives your reader a roadmap of what you're going to say and the overarching point you're going to make – your thesis statement. A powerful introduction grabs your audience's attention and keeps them going.

Identify your audience.

The first sentence or two of your introduction should pull the reader in. You want anyone reading your essay to be fascinated, intrigued, or even outraged. You can't do this if you don't know who your likely readers are.

- If you're writing a paper for a class, don't automatically assume your instructor is your audience. If you write directly to your instructor, you'll end up glossing over some information that is necessary to show that you properly understand the subject of your essay.

- It can be helpful to reverse-engineer your audience based on the subject matter of your essay. For example, if you're writing an essay about a women's health issue for a women's studies class, you might identify your audience as young women within the age range most affected by the issue.

Use the element of surprise.

A startling or shocking statistic can grab your audience's attention by immediately teaching them something they didn't know. Having learned something new in the first sentence, people will be interested to see where you go next.

For this hook to be effective, your fact needs to be sufficiently surprising. If you're not sure, test it on a few friends. If they react by expressing shock or surprise, you know you've got something good.

Use a fact or statistic that sets up your essay, not something you'll be using as evidence to prove your thesis statement. Facts or statistics that demonstrate why your topic is important (or should be important) to your audience typically make good hooks.

Tug at your reader's heart-strings.

Particularly with personal or political essays, use your hook to get your reader emotionally involved in the subject matter of your story. You can do this by describing a related hardship or tragedy.

- For example, if you were writing an essay proposing a change to drunk driving laws, you might open with a story of how the life of a victim was changed forever after they were hit by a drunk driver.

Offer a relevant example or anecdote.

In your reading and research for your essay, you may have come across an entertaining or interesting anecdote that, while related, didn't really fit into the body of your essay. Such an anecdote can work great as a hook.

- For example, if you're writing an essay about a public figure, you might include an anecdote about an odd personal habit that cleverly relates back to your thesis statement.
- Particularly with less formal papers or personal essays, humorous anecdotes can be particularly effective hooks.

Ask a thought-provoking question.

If you're writing a persuasive essay, consider using a relevant question to draw your reader in and get them actively thinking about the subject of your essay.

For example: "What would you do if you could play God for a day? That's exactly what the leaders of the tiny island nation of Guam tried to answer."

If your essay prompt was a question, don't just repeat it in your paper. Make sure to come up with your own intriguing question.

Avoid clichés and generalizations.

Generalizations and clichés, even if presented to contrast with your point, won't help your essay. In most cases, they'll actually hurt by making you look like an unoriginal or lazy writer.

- Broad, sweeping generalizations may ring false with some readers and alienate them from the start. For example, "everyone wants someone to love" would alienate someone who identified as aromantic or asexual.

4.5.1 Examples and types of Introductions

Consider these options (remembering that they may not be suitable for all kinds of papers):

AN INTRIGUING EXAMPLE—for example, Douglass writes about a mistress who initially teaches him but then ceases her instruction as she learns more about slavery.

a provocative quotation that is closely related to your argument—for example, Douglass writes that “education and slavery were incompatible with each other.” (Quotes from famous people, inspirational quotes, etc. may not work well for an academic paper; in this example, the quote is from the author himself.)

A PUZZLING SCENARIO—for example, Frederick Douglass says of slaves that “[N]othing has been left undone to cripple their intellects, darken their minds, debase their moral nature, obliterate all traces of their relationship to mankind; and yet how wonderfully they have sustained the mighty load of a most frightful bondage, under which they have been groaning for centuries!” Douglass clearly asserts that slave owners went to great lengths to destroy the mental capacities of slaves, yet his own life story proves that these efforts could be unsuccessful.

A VIVID AND PERHAPS UNEXPECTED ANECDOTE—for example, “Learning about slavery in the American history course at Frederick Douglass High School, students studied the work slaves did, the impact of slavery on their families, and the rules that governed their lives. We didn’t discuss education, however, until one student, Mary, raised her hand and asked, ‘But when did they go to school?’ That modern high school students could not conceive of an American childhood devoid of formal education speaks volumes about the centrality of education to American youth today and also suggests the significance of the deprivation of education in past generations.”

A THOUGHT-PROVOKING QUESTION—for example, given all of the freedoms that were denied enslaved individuals in the American South, why does Frederick Douglass focus his attentions so squarely on education and literacy?

Pay special attention to your first sentence. Start off on the right foot with your readers by making sure that the first sentence actually says something useful and that it does so in an interesting and polished way.

Five common introductions

1. The placeholder introduction. When you don't have much to say on a given topic, it is easy to create this kind of introduction. Essentially, this kind of weaker introduction contains several sentences that are vague and don't really say much. They exist just to take up the "introduction space" in your paper. If you had something more effective to say, you would probably say it, but in the meantime this paragraph is just a place holder.

Example: Slavery was one of the greatest tragedies in American history. There were many different aspects of slavery. Each created different kinds of problems for enslaved people.

2. The restated question introduction. Restating the question can sometimes be an effective strategy, but it can be easy to stop at JUST restating the question instead of offering a more specific, interesting introduction to your paper. The professor or teaching assistant wrote your question and will be reading many essays in response to it—he or she does not need to read a whole paragraph that simply restates the question.

Example: The Narrative of the Life of Frederick Douglass discusses the relationship between education and slavery in 19th century America, showing how white control of education reinforced slavery and how Douglass and other enslaved African Americans viewed education while they endured. Moreover, the book discusses the role that education played in the acquisition of freedom. Education was a major force for social change with regard to slavery.

3. The Webster's Dictionary introduction. This introduction begins by giving the dictionary definition of one or more of the words in the assigned question. Anyone can look a word up in the dictionary and copy down what Webster says. If you want to open with a discussion of an important term, it may be far more interesting for you (and your reader) if you develop your own definition of the term in the specific context of your class and assignment. You may also be able to use a definition from one of the sources you've been reading for class. Also recognize that the dictionary is also not a particularly authoritative work—it doesn't take into account the context of your course and doesn't offer particularly detailed information. If you feel that you must seek out an authority, try to find one that is very relevant and specific. Perhaps a quotation from a source reading might prove better? Dictionary introductions are also ineffective simply because they are so overused. Instructors may see a great many papers that begin in this way, greatly decreasing the dramatic impact that any one of those papers will have.

Example: Webster's dictionary defines slavery as "the state of being a slave," as "the practice of owning slaves," and as "a condition of hard work and subjection."

4. The "dawn of man" introduction. This kind of introduction generally makes broad, sweeping statements about the relevance of this topic since the beginning of time, throughout the world, etc. It is usually very general (similar to the placeholder introduction) and fails to connect to the thesis. It may employ clichés—the phrases "the dawn of man" and "throughout human history" are examples, and it's hard to imagine a time when starting with one of these would work. Instructors often find them extremely annoying.

5. The book report introduction. This introduction is what you had to do for your elementary school book reports. It gives the name and author of the book you are writing about, tells what the book is about, and offers other basic facts about the book. You might resort to this sort of introduction when you are trying to fill space because it's a familiar, comfortable format. It is ineffective because it offers details that your reader probably already knows and that are irrelevant to the thesis.

4.5.3 Exercise

1. Tsunami in South Asia

[illegible]

[illegible]

2. Extinction of animals in the wild

[illegible]

[illegible]

3. Cosmetic Surgery should be banned

[illegible]

4. SEZ towns are boons of civilization

[illegible]

5. Refugee Crisis is a global disaster

[illegible]

4.5.4 How to write a Conclusion

Just as your introduction acts as a bridge that transports your readers from their own lives into the “place” of your analysis, your conclusion can provide a bridge to help your readers make the transition back to their daily lives. Such a conclusion will help them see why all your analysis and information should matter to them after they put the paper down.

Your conclusion is your chance to have the last word on the subject. The conclusion allows you to have the final say on the issues you have raised in your paper, to synthesize your thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject. It is also your opportunity to make a good final impression and to end on a positive note.

Your conclusion can go beyond the confines of the assignment. The conclusion pushes beyond the boundaries of the prompt and allows you to consider broader issues, make new connections, and elaborate on the significance of your findings.

Your conclusion should make your readers glad they read your paper. Your conclusion gives your reader something to take away that will help them see things differently or appreciate your topic in personally relevant ways. It can suggest broader implications that will not only interest your reader, but also enrich your reader’s life in some way. It is your gift to the reader.

4.5.5 Strategies for writing an effective conclusion

One or more of the following strategies may help you write an effective conclusion:

- **Play the “So What” Game.** If you’re stuck and feel like your conclusion isn’t saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, “So what?” or “Why should anybody care?” Then ponder that question and answer it. Here’s how it might go: You: Basically, I’m just saying that education was important to Douglass. Friend: So what? You: Well, it was important because it was a key to him feeling like a free and equal citizen. Friend: Why should anybody care? You: That’s important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally. You can also use this strategy on your own, asking yourself “So What?” as you develop your ideas or your draft.
- **Return to the theme or themes in the introduction.** This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

- **Synthesize, don't summarize.** Include a brief summary of the paper's main points, but don't simply repeat things that were in your paper. Instead, show your reader how the points you made and the support and examples you used fit together. Pull it all together.
- **Include a provocative insight or quotation from the research or reading you did for your paper.**
- **Propose a course of action, a solution to an issue, or questions for further study.** This can redirect your reader's thought process and help her to apply your info and ideas to her own life or to see the broader implications.
- **Point to broader implications.** For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

4.5.6 Strategies to avoid

- Beginning with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing." Although these phrases can work in speeches, they come across as wooden and trite in writing.
- Stating the thesis for the very first time in the conclusion.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a rephrased thesis statement without any substantive changes.
- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

4.5.7 Four kinds of ineffective conclusions (Bad Conclusions)

1. **The "That's My Story and I'm Sticking to It" Conclusion.** This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can't think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
2. **The "Sherlock Holmes" Conclusion.** Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don't want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then "wow" him with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but never says what these incidents reveal about Douglass and his views

on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders' power and also an important step toward freedom.

3. **The “America the Beautiful”/“I Am Woman”/“We Shall Overcome” Conclusion.** This kind of conclusion usually draws on emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.
4. **The “Grab Bag” Conclusion.** This kind of conclusion includes extra information that the writer found or thought of but couldn’t integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.

4.5.8 Exercise

Write the outline of the topic and a conclusion (200 words) for the following topics. Read the topics carefully.

1. Rise of inflation due to energy crisis.

[illegible]

[illegible]

2. Spread of mosquito borne diseases in cities.

[illegible]

3. Scientific trends as a result of Mars conquest.

[illegible]

4. Sensitization on gender equality.

5. Workplace harmony through team activity.

[illegible]

MODULE 5: WRITING PRACTICES

TEACHER: PROF. MOUSUMI PAUL, RIYA BARUI, ABHISHIKTA
BHATTACHARYA

TOPIC COVERED: 5. WRITING PRACTICES (COMPREHENSION)

Objectives:

1. Students will make considerable progress and acquired a reasonable proficiency in answering questions from comprehension.
2. It will help them learn innumerable words with which they will be able to enrich their already existing vocabularies.
3. It will help them comprehend unseen passages with their own sense of reasoning and logic. It will help them in shaping a given passage by using their own words.

Definition:

Comprehension is the understanding and logical interpretation of what one reads. It is aimed at evaluating the reading skill of the reader. It is a quality to be able to accurately understand the written material. Students need to be able to make connections between what they read and what they already know. For a proper comprehension of a written material it is necessary to have sufficient vocabulary. Readers who have strong vocabulary and logical understanding of the causality of words, are able to draw conclusions about what they read. It is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

Why comprehension skill is necessary for Engineering curriculum?

Almost all the students are taught how to solve passage reading and comprehension questions from elementary years of schooling itself. It is a fact that comprehension and questions related to reading a passage have now become a mandatory part of various competitive examinations. At school level, students were asked to answer questions which were based directly on the passage. But in the case of English language tests and various competitive examinations, answering comprehension question includes the reader's ability of understanding, interpretation and evaluation. It is not mere reading and looking for answers within the given text only but at the same time "nothing is outside the text", so the students

will have to dig deep into the meaning and find out answers with the aid of their proper understanding of the implied concepts of the text.

Essential points to remember while answering a Comprehension:

The following points should be in mind while you start reading and answering Comprehension.

16. Take time and read the passage carefully. It must be a reading with understanding. It is a very essential step that you need to follow in the initial stage.
17. If you do not get the content on the first go, then re-read. After that go through the questions quickly. This step will give you some idea of what you should be looking for.
18. On the second reading, look for data that are important for answering the factual questions.
19. Try to locate materials that will help you in answering the question. If you fail to locate the needed material then skip the question for the time being and move on to the next question. Do not waste so much time after one single question.
20. After answering factual questions, reread the questions carefully that were skipped and left unanswered and try to find the reason. They may be analytical in nature which requires the analysis and interpretation of a certain part of the passage.
21. Never propagate your own opinion in the answers, base your answers on facts only.
22. Be precise while giving answer, do not elaborate the answer pointlessly.
23. Do not use any jargon in your answer.

Solved Comprehension:

Read the passage carefully and answer the following questions:

English education and English language have done immense good to India, in spite of their glaring drawbacks. The notions of democracy and self-government are born out of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future as well.

English is spoken throughout the world. For international contact in commerce and trade, for the development of our practical ideas, for the scientific studies, English is indispensable. English is very rich in literature; our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

- i) Write a précis of the passage and give a suitable title.

Ans. Title of the précis: Importance of English in India

Precis: Despite its various shortcomings, English education has contributed a lot to Indian education. The ideas of democracy and self-government are its boons. Indian leaders, nursed in English education, were inspired by the Western thought, culture and freedom struggles in other lands. They fought for and won their motherland's freedom. Being spoken throughout the world, English is necessary for international contact, trade, commerce and science. English is rich in literature; future without pioneers of English literatures will be devastating.

- ii) Give a synonym of the word *notion*.

Ans. The synonym of the word notion is concept.

- iii) How were the leaders of freedom movement in India inspired to fight for their country?

Ans. The heroes of Indian freedom movement were all acquainted with the freedom struggles of England, America and France. The knowledge of these heroic struggles through English language inspired the leaders of Indian freedom movement.

- iv) How has English become indispensable these days?

Ans. Nowadays English is spoken all over the world. English has become indispensable for international contact in commerce and trade, for building up our practical ideas and for scientific studies.

- v) Which of the following is the nearest in meaning of the word *cradle*? f

- a) Childhood
- b) Infancy
- c) Adolescence
- d) Adulthood

Ans. b)

So far you have been reading solved examples intended to help you understand how to answer the questions of a comprehension. But it is practice alone which would enable you to grasp the technique in proper way. So go through the following paragraphs and answer the questions properly.

5.1 Exercise

Read the passage carefully and answer the following questions:

1. Petroleum products such as gasoline, kerosene, homeheating oil, residual fuel oil, and lubricating oils come from one source — cru de oil found below the earth's surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25,000 feet into the earth's interior. Sometimes cru de oil is secured by drilling a hole into the earth, but more dry holes are drilled than those producing oil. Either pressure at the source or pumping forces cru de oil to the surface. Crude oil wells flow at varying rates, from about ten to thousands of barrels per hour. Petroleum products are always measured in forty-two-gallon barrels. Petroleum products vary greatly in physical appearance: thin, thick transparent, or opaque, but regardless, their chemical composition is made up of only two elements: carbon and hydrogen, which form compounds called hydrocarbons. Other chemical elements found in union with the hydrocarbons are few and are classified as impurities. Trace elements are also found, but in such minute quantities that they are disregarded. The combination of carbon and hydrogen forms many thousands of compounds which are possible because of the various positions and unions of these two atoms in the hydrocarbon molecule. The various petroleum products are refined by heating crude oil and then condensing the vapours. These products are the so-called light oils, such as gasoline, kerosene, and distillate oil. The residue remaining after the light oils are distilled, is known as heavy or residual fuel oil and is used mostly for burning under boilers. Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, some of which are used to upgrade and increase the octane rating of various types of gasoline.

- i) Write a précis of the passage with suitable title.

Ans.

Title of the précis: _____

Précis:

ii) How is crude oil brought to the surface?

Ans.

iii) What are the principal components of all petroleum products?

Ans.

iv) What is heavy oil?

Ans.

v) All of the following are listed as light oils *except*

- a) Distillate oil
- b) Gasoline
- c) Lubricating oil
- d) Kerosene

v) The word 'upgrade' in the last line is closest in meaning

- a) improve

- b) counteract
- c) charge
- d) unite

Read the passage carefully and answer the following questions:

2. The real crisis of our time is the crisis in management. I believe that the solutions to our problem lie in the development of the art and practice of management at all levels and in all facets of our national activities – from a small "Bhatt's" tea-shop to the multi-faceted international organization or huge national government administration. I also believe that applications of better and sound management skills and methods is of vital importance in resolving many huge and baffling economic and social problems that are beyond the reach of either government or business acting alone. I strongly believe that the private sector can contribute something far more important than even money, that is, management — management raised to a whole new order of magnitude — in the attainment of the new social and economic objectives put forward by our government. "But how do we do it?" The answer lies in developing a deeper sense of social responsibility on the part of our men in management. Management must act in concert with a broad socio interest and serve the objectives of the society. The various social-economic measures now being taken in the field of licensing, price regulation and distribution of essential commodities etc. will not lead us towards attainment of new social objectives unless we ensure that the benefits of these measures go to the ultimate consumer — the common man. This is possible only through right management, proper understanding and of course, above all, through cooperation among all concerned. Indian management has the skills, know-how and capacity to cope with new challenges. We must make a start now. The opportunities are there if we will but see them and see them quickly.

- i) In what sense is the crisis of our time a crisis in management?

Ans.

- ii) What contribution can the private sector make towards the attainment of economic objectives?

Ans.

iii) What does Indian Management lack?

Ans.

iv) How can we ensure that the common man gets the benefit of various social-economic measures?

Ans.

v) What is the central idea of the passage?

Ans.

vi) Give a suitable title to the passage and write a précis.

Ans.

Read the passage carefully and answer the following questions:

3. The function of the universities is not merely to send out technically skilled and professionally competent men, but it is their duty to produce in them the quality of compassion. The quality which enables the individuals to treat one another in a truly democratic spirit. Our religions have proclaimed from the very beginning that each human individual is to be regarded as a spark of the divine. *Tat twam asi*, that art thou, is the teaching of the “Upanishads”. The Buddhists declared that each individual has in him a spark of the divine and can become a Bodhisattva. These proclamations by themselves are not enough. The minds and hearts of the people require to be attended. We must strike to become

democratic not merely in the political sense of the term but also in the social and economic sense. It is essential to bring about this democratic change, this democratic temper, the kind of outlook by a proper study of the humanities, including philosophy and religion. There is a great verse which says that in this poison – tree of Samsara are two fruits of incomparable value. They are the enjoyment of great books and the company of good souls. If we want to absorb the fruits of a great literature, we read them, not as we do cricket stories read them with concentration. Our generation in its rapid travel has not achieved the habit of reading the great books and has lost the habit of being influenced by the great classics of our country. If these principles of democracy in our Construction are to become habits of mind and pattern of behaviour, principles which change the very character of the individual and the nature of the society it can be done only by the study of great literature, of philosophy and religion. That is, even though our country needs great scientists, great technologists, great engineers, we should not neglect to make them humanists. While we retain science and technology, we remember that science and technology are not at all.

- i) What, according to the author, is the duty of universities?

Ans.

- ii) How is compassion defined?

Ans.

- iii) Why is proper study of the humanities essential?

Ans.

- iv) What does the study of great literature achieve for us?

Ans.

Read the passage carefully and answer the following questions:

4. You may have read how Thomas Smith first raised rice in Carolina. After his demise, there lived in South Carolina a wise young woman. She showed the people how to raise another plant. Her name was Eliza Lucas. The father of Miss Lucas did not live in Carolina. He was governor of one of the islands of the West Indies. Miss Lucas was fond of trying new things. She often got seeds from her father which she planted in South Carolina. Her father sent her some seeds of the indigo plant. She planted some of these in March, but a frost came. The indigo plant failed to endure frost, and her plants all died. But Miss Lucas did not give up. She planted some more seeds in April. These grew very well until a cut-worm found them. The worm wished to try new things too. So he ate the indigo plants. But Miss Lucas was one of those who persevered after failing. She had lost her indigo plants twice. Once more she planted some of the seeds. This time the plants grew very well. Miss Lucas wrote to her father about it. He sent her a man who knew how to get the indigo out of the plant. The man tried not to show Miss Lucas how to make the indigo. He did not want the people in South Carolina to learn how to make it. He was afraid his own people would not get so much money for their indigo if other people made it as well. So he would not explain how it was done. He spoiled the indigo on purpose. But Miss Lucas watched him closely. She figured out how the indigo could be made. Some of her father's land in South Carolina was now planted with the indigo plants.

- i) Which plant did Miss Lucas Carolina want to replace Indigo with and why?

Ans.

- ii) Why did her attempts at Indigo plantation fail?

Ans.

iii) Who sent the man to work at her Indigo plantation?

Ans

iv) What is the moral of the story?

Ans.

- v) Give meanings of –
a) Demise
b) Figured out
vi) Write a précis of the passage given. Give an appropriate title for the same.

Ans.

Title of the précis: _____

Précis:

Read the passage carefully and answer the following questions:

5. The temperature of the Sun is over 5,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 16 million degrees at the centre. The Sun is so much hotter than the Earth that matter can exist only as a gas, except at the core. In the core of the Sun, the pressures are so great against the gases that, despite the high temperature, there may be a small solid core. However, no one really knows, since the centre of the Sun can never be directly observed. Solar astronomers do know that the Sun is divided into five layers or zones. Starting at the outside and going down into the Sun, the zones are the corona, chromospheres, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins. The Sun's outermost layer begins about 10,000 miles above the visible surface and can be seen during an eclipse such as the one in February 1979 and goes outward for millions of miles. The corona is a brilliant, pearly white, filmy light about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spike-like rays near the Sun's north and south poles. The corona is thickest at the sun's equator. The corona rays are made up of gases streaming outward at tremendous speeds and reaching a temperature of more than 2 million degrees Fahrenheit. The rays of gas thin out as they reach the space around the planets. By the time the Sun's corona rays reach the Earth, they are weak and invisible.

- i) Why is there a small solid core in the sun?

Ans.

- ii) How many zones is the sun divided into? Explain.

Ans.

- iii) Give a vivid description of the outer appearance of the corona.

Ans.

- iv) Why are the rays of the sun weak when they reach the Earth?

Ans.

- v) The paragraphs following the passage most likely discuss which of the following?
- a) The remaining layers of the Sun form
 - b) The evolution of the Sun to its present
 - c) The eclipse of February 1979
 - d) The scientists who study astronomy.
- vi) Write a précis on the passage above and provide a suitable title.

Ans.

Title of the précis: _____

Précis:

Read the passage carefully and answer the following questions:

6. DDT (short form for dichloro-diphenyl-trichloro-ethane) was first synthesised by a German chemist in 1874 but its properties as an insecticide were not discovered until 1939. Almost immediately DDT was hailed as a means of stamping out insect-borne diseases and winning the farmer's war against crop destroyers overnight. The discoverer Paul Muller of Switzerland, won the Nobel Prize. DDT is now so universally used that in most minds the product takes on the harmless aspect of the familiar. Perhaps the myth of the harmlessness of DDT rests on the fact that one of its first use was wartime dusting of many thousands of soldiers, refugees, prisoners to combat lice. It is widely believed that since so many people came into extremely intimate contact with DDT and suffered no immediate ill effects, the chemical must certainly be innocent absorbed through the lungs. Once it has entered the body it is stored largely in organs rich in fatty substances (because DDT is fat-soluble) such as the adrenals, testes or thyroid. Relatively large amounts are deposited in the liver, kidneys and the fat of the large, protective mesenteries that enfold the intestines. This storage of DDT begins with the smallest conceivable intake of the chemical (which is present as residues in most foodstuffs) and continues until quite high levels are reached. The fatty storage depots act as biological magnifiers, so that an intake of as little as 1/10 of 1 part per million in the diet results in storage of about 10 to 15 parts per million an increase of one hundred fold or more. These terms of reference, so commonplace to the chemist or the pharmacologist, are unfamiliar to most of us. One part in a million sounds like a very small amount and so it is. But such substances are so potent that a minute quantity can bring about vast changes in the body. In animal experiments, 3 parts per million has been found to inhibit an essential enzyme in heart muscle; only 5 parts per million has brought about necrosis or disintegration for liver cells; and only 2.5 parts per million of the closely related chemicals-dielbrin and chlorodane did the same. This is really not surprising. In the normal chemistry of human body there is just such a disparity between cause and effect. For example a quantity of iodine as small as two ten-thousandths of a gram spells the difference between health and disease. Because these small amounts of pesticides are cumulatively stored and only slowly

excreted, the threat of chronic poisoning and degenerate changes of the liver and other organs is very real.

- i) Why was DDT so easily regarded as harmless?

Ans.

- ii) Explain the effects of introducing small quantities of DDT into animals.

Ans.

- iii) Who was Paul Muller? Why is the year 1874 important?

Ans.

- iv) What is the difference between DDT in powder form and when dissolved in oil?

Ans.

- v) Make sentences with: potent, immediate, combat.

Ans.

- vi) Find synonyms of the following phrases from the passage :
- a) ordinary
 - b) gradually increasing
 - c) to pass out waste matter from body or system
 - d) getting or likely to get worse.

Read the passage carefully and answer the following questions:

7. Ministers, and the people that have been under their care, must be parted in this world, no matter how well they have been united. If they are not separated before, they must be parted by death, and they may be separated while life is continued. We live in a world of change, where nothing is certain or stable, and where a little time, a few revolutions of the sun, brings to pass strange things and surprising alterations in particular persons, families, towns, churches, countries, and nations. It often happens that those who seem most united are, in a little time, most disunited, and at the greatest distance. Thus ministers and people, between whom there has been the greatest mutual regard and strictest union, may not only differ in their judgments and be alienated in affection, but one may rend from the other and all relation between them be dissolved. The minister may be removed to a distant place, and they may never have any more to do one with another in this world. But if it be so, there is one meeting more that they must have, and that is in the last great day of accounts. Since I have been settled in the work of the ministry in this place, I have always had a peculiar concern for the souls of the young people, and a desire that religion might flourish among them. Because I knew the special opportunity they had beyond others and that ordinarily those for whom God intended mercy were brought to fear and love him in their youth. And it has ever appeared to me a peculiarly amiable thing to see young people walking in the ways of virtue and Christian piety, having their hearts purified and sweetened with a principle of divine love. How exceedingly beautiful and conducive to the adorning and happiness of the town if the young people could be persuaded, when

they meet together, to converse as Christians and as the children of God, avoiding impurity, levity, and extravagance, keeping strictly to rules of virtue and conversing together of the things of God and Christ and heaven! This is what I have longed for, and it has been exceedingly grievous to me when I have heard of vice, vanity, and disorder among our youth. And so far as I know my own heart, it was from hence that I formerly led this church to some measures, for the suppressing of vice among our young people, which gave so great offense, and by which I became so obnoxious. I have sought the good and not the hurt of our young people. I have desired their truest honor and happiness, and not their reproach: knowing that true virtue and religion tended not only to the glory and felicity of young people in another world, but their greatest peace and prosperity and highest dignity and honor in this world, and above all things to sweeten, and render pleasant and delightful, even the days of you. But whether I have loved you, and sought your good more or less, now committing your souls to him who once committed the pastoral care of them to me—nothing remains, but only (as I am now taking my leave of you) earnestly to beseech you, from love to yourselves, if you have none to me, not to despise and forget the warnings and counsels I have so often given you. Remember the day when you and I must meet again before the great Judge of quick and dead, when it will appear whether the things I have taught you were true, whether the counsels I have given you were good, whether I truly sought your welfare, and whether you have well improved my endeavors. I have, from time to time, earnestly warned you against some liberties commonly taken by young people in the land. And whatever some may say in justification of such liberties and customs, and may laugh at warnings against them, I now leave you my parting testimony against such things, not doubting but God will approve and confirm it in that day when we shall meet before him.

- i) Based on the passage, how does the author likely feel about leaving his post?

Ans.

- ii) Over the course of the passage, the author expresses a particular concern for
- a) ministers who no longer have congregations
 - b) young people in the church
 - c) orphans and widows

d) souls that are facing judgment

iii) According to the passage, what is the author's observation about young people's compliance with divine law?

Ans.

- iv) The author implies in the fourth paragraph that he
- a) Used to fall prey to both vice and vanity in his youth before turning to religion.
 - b) Failed to institute the strict standards of behavior necessary to properly instruct the church's youth.
 - c) Wishes he could go back to his own youth in order to seek prosperity and happiness.
 - d) May have been removed from his post because of overzealous care and policing of young people in his community.
- v) What are the aspects where ministers of great mutual regard differ?

Ans.

Read the passage carefully and answer the following questions:

8. Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas. Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy. Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim

the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586. Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England. The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable. The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8. Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

- i) What was the main issue behind the conflict of Spain and England?

Ans.

- ii) What is the nearest meaning of *staunch*?
- a) Devoted
 - b) Agonized
 - c) Disappointed
 - d) Unreliable

Ans.

- iii) What was the ambition of King Philip II?

Ans.

iv) What was the impact of the two battles on Spain?

Ans.

v) What was the religious difference between England and Spain?

Ans.

-
-
- vi) Drake achieved dramatic success in raiding Spanish ships and towns by
- a) building his fleet of warships, the Spanish Armada
 - b) stealing gold and silver
 - c) adding gold and silver to England's treasury and diminishing Spain's supremacy
 - d) marshalling 130 sailing vessels of all types

Ans.

Read the passage carefully and answer the following questions:

9. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify

the rebellious part of the empire. Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Eritrea and captured its people. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops. The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in both archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6,400 Persians died, compared to only 192 Athenians.

- i) What was the cause behind Darius's ferociousness?

Ans.

- ii) The secret of the remarkable victory at Marathon was
- a) Athens's revolt against Persia
 - b) Athenians readiness to die for their city-state
 - c) Persians effort to fool some Greek city-states
 - d) Persians' success of conquering the city of Eritrea and capturing its people

Ans.

- iii) What was the difference between Athens and Spain in terms of governance?

Ans.

iv) Why did the Persians flee in terror?

Ans.

- v) Find out the word quite opposite in meaning to the word *pacify*.
- a) appreciate
 - b) agitate
 - c) aggravate
 - d) console

Ans.

vi) Give a suitable title for the passage.

Ans.

Read the passage carefully and answer the following questions:

10. Between us there was, as I have already said somewhere, the bond of the sea. Besides holding our hearts together through long periods of separation, it had the effect of making us tolerant of each others' yarns-and even convictions. The Lawyer-the best of old fellows-had, because of his many years and many virtues, the only cushion on deck, and was lying on the only rug. The Accountant had brought out already a box of dominoes, and was toying architecturally with the bones. Marlow sat cross-legged right aft, leaning against the mizzen-mast. He had sunken cheeks, a yellow complexion, a straight back, an ascetic aspect, and, with his arms dropped, the palms of hands outwards, resembled an idol. The Director, satisfied the anchor had good hold, made his way aft and sat down amongst us. We exchanged a few words lazily. Afterwards there was silence on board the yacht. For some reason or other we did not begin that game of dominoes. We felt meditative, and fit for nothing but placid staring. The day was ending in a serenity of still and exquisite brilliance. The water shone pacifically; the sky, without a

speck, was a benign immensity of unstained light; the very mist on the Essex marshes was like a gauzy and radiant fabric, hung from the wooded rises inland, and draping the low shores in diaphanous folds. Only the gloom to the west, brooding over the upper reaches, became more sombre every minute, as if angered by the approach of the sun. And at last, in its curved and imperceptible fall, the sun sank low, and from glowing white changed to a dull red without rays and without heat, as if about to go out suddenly, stricken to death by the touch of that gloom brooding over a crowd of men.

From 'The Heart of Darkness', by Joseph

Conrad.

- i) Write a suitable précis for the given passage.

Title of the précis: _____

Précis:

- ii) Describe Marlow's physical features.

Ans.

- iii) How was the day ending?

Ans.



- iv) How is the gloom of West being described by the author?

Ans.

- v) Find synonym for *benign*
- a) Align
 - b) Stupendous
 - c) Benevolent
 - d) Unmerciful

Ans.

- vi) The author has used natural symbols to describe various aspects of life in the given passage. Comment on this.

Ans.

TOPIC COVERED: WRITING PRACTICES (ESSAYS)

Objectives:

1. Students made considerable progress and acquired a reasonable proficiency in writing essays by the end of the term.
2. Helps them learn innumerable words with which they enrich their already existing vocabularies.
3. Helps them shape an essay by using their own words.

Definition:

The word “essay” is derived from a French word “essai” or “essayer” which means “trial”.

An essay is a short piece of writing on a topic and generally presents the author's point of view on the matter. It is an organized collection of ideas. It could be based upon any real experience or imaginary idea of the author. It is the presentation of your outlook on the topic that is the focus of the essay. There is no any fixed format of essay but the most standard essay compromises of the following:

- An introduction
- A three point(paragraph) body
- A conclusion

It is important to structure an essay in different sections so that it is easy for the readers to read and follow the author's thoughts clear

Types of Essays:

1. **Argumentative Essay** - Argumentative essays are written to present an opinion which either favors or disagrees with a given topic. The writer of the Argumentative essay must prove his/her viewpoint by supporting it with convincing facts and evidences from the reliable sources.
2. **Autobiographical Essay** - An autobiographical essay is a short description of the writer's own life. It highlights the main aspects of your personal, educational, social and professional life.
3. **Biographical Essay** - Writing someone else's 'Autobiography', but called biography as it is not written by the concerned person himself/herself rather they their story written by other.

4. **Descriptive Essay** - A descriptive essay gives the detailed description about a topic like person, place, or any incident.
5. **Narrative Essay** - A narrative essay is used to narrate a course of events. We can share our experiences by means of the essay.
6. **Persuasive Essay** - Persuasive essay is used by the writer to convince the readers to believe in his opinion.
7. **Pictorial Essay** - A Pictorial essay is a collection of photographs that tell a story. The writers could add captions or text along with the photographs for a better description.

Importance of Essay Writing:

Essay writing helps us learn to express ourselves in a more logical way, and also develop our writing skills, vocabulary and also our own writing style. All these activities require outstanding writing skills, which can be developed only by writing essays and practicing. In every workplace, workers are always writing notes, emails, memos, letters and reports all of these require good writing skills, so that people are able to communicate their ideas effectively.

The Basics of Effective Essay Writing:

The following points should be kept in mind while you start writing an essay.

- Decide on your topic.
- Prepare an outline or diagram of your ideas.
- Write the main essence of your essay in one statement.
- Start writing the introduction.
- Write the main points.
- Write the sub points.
- Elaborate on the sub points.
- Write the conclusion.
- Add the finishing touches.

Guiding Principles of Essay Writing:

- Work hard on the introduction
- Make the main body look authentic and unified

- Use connectives and linkers appropriately
- Write in an effective style
- Avoid showy beginnings
- Keep the conclusion short and effective

Solved Essay:

Topic: Execution is more important than Planning.

Every work in this world - be it designing, creating or destroying involves a number of steps, the most important of which are- planning and execution. Planning is the process by which a team decides how a particular something is created. It involves everything- from brain storming and coming up with the idea to decisions regarding how the idea will be presented. On the other hand, the execution is the process of presenting the planned idea into a form which is tangible, which can be seen, heard and used by people. Planning and execution are a part of the larger process of production.

All that glitters is not gold but all that glitters often catch the eye and remain in sub conscience for a long time. This is precisely the reason why a lot of companies pay a lot of attention on the execution or the presentation of the product. It is quite likely that the corporate world around us lives by this presumed dictat. If one looks around, one can find details of how companies spend a great deal of time in execution. Take the example of popular media. Most of the daily soaps shown on the Indian television are based on more or less similar plots. However, the way of presentation of the story is different in every daily show and thus, each television serial, although being much like the others, seems different. Execution provides a fresh look to things. Another example is that of beauty or cosmetic products. Most of the fairness creams that we use are based on the same ingredients. However, each company produces its own range packed in a completely different style. Also, from time to time, the cosmetic companies change the look of the product to attract the attention of the consumers. All these examples insinuate to but one thing- execution is an extremely important task.

However, the question that we are answering here is- Is execution more important than planning? A few decades ago, the answer to this question would have been easy, simple and a

straight yes. Planning was a much more important thing than execution. If you had planned a product or service in a right way and made it to be user friendly, it was enough of a guarantee that your product would be endorsed irrespective of the way of the execution. However, things have changed quite drastically. The fierce sales measures adopted by production houses and corporate communities have compromised planning and enhanced execution. A lot of impetus and onus is laid on execution because a good execution covers up any flaws in planning. The producers exploit the desires of the consumers to buy things that seem beautiful and perfect. Thus, everything, irrespective of how it is planned is packed beautifully.

Is execution more important than planning? Any product, irrespective of how well it is packed or produced, will not last for very long in the market if it not a good product in itself. A television show with an old tattered script but new presentation might attract the audience for a while but sooner or later, the audience will get bored of the same old story line and switch to new television shows. Similarly, a beauty cream packed in a beautiful bottle can compel a consumer to buy it once but not twice. Thus, in the long run, it is not the presentation but the planning and the quality produced and served which counts. Thus, for corporate houses with short term profits in mind, execution is more important than planning. However, for corporate houses which intend to stay in the market for a long term, planning is of imperative value and good planning (foundation for producing good quality products) cannot be compromised by good execution.

Execution is important too. To be able to attract new consumers and keep the current ones loyal to the product, it is important that the companies constantly change the look and design of the product to keep it interesting and chic to the consumers. However, in doing so, the quality of the product should not get downgraded. It can best be said that in the short run, execution is more important than planning. However, in the long run, good planning wins hands down over execution. Thus, the right marketing strategy is a balanced combination of thoughtful planning and intelligent & creative execution. Both planning and execution walk side by side in business.

It is rightly said that, “Successful Project Management: PLAN, EXECUTE, EVALUATE Sounds simple, but most projects aren't well planned nor are they evaluated well. The

tendency is to jump right into execution and as soon as execution is completed (which usually isn't soon),

move on to the next project without evaluating what happen on the present project and what could have been improved. Successful project management requires more front and back end resources (and less middle) than are usually allocated.”

So far you have been reading solved examples intended to help you understand essay writing. But it is practice alone which would enable you to grasp the technique in proper way.

Practice Exercise:

Write an essay in about 300 words on each of the following topics:

1. Topic Name: Mobile Revolution

2. Topic Name: Value of Discipline in Life

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

3. Topic Name: Generation Gap

[illegible]

4. Topic Name: Indian Cinema: An Escape from Reality?

5. Topic Name: Man vs Machine

6. Topic Name: Can We achieve Peace through Atoms?

7. Topic Name: The Menace of Drug Addiction.

8. Topic Name: Aadhar Project and the Right to Privacy.

9. Topic Name: Indian Cinema: Gender Discrimination in Modern India.

[illegible]

10. Topic Name: The Role of Multinationals in Indian Economy.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

MODULE 6: COMMUNICATION

TEACHER: PROF. SAMAPIKA DAS BISWAS

Topic Covered: LISTENING COMPREHENSION

Listening comprehension

Testing and assessing reading and listening comprehension pose many challenges in that they are internal processes and their assessment requires samples of external behaviour. This can happen by overt verbal behaviour (speaking and writing) and/or non-verbal behaviour. Listening and reading are also very complex processes. Consequently, constructing tasks that elicit relevant evidence of comprehension is demanding.

In evolutionary terms, speech predates writing. All communities have speech but not all languages even now have writing, which emerged only a few thousand years ago. Speaking and writing have similar functions but writing as a new cultural technology (production of texts) had a powerful impact on cognition, communication, schooling, societal and cultural development. The archetype of human communication is face-to-face oral interaction. Advances in information technology have narrowed the original fundamental distance between written and oral communication by allowing writing to simulate in many ways on-line face-to-face oral communication.

In face-to-face oral communication, listening comprehension is closely integrated with speaking. While listening and reading comprehension share a number of features, listening poses some specific challenges, which arguably makes it harder to assess listening than reading comprehension.

Several taxonomies of listening have been presented over the past fifty years listing a varying number of abilities (10-35) involved in listening comprehension. They indicate that it is necessary to pay attention to the role of the spoken input text (text types), the listener (skills and knowledge resources), the context (domains of language use) and the purposes of listening.

One issue in assessing listening comprehension is whether to assess it as part of an interactive interview/ discussion or by listening to or watching a recording. Other points regarding the input to consider are eg., length, speed, times listened, kind of language used (eg. text type, accent...).

As listening comprehension is often appraised by using tasks using questions and other types of items, it is important to be aware that the difficulty of the items varies and it can be purposefully manipulated by varying the text characteristics and the task characteristics.

Listening Comprehension: An Important Language Skill

Speaking as a part of language learning is highly overrated, and before you protest, I'm going to explain why.

Of course we all want to learn to speak the language we are learning, and to speak it well. That is probably most language learners' number one objective. The question is just how to achieve that, and how to incorporate speaking in a program of language learning. In my view, the pressure to speak, and to speak well early on, can create frustration and tension and delay achieving genuine fluency.

To speak well, first you must listen well.

I meet a lot of people who tell me they would like to speak the language they are learning better. Some people tell me that they can understand well, but they can't speak well. Often, however, when I probe a little further, I find that this is not really the case.

Certainly there are people who read well and who can't speak well. I don't recollect, however, having met many people who understand the spoken language well, who are totally comfortable listening in most situations, but who have trouble speaking.

Many people who seem to be able to speak the language in fact don't understand when you speak to them quickly, or don't understand a conversation that is going on around them, or don't understand movies. In other words, these people don't have a high level of listening comprehension.

I believe that listening comprehension, not speaking, is the most important skill in language learning. If you can achieve a high level in comprehension, all other skills will follow. The speaking will come. [The grammar and correct usage will come.](#) If you have had so much exposure to the language that you understand comfortably when the language is spoken around you by native speakers, and not just when they are talking directly to you, you will be able to develop an excellent speaking ability as soon as you get enough opportunity to use the language.

Listening provides a language companion.

[Listening has a number of other advantages:](#) it's very easy to organize. When I'm listening I'm not just listening to the language. As I progress past the beginner stage, which consists of listening to simple stories, I move on to enjoying a novel, learning about the history of the country or following a political or historical podcast. I can have a fascinating language companion with me when I do the dishes, drive my car, exercise or go for a walk. I simply can't arrange to have a language tutor with me when I am doing these things.

It's not that I don't speak, [I do speak. Once I reach a certain level of comprehension.](#) I will usually arrange online discussions with our tutors at LingQ. I can now understand a wide range of subjects and have in depth conversations. When I speak I'm made aware of my problems, where my hesitations and doubts are. I work on them in my listening and reading. If I am lucky enough I can even arrange a trip to the country where the language is spoken.

Even reading, in a way, is a form of listening because when we read in a foreign language we tend to subvocalize. In a way, we are hearing the language when we read.

I think there's too much emphasis on speaking at the beginning, too much emphasis on speaking correctly. There's too much pressure on people to produce the language correctly at

a stage in their learning where they're unlikely to do be able to do so because they haven't had enough exposure.

Unrealistic expectations are created in the mind of the learner. Learners can become overly concerned about making mistakes. They may start second guessing themselves. They can become hesitant to speak. If they have solid comprehension skills, they will speak more naturally and with more confidence.

It is a bit of a tortoise and hare situation. It is not necessarily the person who is able to say things early on who will become the most fluent speaker of a language. Often, it will be the person who understands the language the best, who has the largest vocabulary and who has spent the most time listening.

Listening Comprehension Sample Questions Transcript

Sample Item A

On the recording, you will hear:

(Narrator): Listen to a high school principal talking to the school's students.

(Man): I have a very special announcement to make. This year, not just one, but three of our students will be receiving national awards for their academic achievements. Krista Conner, Martin Chan, and Shriya Patel have all been chosen for their hard work and consistently high marks. It is very unusual for one school to have so many students receive this award in a single year.

(Narrator): What is the subject of the announcement?

In your test book, you will read:

1. What is the subject of the announcement?

1. The school will be adding new classes.
2. Three new teachers will be working at the school.
3. Some students have received an award.
4. The school is getting its own newspaper.

Sample Item B

On the recording, you will hear:

(Narrator): Listen to a teacher making an announcement at the end of the day.

(Man): Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no

paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.

(Narrator): What does the teacher want the students to do?

In your test book, you will read:

2. What does the teacher want the students to do?

1. Take everything out of their desks
2. Put the painting supplies in plastic bags
3. Bring paints with them to school on Monday
4. Put covers on their desks to keep the paint off

Sample Set A

On the recording, you will hear:

(Narrator): Listen to a conversation between two friends at school.

(Boy): Hi, Lisa.

(Girl): Hi, Jeff. Hey, have you been to the art room today?

(Boy): No, why?

(Girl): Well, Mr. Jennings hung up a notice about a big project that's going on downtown. You know how the city's been doing a lot of work to fix up Main Street—you know, to make it look nicer? Well, they're going to create a mural.

(Boy): You mean, like, make a painting on the entire wall of a building?

(Girl): Exactly!

(Boy): But where?

(Girl): It's that big wall on the side of the public library. And students from this school are going to do the whole thing ... create a design, and paint it, and everything. I wish I could be a part of it, but I'm too busy.

(Boy): [excitedly] Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.

(Girl): I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas students come up with should have a nature theme.

(Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.

(Girl): If you're interested you should talk with Mr. Jennings.

(Boy): [half listening, daydreaming] This could be so much fun. Maybe I'll try to visit the zoo this weekend ... you know, to see the wild animals and get some ideas, something to inspire me!

(Girl): [with humor] Well maybe you should go to the art room first to get more information from Mr. Jennings.

(Boy): [slightly sheepishly] Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.

(Narrator): Now answer the questions.

In your test book, you will read:

3. What are the speakers mainly discussing?

1. A new art project in the city
2. An assignment for their art class
3. An art display inside the public library
4. A painting that the girl saw downtown

4. Why is the boy excited?

1. A famous artist is going to visit his class.
2. His artwork might be seen by many people.
3. His class might visit an art museum.
4. He is getting a good grade in his art class.

5. Where does the boy say he may go this weekend?

1. To the zoo
2. To an art store
3. To Main Street
4. To the public library

6. Why does the girl suggest that the boy go to the art room?

1. So that he can hand in his homework
2. So that he can sign up for a class trip
3. So that he can see a new painting
4. So that he can talk to the teacher

Sample Set B

On the recording, you will hear:

Script Text:

(Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leafcutter ant. Because of their name, people often think that leafcutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leafcutter ants go out of their nests looking for leaves

from plants or trees. They cut the leaves off and carry them underground . . . and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leafcutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leafcutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some "super ants" can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions.

In your test book, you will read:

7. What is the main topic of the talk?

1. A newly discovered type of ant
2. A type of ant with unusual skills
3. An increase in the population of one type of ant
4. A type of ant that could be dangerous to humans

8. According to the teacher, what is one activity that both leafcutter ants and people do?

1. Clean their food
2. Grow their own food
3. Eat several times a day
4. Feed their young special food

9. What does the teacher say many people think must be true about leafcutter ants?

1. They eat leaves.
2. They live in plants.
3. They have sharp teeth.
4. They are especially large.

10. What did the experiments show about leafcutter ants?

1. How fast they grow
2. Which plants they eat
3. Where they look for leaves
4. How much weight they can carry

Answer Key for Listening Comprehension

1. C

2. D
3. A
4. B
5. A
6. D
7. B
8. B
9. A
10. D

Lecture 26 (60 minutes)

Topic Covered: PRONUNCIATION, INTONATION, STRESS AND RHYTHM

Word Origin & History

early 15c., "mode in which a word is pronounced," from Middle French prononciation and directly from Latin pronuntiatio (nominative pronuntiatio) "act of speaking, utterance, delivery," also "proclamation, public declaration," noun of action from past participle stem of pronuntiare "announce"

noun

1. the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability: *They are arguing about the pronunciation of "forte" again. His pronunciation retains charming traces of his early years in Ireland.*
2. an accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.: *He said the pronunciation of "curl" is [kɜrl] /kɜrl/, not [koil] /koil/.*
3. the conventional patterns of treatment of the sounds of a language: *the pronunciation of French.*

Related Words for pronunciation

[inflection](#), [utterance](#), [diction](#), [accent](#), [enunciation](#), [intonation](#), [accentuation](#), [elocution](#), [voicing](#), [articulation](#), [twang](#), [speech](#), [drawl](#), [phonetics](#), [phonology](#), [syllabification](#), [phonemics](#), [orthoepy](#)

Example Sentences for pronounce

"Ponce de Leon," supplied Dorcas Jane, proud that she could pronounce it.

Were he to die while I am speaking, we could not pronounce it an untimely death.

He was heard, under his breath, to pronounce a contemptuous Pshaw!

Her voice faltered so that she could not pronounce the word gratitude.

Now Colonel Corkran informs us that we must pronounce her, in a different way.

As to the degree of immediate danger, the physicians here cannot yet pronounce.

One only goblin was daring enough to pronounce a curse upon him.

He arose and took her hand in both of his, and was scarcely able to pronounce her name.

And when it arrived they felt compelled to pronounce it excellent.

When he came to table, Fandor noticed that he forgot to pronounce the Benedicite.

More words related to pronounce

affirm

verb. declare the truth of something

- [assert](#)
- [asseverate](#)
- [attest](#)
- [aver](#)
- [avouch](#)
- [avow](#)
- [certify](#)
- [cinch](#)
- [clinch](#)
- [confirm](#)
- [cross heart](#)
- [declare](#)
- [guarantee](#)
- [have a lock on](#)
- [ice](#)
- [insist](#)
- [lock up](#)
- [maintain](#)
- [nail down](#)
- [okay](#)
- [predicate](#)
- [profess](#)
- [pronounce](#)
- [put on ice](#)
- [ratify](#)
- [repeat](#)
- [rubber-stamp](#)
- [say so](#)
- [set](#)
- [state](#)
- [swear](#)
- [swear on bible](#)
- [swear up and down](#)
- [testify](#)

- [vouch](#)
- [witness](#)

affirmed

verb. declare the truth of something

- [assert](#)
- [asseverate](#)
- [attest](#)
- [aver](#)
- [avouch](#)
- [avow](#)
- [certify](#)
- [cinch](#)
- [clinch](#)
- [confirm](#)
- [cross heart](#)
- [declare](#)
- [guarantee](#)
- [have a lock on](#)
- [ice](#)
- [insist](#)
- [lock up](#)
- [maintain](#)
- [nail down](#)
- [okay](#)
- [predicate](#)
- [profess](#)
- [pronounce](#)
- [put on ice](#)
- [ratify](#)
- [repeat](#)
- [rubber-stamp](#)
- [say so](#)
- [set](#)
- [state](#)
- [swear](#)
- [swear on bible](#)
- [swear up and down](#)
- [testify](#)
- [vouch](#)
- [witness](#)

affirming

verb. declare the truth of something

- [assert](#)
- [asseverate](#)
- [attest](#)
- [aver](#)
- [avouch](#)
- [avow](#)
- [certify](#)
- [cinch](#)
- [clinch](#)
- [confirm](#)

-
- [cross heart](#)
 - [declare](#)
 - [guarantee](#)
 - [have a lock on](#)
 - [ice](#)
 - [insist](#)
 - [lock up](#)
 - [maintain](#)
 - [nail down](#)
 - [okay](#)
 - [predicate](#)
 - [profess](#)
 - [pronounce](#)
 - [put on ice](#)
 - [ratify](#)
 - [repeat](#)
 - [rubber-stamp](#)
 - [say so](#)
 - [set](#)
 - [state](#)
 - [swear](#)
 - [swear on bible](#)
 - [swear up and down](#)
 - [testify](#)
 - [vouch](#)
 - [witness](#)

affirms

verb. declare the truth of something

- [assert](#)
- [asseverate](#)
- [attest](#)
- [aver](#)
- [avouch](#)
- [avow](#)
- [certify](#)
- [cinch](#)
- [clinch](#)
- [confirm](#)
- [cross heart](#)
- [declare](#)
- [guarantee](#)
- [have a lock on](#)
- [ice](#)
- [insist](#)
- [lock up](#)
- [maintain](#)
- [nail down](#)
- [okay](#)
- [predicate](#)
- [profess](#)
- [pronounce](#)
- [put on ice](#)
- [ratify](#)
- [repeat](#)

-
- [rubber-stamp](#)
 - [say so](#)
 - [set](#)
 - [state](#)
 - [swear](#)
 - [swear on bible](#)
 - [swear up and down](#)
 - [testify](#)
 - [vouch](#)
 - [witness](#)

approve

verb. allow, authorize

- [accede](#)
- [accept](#)
- [accredit](#)
- [acquiesce](#)
- [advocate](#)
- [affirm](#)
- [agree](#)
- [assent](#)
- [authorize](#)
- [back](#)
- [bless](#)
- [boost](#)
- [buy](#)
- [buy into](#)
- [certify](#)
- [charter](#)
- [concur](#)
- [confirm](#)
- [consent](#)
- [dig](#)
- [empower](#)
- [encourage](#)
- [endorse](#)
- [establish](#)
- [get behind](#)
- [give go-ahead](#)
- [go along with](#)
- [groove](#)
- [hats off to](#)
- [lap up](#)
- [license](#)
- [maintain](#)
- [make law](#)
- [make valid](#)
- [mandate](#)
- [okay](#)
- [permit](#)
- [pronounce](#)
- [push for](#)
- [ratify](#)
- [recommend](#)
- [sanction](#)

- [seal](#)
- [second](#)
- [sign](#)
- [sign off on](#)
- [stump for](#)
- [subscribe to](#)
- [support](#)
- [thumbs up](#)
- [uphold](#)
- [validate](#)

approving

verb. allow, authorize

- [accede](#)
- [accept](#)
- [accredit](#)
- [acquiesce](#)
- [advocate](#)
- [affirm](#)
- [agree](#)
- [assent](#)
- [authorize](#)
- [back](#)
- [bless](#)
- [boost](#)
- [buy](#)
- [buy into](#)
- [certify](#)
- [charter](#)
- [concur](#)
- [confirm](#)
- [consent](#)
- [dig](#)
- [empower](#)
- [encourage](#)
- [endorse](#)
- [establish](#)
- [get behind](#)
- [give go-ahead](#)
- [go along with](#)
- [groove](#)
- [hats off to](#)
- [lap up](#)
- [license](#)
- [maintain](#)
- [make law](#)
- [make valid](#)
- [mandate](#)
- [okay](#)
- [permit](#)
- [pronounce](#)
- [push for](#)
- [ratify](#)
- [recommend](#)
- [sanction](#)

- [seal](#)
- [second](#)
- [sign](#)
- [sign off on](#)
- [stump for](#)
- [subscribe to](#)
- [support](#)
- [thumbs up](#)
- [uphold](#)
- [validate](#)

Intonation (linguistics)

In linguistics, **intonation** is variation in spoken pitch when used, not for distinguishing words as sememes (a concept known as tone), but, rather, for a range of other functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. (The term *tone* is used by some British writers in their descriptions of intonation but to refer to the pitch movement found on the nucleus or tonic syllable in an intonation unit.)

Although intonation is primarily a matter of pitch variation, it is important to be aware that functions attributed to intonation such as the expression of attitudes and emotions, or highlighting aspects of grammatical structure, almost always involve concomitant variation in other prosodic features. David Crystal for example says that "intonation is not a single system of contours and levels, but the product of the interaction of features from different prosodic systems – *tone*, *pitch-range*, *loudness*, *rhythmicality* and *tempo* in particular."^[1]

The **example** below, for **example**, can be joy, excitement or annoyance depending on the situation. "I can't believe he gave you a ride home!" Boredom, sarcasm and disinterest often use a falling **intonation**.

What are the different types of intonation?

Types of English Intonation: the two **basic** types are falling intonation and rising intonation. Other main types of intonation include : high fall, **low** fall, fall-rise, high rise, midlevel rise, **low** rise. Falling intonation is the most common type of standard unemphatic intonation in English.

What are the 3 types of intonation?

The three main patterns of **intonation** in English are: falling **intonation**, rising **intonation** and fall-rise **intonation**.

What are stress words?

Word stress is the idea that in a word with more than one syllable, one (or more than one) syllable will be stressed or accented. And the rest will be unstressed, or, unaccented. Notice that I'm using the words 'stress' and 'accent' interchangeably. So, in English, not all syllables are created equal.

8 Word Stress Rules to Improve Your English Pronunciation

- **Nouns** and **adjectives** with two syllables. ...
- **Verbs** and **prepositions** with two syllables. ...

- Words that are both a noun and a verb. ...
- Three **syllable** words ending in “er” and “ly” ...
- Words ending in “ic,” “sion” and “tion” ...
- Words ending in “cy,” “ty,” “phy,” “gy” and “al”

It is equally important to remember that the unstressed syllables of a word have the opposite features of a stressed syllable!

Some 'rules' of word stress

There are patterns in word stress in English but, as a rule (!), it is dangerous to say there are fixed rules. Exceptions can usually be found.

- Here are some general tendencies for word stress in English:

Word	Type of word	Tendency	Exceptions
apple table happy	two-syllable nouns and adjectives	stress on the first syllable O o apple	hotel lagoon
suspect import insult	words which can be used as both nouns and verbs	the noun has stress on the first syllable O o "You are the suspect !" the verb has stress on the second syllable o O "I suspect you."	respect witness
hairbrush football	compound nouns	fairly equally balanced but with stronger stress on the first part O o hairbrush	

How I help my students

Students can be alarmed when they meet words which are similar but have different stress patterns:

O o o O oo O o o o o o O o

equal equality equalise equalisation

A useful thing you can do is to help students see connections with other word families. Patterns can usually be found, for example:

O o final
neutral

o O oo finality
neutrality

O o o finalise
neutralise

o o o O o finalisation
neutralisation

There are some recognised differences in word stress which depend on the variety of English being used, for example:

o o O o Caribbean aluminium (British English)

o O o o Caribbean aluminum (American English)

These differences are noted in good learner dictionaries. If words like these come up in class, point them out to students. Ask if there are similar cases of differences in word stress in their own language - this will heighten awareness and interest.

In the classroom

- Raise awareness & build confidence

You can use the same questions with your students that I have used in this article. These will help to raise the students' awareness of word stress and its importance. Some learners love to learn about the 'technical' side of language, while others like to 'feel' or 'see' the language more, hearing the music of word stress or seeing the shapes of the words. Try to use a variety of approaches: helping students to engage with English in different ways will help them in their goal to become more proficient users of the language. Build students' confidence by drawing their attention to the tendencies and patterns in word stress that do exist.

- Mark the stress

Use a clear easy-to-see way of marking stress on the board and on handouts for students. I use the big circle - small circle (O o) method. It is very easy to see and has the added advantage of identifying the number of syllables in the word, as well as the stressed syllable.

Students also need to be aware of the way dictionaries usually mark stress - with a mark before the stressed syllable, e.g. 'apple. By knowing this, students will be able to check word stress independently.

- Cuisenaire rods

These different sized, small coloured blocks are great for helping students to 'see' the word stress. The students build the words using different blocks to represent stressed and unstressed syllables. (Children's small building blocks are a good substitute!)

- Integrate word stress into your lessons

You don't need to teach separate lessons on word stress. Instead, you can integrate it into your normal lessons. The ideal time to focus students' attention on it is when introducing vocabulary. Meaning and spelling are usually clarified for students but the sound and stress of the word can all too often be forgotten.

Quickly and simply elicit the stress pattern of the word from the students (as you would the meaning) and mark it on the board. Drill it too!

Students can use stress patterns as another way to organise and sort their vocabulary. For example, in their vocabulary books they can have a section for nouns with the pattern **O o**, and then a section for the pattern **o O**. Three syllable words can be sorted into **O o** (Saturday, hospital) and **o O o** (computer, unhappy).

Remember what I noted before: The more times students mentally engage with new vocabulary, the more they are likely to actually learn it. Engaging students through word stress helps to reinforce the learning of the words.

- Troubleshooting

Initially, many students (and teachers!) find it difficult to hear word stress. A useful strategy is to focus on one word putting the stress on its different syllables in turn. For example:

o o 0 computer 0 o o **computer** o 0 o computer

- Say the word in the different ways for the students, really exaggerating the stressed syllable and compressing the unstressed ones. Ask the students which version of the word sounds 'the best' or 'the most natural'.

By hearing the word stressed incorrectly, students can more easily pick out the correct version.

A personalised and effective way of getting students to hear the importance of correct word stress is by using people's names as examples. I introduce word stress with my name:

- "How many parts/syllables are there in my name?"
- "Which is the strongest - the first or second?"
- "Is it **Em**ma or Em**ma**?"

Then you can question students about their own names - this will give them a personalised connection to the issue of word stress, with a word they will never forget!

Conclusion

Any work on aspects of pronunciation can take a long time to show improvements and be challenging for both the students and the teacher, but working on word stress can be fun and over time will help your students to be better understood and more confident speakers.

Further reading

Sound Foundations by Adrian Underhill

Pronunciation by Dalton and Seidlholfer

How to Teach Pronunciation by Gerald Kelly

Teaching English Pronunciation by Joanne Kenworthy

Rhyming Words

Rhyming words help children remember words more easily. Kids think playing with words that rhyme is fun, so they stay engaged in learning longer. Rhyme also helps them learn about language.

They learn about word families and how words are put together. Kids also begin learning about the patterns, rhythms, and structure of language through simple rhymes. Help your child succeed in reading by using the following rhyming families.

Our **list of rhyming words** is also great for using when playing **Words with Friends** or **Scrabble**. The words are listed using the suffix of the word and the rhyming words derived from it or words that are similar. All are listed from easiest to hardest and in alphabetical order.

ab – cab, dab, fab, gab, jab, lab, nab, tab, blab, crab, flab, grab, scab, slab, stab

ace – face, lace, pace, race, vase, brace, grace, place

ack – back, lack, pack, rack, sack, tack, yak, black, crack, flack, knock, quack, slack, smack, snack, stack, track, whack, attack

ad – bad, cad, dad, fad, had, lad, mad, pad, sad, tad, clad, plaid

ail – bale, dale, fail, frail, hale, hail, kale, mail, male, nail, pail, tale, rail, sail, stale, scale, snail, trail, vale, wail, whale, detail, email

air – air, bare, care, chair, dare, fair, hair, lair, pair, rare, tear, wear, blare, chair, flare, glare, prayer, stare, scare, share, spare, square, there, where, aware, beware, compare, declare, despair, prepare, repair, unfair

ake – ache, bake, fake, lake, make, rake, sake, take, wake, brake, break, flake, quake, snake, stake, steak, awake, mistake

all – all, ball, call, doll, fall, gall, hall, mall, pall, tall, wall, crawl, small, stall, squall, baseball, football

am – bam, cam, dam, ham, ram, yam, clam, cram, dram, gram, slam, tram

an – an, ban, can, fan, man, pan, ran, tan, van, bran, flan, plan, scan, span, began

and – and, band, hand, land, sand, bland, grand, command, demand, expand, stand, understand

ap – cap, gap, lap, map, nap, rap, sap, tap, zap, chap, clap, flap, slap, snap, strap, trap, wrap

ar – are, bar, car, far, jar, mar, par, tar, scar, star, afar, guitar

at – at, bat, cat, fat, hat, mat, pat, rat, sat, brat, flat, that, scat, spat, splat, combat

ate – ate, date, fate, gate, hate, late, mate, rate, wait, crate, great, plate, skate, slate, state, straight, trait, weight, create

aw – law, raw, saw, claw, draw, flaw, gnaw, straw

ax – fax, lax, max, tax, wax, flax, slacks, tracks

ear – bear, dear, fear, gear, hear, near, rear, sear, tear, wear, year, clear, leer, spear, steer

ed – bed, dead, fed, head, led, read, red, said, wed, bread, bled, dread, fled, pled, spread, thread, tread, instead

ee – geek, leek, meek, peek, reek, seek, week, beak, bleak, creek, freak, Greek, sleek

ell – bell, dell, fell, sell, tell, well, yell, shell, smell, spell, farewell, hotel, motel

en – den, hen, men, pen, ten, glen, then, when, wren, again

et – bet, get, jet, let, met, net, pet, set, vet, wet, yet, threat, barrette, reset, upset

ick – lick, nick, pick, sick, tick, wick, brick, click, flick, prick, quick, slick, stick, trick

in – bin, chin, din, kin, pin, sin, tin, win, grin, skin, thin, twin, begin, within

ing – ding, king, ping, ring, sing, wing, zing, bling, bring, cling, fling, sling, spring, sting, string, swing, thing

it – bit, fit, hit, kit, lit, mitt, pit, sit, flit, knit, quit, skit, slit, spit, split, wit, admit, commit, permit

ite – bite, kite, bright, fight, fright, knight, light, might, night, plight, quite, right, slight, tight, white, write, delight, tonight

oh – go, doe, hoe, low, mow, row, sew, toe, blow, crow, dough, flow, know, glow, grow, know, show, slow, snow, stow, though, throw, ago, although, below

oke – joke, poke, woke, yoke, broke, cloak, croak, stoke, awoke

ore – bore, core, fore, gore, lore, more, pore, sore, tore, wore, boar, floor, store, implore

ot – cot, dot, got, hot, lot, not, pot, rot, tot, bought, fought, blot, knot, plot, taught, shot, slot, spot, squat, trot, forgot

ound – bound, crowned, found, ground, hound, mound, pound, round, sound, wound, around, astound, surround

oze – bows, hose, nose, rose, toes, blows, flows, froze, grows, prose, those

ub – cub, hub, pub, rub, sub, tub, club, stub, scrub, shrub

uck – buck, duck, luck, muck, suck, tuck, pluck, stuck, struck, truck

ump – bump, dump, hump, lump, pump, clump, plump, slump, stump, trump

un – bun, fun, gun, one, run, son, sun, ton, won, done, none, begun, outdone, undone

A rhyme occurs when two or more words have similar sounds. Typically, this happens at the end of the words, but this isn't always the case.

Different Types of Rhymes

Here are some of the types of rhymes with examples of each:

- Assonant rhyme - This is the rhyming of vowels in words but with different consonants. It is sometimes referred to as a slant rhyme. Examples include tip and limp, dank and bat, bowl and home.
- Consonant rhyme - This is the rhyming of consonants but not vowels. Examples include bell and ball, dump and damp, meter and miter, mile and mole.
- Dactylic - This rhymes the third syllable from the end. One example is Aristophanes and cacophonies.
- Eye rhyme - The rhyming in this type is based on spelling and not sound. Examples are: move and love, cough and bough, food and good, death and wreath.
- Feminine rhyme - Also referred to as double, triple, multiple, extra-syllable, extended, this has different beginnings of the words, but rhymes latter syllables. Examples include backing and hacking, tricky and picky, moaning and groaning, generate and venerate.
- Head rhyme - Also called alliteration or initial rhyme, this has the same initial consonant at the beginning of the words. Examples are blue and blow, sun and sand, merry and monkey.
- Identical rhyme - This is rhyming a word with itself, but often refers to a different meaning. An example is in Emily Dickinson's "Because I Could not Stop for Death."

We paused before a House that seemed

A Swelling of the Ground-

The Roof was scarcely visible-

The Cornice-in the Ground.

- Internal rhyme - The rhyming happens within a line of poetry. This example is from Edgar Allan Poe's "The Raven."

Once upon a midnight dreary,

while I pondered, weak and weary,

Over many a quaint and curious volume of forgotten lore,

- Light rhyme - Rhyming of syllable where one is stressed and the other is not. Examples include frog and dialog, mat and combat.
- Macaronic rhyme - This rhymes words from different languages. Examples are villa and manilla, amore and favor, sure and kreatur, lay and lei, sitar and guitar.
- Masculine rhyme - In this rhyme, the stress is on the final syllable in both words. Examples include support and report, dime and sublime, divulge and bulge.
- Near rhyme - Also referred to as half, slant, approximate, off, and oblique, this rhymes the final consonants but not the vowels or initial consonants. Examples are bent and rant, quick and back.
- Oblique - This is an imperfect rhyme because the sounds do not quite match. Sometimes these are called half, approximate, near, off, or slant rhymes. Examples are lap and shape, fiend and mean, gun and thumb.
- Perfect rhyme - Sometimes called exact, full or true, this rhyme is the typical rhyme where the ending sounds match. Examples are cat and hat, egg and beg, ink and pink, boo and true, soap and dope.
- Rich rhyme - In this case, the words are pronounced the same but have different meanings, like homonyms. Examples include raise and raze, break and brake, vary and very, lessen and lesson.
- Scarce rhyme - This refers to words that have very few other words that rhyme with them. Examples are lips and whisp, oceanless and motionless.
- Semirhyme - In this rhyme, one word has an extra syllable. Examples are mend and ending, rye and buying, lick and pickle.
- Syllabic - Rhyming the last syllable, this is also called tail or end rhyme. Examples include beaver and silver, dancing and prancing.
- Wrenched rhyme - This is an imperfect rhyme which rhymes a stressed with an unstressed syllable. Examples are caring and wing, lady and a bee.

Rhyme in Verse

Examples of rhyming in verses:

- Alternating rhyme, crossed rhyme, or interlocking rhyme: Rhyming pattern is ABAB
- Intermittent rhyme: Every other line rhymes
- Envelope rhyme or inserted rhyme: Rhyming pattern ABBA
- Irregular rhyme: No fixed pattern to the rhyming
- Sporadic rhyme or occasional rhyme: Unpredictable pattern with mostly unrhymed lines
- Thorn line: A line that does not rhyme in a passage that usually rhymes

Now you know all different types of rhymes.

Lecture 27 (60 minutes)

Topic Covered: COMMON EVERYDAY SITUATIONS: CONVERSATIONS AND DIALOGUES

Dialogue 1-1: Formal Greetings

Definition and Overview

Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face conversation is universal—engaged in by all human cultures, and providing an interactive context in which children learn their native languages. Conversation may also be mediated, such as when electronic technology is used for speech or text. This entry takes an interdisciplinary approach to defining conversation and its key characteristics. A conversation is not simply a sequence of messages expressed as speaking turns, produced by speakers, and received and decoded by addressees. Conversations are structured into adjacency pairs, with first and second parts produced by different speakers as in this example: Juliet: Art thou not Romeo, and a Montague? Romeo: Neither, fair maid, if either thee dislike. (Shakespeare's Romeo and Juliet, Act 2, Scene 2)

Do you have these shoes in size seven ?

Karen walks into a shoe store. She wants to buy a pair of new shoes for herself....

Clerk: May I help you?

Karen: Yes. Do you have these shoes in size seven?

Clerk: I'm not sure. If you can't find them on the rack, they may be out of stock. But let me look in the stockroom.

Karen: Thanks. I'd like to try on a pair if you have them.

Clerk: I'll be right back.

Exercise :

Would you care to leave a message?

He's out to lunch. Would you like to leave a message?

Let me get back to you in a few minutes.

I've put him on hold

Don't forget to drop me a line!

It's hard to keep up contact!

Why don't you have a heart-to-heart talk with her?

Honesty is the best policy

It tastes stale!

The two people in the dialogue below want to fix pork chops for dinner, but they later find out that the meat has gone bad....

Wayne: What are we going to eat for dinner?

Lilia: I'm going to fix some pork chops.

Wayne: I'm afraid the meat is rotten.

Lilia: That's strange! I just bought it the day before yesterday.

Wayne: Well, I forgot to put it in the refrigerator.

Lilia: Good for you! Now what should we eat?

Wayne: Why don't we eat out?

Lilia: Again? Weren't you just complaining that it's too expensive to eat out?

Wayne: Not when you're hungry.

EXERCISE

I couldn't help it. They were so good!

How do you want your beef?

Make it small, please.

How often do you eat out?

I'd like to reserve a table for dinner.

It's on me.

It's my treat.

A drink to you and your future wife!

A drink to our friendship!

Health

I'm on a Diet to Lose Weight.

Storyline: Martha is on a diet to lose weight, but her friend is trying to coax her into eating a bowl of ice-cream. Can Martha stand the temptation?

- Sydney: Would you like to have some ice-cream? I've got a variety of flavors for you to choose from. I've got strawberry, peach, chocolate, chocolate chip, chocolate brownie, coffee, vanilla, rocky road, butter pecan, and praline.
- Martha: Wow! What choices you have! I wish I could, but I just can't. I'm on a diet to lose weight.
- Sydney: Come on, it's just a bite. It doesn't really hurt to have just a bite.
- Martha: I'd better not. Please don't tempt me. Please!
- Sydney: Gee! You are really strong-willed.
- Martha: You're darn right. I'm not so easily coaxed into doing something that I think is wrong.
- Sydney: Well, I'd better not tempt you. Otherwise, if I give you a piece of cake, you might ask for a glass of milk.

Exercise :

Insomnia

I didn't sleep a wink last night.

I was all over the bed!

Cold

I feel like a new person.

You look run down.

I think I'm running a temperature.

Other

The cavity is killing me.

She poked me in the eye.

My head is spinning.

You have an iron stomach.

It wasn't just any snore.

His snoring is getting worse and worse.

I was burnt to a crisp.

I think school is giving me hives.

Can you break a twenty-dollar bill?

Jackie has a 20-dollar bill and wants to break it so that she may have some smaller bills and change for the laundry.

Cashier: How can I help you, Miss?

Jackie: Could you break a 20 for me?

Cashier: Sure. How do you want it?

Jackie: Could I have two 5's and the rest in ones?

Cashier: Well, I have some 5's, but I don't have enough 1's. Are quarters fine with you?

Jackie: Oh, that's even better! In that case, I won't have to worry about the small change for the laundry.

Cashier: Here you go!

Jackie: Thanks a million!

Exercise :

Expressions about money...

Can you break a twenty dollar bill?

Do you have change for a dollar?

I have some coins I need to change.

I need five dollars in quarters.

It just costs me another 50 cents.

I am out of quarters.

I thought you were well-off.

I'm kind of broke.

Don't you have air-conditioning in your apartment?

What's wrong with the drain?

My water faucet is dripping badly now.

I wonder why no one is on top of this!

He moved out last weekend.

Do you have an apartment available?

Even my goose bumps have goose bumps.

Can I open a window and get some ventilation in here?

Communication

Is Your Phone Out of Order?

Storyline: Ruben is trying to get a hold of Donna, but her line keeps busy....

- Ruben: Is your phone out of order?
- Donna: What do you mean?
- Ruben: I tried calling you all night, but I wasn't able to get through.
- Donna: Oh, I was on the phone all night. Sorry about that.
- Ruben: Well, you might wanna add call-waiting to your phone service if you're always on the phone.
- Donna: I guess so.

Exercise:

Can I open a window and get some ventilation in here?
I can stand him any longer
Don't take it out on me
No wonder you're livid
Don't take it out on me!
No wonder you're livid.
He flared up at me.
He flared up at me.
You look
concerned. What's on your
mind
Going to the dentist really
unnerves me
.

Situation: Jack envies Mary because she types fairly fast....

- Jack: You type fast!
- Mary: Yup. I'm not boasting, but I type 80 words per minute.
- Jack: Really? I wish I could type that fast. I use the "hunt and peck" method. You know, I look for the key I want and then I hit it with one finger. I just can't seem to get my hands to move any faster than that.
- Mary: Well, there's no trick to typing quickly. You just need to practice. Once you get the hang of it, you'll find that it's really not as difficult as you think. In fact, it just becomes instinct to know what to do at the keyboard. But if you don't practice, it will never come naturally.

Situation: Derrick complains to his good friend Terri that he is overwhelmed with a heavy workload....

- Terri: Derrick, don't you think you should take a vacation? Even one or two days would be fine.
- Derrick: There's no way. There's too much work.
- Terri: But you look so exhausted. You need a break!
- Derrick: I know. My chances would be better if they would hire more people.
- Terri: They won't hire more people?
- Derrick: No. They always want to keep the cost down. I am really overwhelmed with a heavy workload.
- Terri: Maybe you should talk to the manager.
- Derrick: Yes. I'm going to bring this up in tomorrow's meeting.

Exercise :**Work****On the job**

Why does she have a long face?
Chances are slim!
I am overwhelmed with a heavy workload.
Once you get the hang of it....

Looking for a job

I'll keep that in mind.
I believe I have a good chance.

Her skin looks so newborn baby
smooth!
The razor burn is really irritating
It knocks out bacteria and fungi.
Why! Age has set in!
I'm ready for a lift.



Lecture 29 (60 minutes)

Topic Covered: INTERVIEWS

Employers use interviews to assess how well you match the requirements of the job; they also allow you to ensure that the organisation is a good fit

Can you tell me a bit about yourself?

Why do you want to work here?

What are your strengths?

What are your weaknesses?

What has been your greatest achievement?

What are your goals?

Similar questions include:

- How would you improve our product or service?
- What can you bring to the team?
- What can you do for us that other candidates can't?
- Why do you think you'll be successful in this job?
- Why should we hire you?
- Do you have any questions?

Good interview questions to ask the employer include:

- How could I impress you in the first three months?
- How often is a graduate's performance appraised?
- Is there anything that you would like to improve in your department?
- What are the travel requirements of this job?
- What development plans does the organisation have?
- What is a typical career path in this job?
- What training and development is provided?
- What's the proposed start date for the role?
- What's your personal experience of working for this organisation?
- Can you tell me more about the day-to-day responsibilities of the role?
- How could I impress you in the first three months?
- Are there opportunities to progress within the role/company?
- Where do you think the company is headed in the next five years?
- What do you enjoy about your job?
- Can you describe the working culture of the organisation?

Competency questions you may be asked at interview include:

- Describe a situation in which you led a team
- Give an example of a time you handled conflict in the workplace
- How do you maintain good working relationships with your colleagues?
- Tell me about a big decision you've made recently. How did you go about it?
- What has been your biggest achievement to date?
- Describe a project where you had to use different leadership styles to reach you goal
- Tell me about a time when your communication skills improved a situation
- How do you cope in adversity?
- Give me an example of a challenge you faced in the workplace and tell me how you overcame it
- Tell me about a time when you showed integrity and professionalism
- How do you influence people in a situation with conflicting agendas?
- Give an example of a situation where you solved a problem in a creative way
- Tell me about a time that you made a decision and then changed your mind
- Describe a situation where you were asked to do something that you'd never attempted previously
- Tell me about a time when you achieved success even when the odds were stacked against you.

Lecture 30 (60 minutes)

Topic Covered: FORMAL PRESENTATIONS

Students must formally present their work at the end of each term before their peers and the clients. Not everyone on a team needs to participate at each presentation; however, each team member needs to participate in at least one presentation.

Each formal presentation will be attended by all members of the team giving the presentation and all members of their section of the class. Those students not participating in a particular presentation will grade the presentations, along with the project supervisor. All students participating in a presentation receive the same grade. Peer reviews by the students will be held in confidence and should be filled out carefully with the idea of helping others to know clearly what areas they need to work on and improve.

The client should be invited to each formal presentation, but has no obligation to attend. They will not participate in the grading of a presentation.

The presentations will usually be held during a single class period, with two teams giving a presentation during the period. The presentation should last 15-18 minutes, with 3-5 minutes for questions. The presentation should be made using PowerPoint or some equivalent means of electronic slides. Any relevant artifact can (and often should) be included in the presentation. A demonstration of the prototype or implementation should also be included. *The presentation slides and all artifacts to be presented should be available at your project's web site at least 24 hours before the presentation.*

Each formal presentation should include significant milestones accomplished since the last presentation (or, in the case of the first presentation, the beginning of the project). So the first presentation should concentrate on:

- ◆ the problem to be solved
- ◆ the approach taken
- ◆ progress so far
- ◆ demo (if appropriate)
- ◆ lessons learned

◆ You should include metrics, such as effort expended on different tasks.

How do I write a presentation plan?

1. Steps in Preparing a Presentation.
2. Planning Your Presentation.
3. Step 1: Analyze your audience.
4. Step 2: Select a topic.
5. Step 3: Define the objective of the presentation.
6. Preparing the Content of Your Presentation.
7. Step 4: Prepare the body of the presentation.

8. Step 5: Prepare the introduction and conclusion

Planning

- Know your subject
- Develop a theme
- List the key concepts and points to convey
- Begin to think about ways of illustrating the key points
- Max of 1 slide per minute, 4 key points in 45 minute presentation.

7 Types of Slides to Include In Your Sales Presentation

1. Title slide: Company name, topic, tagline.
2. The “Before” picture: No more than three slides with relevant statistics and graphics.
3. The “After” picture: How life looks with your product. Use happy faces.
4. Company introduction: Who you are and what you do (as it applies to them).
5. The “Bridge” slide: Short outcome statements with icons in circles.
6. Social proof slides: Customer logos with mission statement on one slide. Pull quote on another.
7. “We’re here for you” slide: Include a call-to-action and contact information.

Inside The Mind of Your Prospect: Change Is Hard

Many sales presentations fall flat because they ignore this universal psychological bias: People overvalue the benefits of what they have over what they’re missing.

Harvard Business School professor John T. Gourville calls this the “9x Effect.” Left unchecked, it can be disastrous for your business.

According to Gourville, “It’s not enough for a new product simply to be better. Unless the gains far outweigh the losses, customers will not adopt it.”

The good news: You can influence how prospects perceive these gains and losses. One of the best ways to prove value is to contrast life before and after your product.

Luckily, there’s a three-step formula for that.

Before-After-Bridge: The Only Formula You Need To Create A Persuasive Sales Presentation

1. **Before** → Here's your world...
2. **After** → Imagine what it would be like if...
3. **Bridge** → Here's how to get there.

Start with a vivid description of the pain, present an enviable world where that problem doesn't exist, then explain how to get there using your tool.

It's super simple, and it works for cold emails, drip campaigns, and sales discovery decks. Basically anywhere you need to get people excited about what you have to say.

In fact, a lot of companies are already using this formula to great success. The methods used in the sales presentation examples below will help you do the same.

Speech Preparation Series

How to Prepare Your Presentation

1. Select Your Speech Topic
2. Plan Your Speech Outline
3. Writing Your First Draft
4. Editing Your Speech
5. Add Speech Impact with Rhetorical Devices
6. Staging, Gestures, and Vocal Variety
7. Practicing Your Presentation
8. Self-Critique: Preparation for Next Time
9. Winning a Toastmasters Speech Contest