PREFACE

With its grounding in the "guiding pillars of Access, Equity, Equality, Affordability and Accountability," the New Education Policy (NEP 2020) envisions flexible curricular structures and creative combinations for studies across disciplines. Accordingly, the UGC has revised the CBCS with a new Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) to further empower the flexible choice based credit system with a multidisciplinary approach and multiple/ lateral entry-exit options. It is held that this entire exercise shall leverage the potential of higher education in three-fold ways – learner's personal enlightenment; her/ his constructive public engagement; productive social contribution. Cumulatively therefore, all academic endeavours taken up under the NEP 2020 framework are aimed at synergising individual attainments towards the enhancement of our national goals.

In this epochal moment of a paradigmatic transformation in the higher education scenario, the role of an Open University is crucial, not just in terms of improving the Gross Enrolment Ratio (GER) but also in upholding the qualitative parameters. It is time to acknowledge that the implementation of the National Higher Education Qualifications Framework (NHEQF) and its syncing with the National Skills Qualification Framework (NSQF) are best optimised in the arena of Open and Distance Learning that is truly seamless in its horizons. As one of the largest Open Universities in Eastern India that has been accredited with 'A' grade by NAAC in 2021, has ranked second among Open Universities in the NIRF in 2024, and attained the much required UGC 12B status, Netaji Subhas Open University is committed to both quantity and quality in its mission to spread higher education. It was therefore imperative upon us to embrace NEP 2020, bring in dynamic revisions to our Undergraduate syllabi, and formulate these Self Learning Materials anew. Our new offering is synchronised with the CCFUP in integrating domain specific knowledge with multidisciplinary fields, honing of skills that are relevant to each domain, enhancement of abilities, and of course deep-diving into Indian Knowledge Systems.

Self Learning Materials (SLM's) are the mainstay of Student Support Services (SSS) of an Open University. It is with a futuristic thought that we now offer our learners the choice of print or e-slm's. From our mandate of offering quality higher education in the mother tongue, and from the logistic viewpoint of balancing scholastic needs, we strive to bring out learning materials in Bengali and English. All our faculty members are constantly engaged in this academic exercise that combines subject specific academic research with educational pedagogy. We are privileged in that the expertise of academics across institutions on a national level also comes together to augment our own faculty strength in developing these learning materials. We look forward to proactive feedback from all stakeholders whose participatory zeal in the teaching-learning process based on these study materials will enable us to only get better. On the whole it has been a very challenging task, and I congratulate everyone in the preparation of these SLM's.

I wish the venture all success.

Professor Indrajit Lahiri
Vice-Chancellor

Netaji Subhas Open University

Four Year Undergraduate Degree Programme

Under National Higher Education Qualifications Framework (NHEQF) &
Curriculum and Credit Framework for Undergraduate Programmes
Bachelor of Arts (Honours in English) [NEG]
Course Type: Skill Enhancement Course (SEC)
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Netaji Subhas Open University

Course Title: Reading, Writing, and Comprehension Skills
Course Code : NSE-EG-01

Module 1 : Introduction : The Basics

Unit 1 : Basics of Grammar and Punctuation

Structure

1.1.1 Objectives

1.1.2 Introduction

1.1.3 Punctuation Rules in English Language

1.1.4 Summing Up

1.1.5 Comprehension Exercises

1.1.6 Suggested Reading

1.1.1 Objective

The main objectives of this unit are to equip the learners with ample knowledge and understanding of how punctuations work in the English language.

1.1.2 Introduction

The grammar, structural foundation of any language, is a system of rules and principles, for speaking and writing a language. The knowledge of basics of grammar, which refer to parts of speech, sentence construction, order of the sentences in a paragraph and punctuation marks, not only help the language users avoid mistakes, but also remove ambiguity, encourage precision. The knowledge on the basics of grammar and its application makes one a successful writer or speaker. In this unit, the punctuation, one aspect of grammar, is discussed.

1.1.3 Punctuation Rulesin English Language

According to L. Tipping, "When we speak, we naturally make pauses and stops, for an unbroken stream of words tends to become a mere unintelligible gabble. In writing we make these natural pauses by means of stops". These stops are called punctuation. Punctuation is very significant because of its role in creating or changing the meaning of a sentence. Let's see how punctuation is significant.

Raja said, "Rahul is a liar."

"Raja", said Rahul, "is a liar."

Here the word order remains same but the change of punctuation in the second sentence makes a completely different meaning.

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i. Full Stop	{.}	ii. Comma	{,}
iii. Semicolon.	{;}	iv. Colon	{:}
v. Note of Interrogation.	{?}	vi. Note of Exclamation	{!}
vii. Apostrophe Comma.	{'}	viii. Dash	{_}
ix. Hyphen	{-}	x. Inverted Commas	{''}, {" "}
xi. Brackets	{( )}	xii. Asterisk	{✪}

i. **Full Stops :** It is used to mark the greatest pause.

   Use of Full Stop :

   (a) To indicate the end of an Assertive or an Imperative or an Optative sentence

   He eats rice. (Assertive Sentence)

   Give me a glass of water. (Imperative Sentence)

   May you prosper in life. (Optative Sentence)

   (b) To form abbreviations : *H.S., B.A., M.A., B.D.O., S.D.O., etc.*

ii. **Comma :** It is used to mark the shortest pause.

   Use of Comma :

   (a) A comma is used in order to separate three or more words or phrases of the same class. However, the last two words are connected by 'and'.

   Raju, Rahul, Riya,Madhu and Amit are going to market.

   (b) It is used to indicate the separation of each pair of words connected by 'and'.

   Black and white, tall and short, rich and poor, all must die.

   (c) It is used after a nominative absolute.

   It being holiday, we went out for a picnic.

   (d) It is used to indicate a noun or phrase in Apposition.

   Sachin, the greatest batsman, is an Indian.

   (e) A comma marks of the Vocative.

   Bipin, go there.

(f) In a sentence it is used to separate Introductory 'Yes' or 'No'.

Yes, Saina is a champion. No, she would not lose.

(g) A comma is used before and after Parenthesis, i.e, the insertion of words, phrases or causes into the body of a sentence.

I did not, however, get the prize.

They are, after all, honest.

Raju, who stood first, got a pen.

(h) When an adverbial clause is placed first, it is succeeded by a comma.

When they reached, it was over.

(i) A comma is used before a Quotation mark.

Raja said to Rani, "Give me a glass of water."

iii. Semicolon : It is used to indicate a greater pause than the Comma and shorter pause than the Full Stop.

(a) When two clauses of a compound sentence are not joined by a coordinating conjunction, a semicolon is used between the clauses.

To err is human; to forgive is divine.

(b) A semicolon is used between coordinating clauses joined by 'but', 'and', 'still', 'yet' etc., and, we have to remember, in these classes subjects are different.

The play was over; and the players were satisfied.

iv. Colon : Colon represents a longer pause than the semicolon.

(a) It is used before listed items and they are introduced by words like follows, the following, thus etc.

The food items are as follows: Rice, dal, vegetables, chicken.

(b) It is used to separate two sentences of which the second one explains more fully the meaning of the first one.

I know Prof. Roy: I did my Ph.D. under his supervision.

(c) To separate the speaker of the formal quotation.

Macbeth:

v. **Note of Interrogation :** The note of Interrogation or question mark is used–

    (a) After a sentence which asks direct questions.

    What is your name?

    (b) It is used in brackets to express a doubt.

    He stood first (?).

vi. **Note of Exclamation :** The note of exclamation is used-

    (a) After interjection and after exclamatory phrases or sentences.

    Alas! The man is no more.

    If I were a bird!

vii. **Apostrophe Comma :** It is used sometimes with 's' ('s).

    (a) It is used to form the possessive case of an animate, singular noun.

    Ram's watch

    Raju's mobile

    He is Lisa's uncle.

    (b) Only Apostrophe comma is used in the case of forming the passive of a plural noun where the plural number is formed with 's' or 'es'.

    Ruma reads in a girls' school.

    Raju reads in a boy's school.

    It is the teachers' lounge.

    (c) Where there is no ' s' or 'es' in the plural form, Apostrophe('s) is used.

    This is a children's park.

    It is a men's club.

    There is a women's college.

    (d) In order to indicate the omission of a letter or letters in a word, only Apostrophe is used.

    Isn't, haven't, can't, wouldn't, they're etc.

    (e) To form plurals of letters and figures.

    There are five Ph.D's.

    There are five five's in a twenty five.

viii. Dash : It is used for

(a) Indicating a break or abrupt turn in a sentence.

If my son was alive – but why should I regret for that?

(b) Indicating a significant pause.

The boy is tall, handsome, clever, but – a liar.

(c) Bringing a list of subjects used together.

Wealth, health, pride-all went in vein.

(d) Indicating repetition of an idea.

He is an apt administrator-perhaps is the best.

ix. Hyphen (a shorter line than the dash) :

(a) A Hyphen is used to connect the parts of a compound word.

Father-in-law, Mother-in-law, Sister-in-law, Touch-me-not etc.

(b) It is used to connect the parts of a word divided at the end of a line.

*There was a man who wanted to be a business man but he unfor-
tunately could not become one.*

x. Inverted Commas or Quotation marks : They are used –

(a) To indicate quotation in a sentence.

"What is your identity", asked the policeman.

He said, " I am an Indian."

(b) To indicate the title of poems, stories etc. and to drag special attention to a word.

'Ode to Autumn' is written by John Keats.

'Araby' is written by James Joyce.

'To' is a preposition.

xi. Brackets :

(a) Like a Dash Brackets are also used to introduce an explanation.

Raja has lost all he had in his pocket (five hundred rupees).

(b) Like a pair of commas or dashes Brackets could also be used to mark Parenthesis.

He is, truly speaking, a genuine fellow.

He is - truly speaking - a genuine fellow.

He is (truly speaking) a genuine fellow.

xii. Asterisk :

A single Asterisk is used to drag special attention.

      ✪ Punctuation has great significance in writing and hence must be used properly.

1.1.4 Summing Up

This discussion clearly shows that knowing the basics of grammar is indispensable to the language learners for effective communication. The use of proper punctuation marks is highly essential to disambiguate the sense of language.

1.1.5 Comprehension Exercises

1. Discuss the importance of grammar in effective communication.

2. What are the different types of punctuation marks? Discuss with proper examples.

3. Insert the appropriate punctuation marks in the following paragraphs:

   (a) The shepherd finding his flock destroyed exclaimed I have been rightly served why did I trust my sheep to a wolf.

   (b) Modern ideas of government date back to the 1960s when for the first time people began to question a kings right to rule once thought to be god given.

1.1.6 Suggested Reading

Wren, P.C. and H. Martin and N. D. V. Prasad Rao. *High School English Grammar and Composition.* S Chand Publishing, 2025.

Unit 2 : Classification of Words and Sentence Construction

Structure

1.2.1 Objectives

1.2.2 Introduction

1.2.3 Words and Parts of Speech

    1.2.3.1 Noun and its Types

    1.2.3.2 Adjective and its Types

    1.2.3.3 Verbs

    1.2.3.4 Adverb and its Types

    1.2.3.5 Pronouns

    1.2.3.6 Prepositions

    1.2.3.7 Conjunctions

    1.2.3.8 Interjections

1.2.4 Sentences

    1.2.4.1 Types of Sentences According to their Functions

    1.2.4.2 Types of Sentences According to their Structure

1.2.5 Summing Up

1.2.6 Comprehension Exercises

1.2.7 Suggested Reading

1.2.1 Objective

Upon the completion of this unit, the students are expected to :

● Have a complete understanding of the several parts of speech and their application in the construction of sentences.

● Know about the several types of sentences based on their structure and their functions.

1.2.2 Introduction

Words are the building blocks of phrase, clause and sentence. Words in a phrase/clause/sentence have different functions to perform. On the basis of functions in a sentence, words are classified into certain categories that are termed as parts of speech. Words form sentences and sentences also have their types according to their structure and their function. In this unit, you will learn about the several parts of speech and types of sentences in the English language.

1.2.3 Words and Parts of Speech

Types of Words: There are eight parts of speech. They are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

1.2.3.1. Noun and its Types

A noun is a part of speech that is used to name a person, place, thing, idea, quality, action and state. For examples, Hema, Sayeda (Persons), Kolkata, Mumbai (Places), tree, duster (Things), commodification, deconstruction (Ideas), goodness, honesty (Qualities), theft, judgement (Actions), slavery, poverty (State), etc. are few English nouns.

Types of Nouns : Nouns can be classified into different types depending upon different parameters. The important types of nouns are discussed below:

Common Nouns and Proper Nouns : Common noun refers to a name given to non-specific person, place, or thing. Common noun does not begin with a capital letter unless it begins a sentence or is a part of a title. The words boy, niece, factory, chair, house, etc. are English common nouns.

On the other hand, a proper noun is a name given to a specific person, place, or organization. A proper noun always begins with a capital letter. Delhi, Washington, Shakespeare, Keats, Madam Tussauds, Oxford University are examples of proper nouns. Proper nouns also include geographical features. Atlantic Ocean, Mount Everest, Wall Street are some proper nouns of this kind. Proper nouns also include names of days, months, and occasions. As for instances, Saturday, Sunday, March, April, Eid, Puja, Christmas are the proper nouns.

Collective Nouns : Collective noun refers to a group of individuals. In the following phrases, the italic words are collective nouns.

> *A crowd of people*

A chair of singers

A troupe of dancers

A flock of sheep

A hive of bees

A swarm of locusts

A pack of hounds

A bouquet of flowers

A pair of shoes

A herd of deer

A panel of experts

A class of students

Abstract Nouns : Abstract noun names an idea, state, concept or quality. The examples of abstract nouns include movement, childhood, illness, birth, poverty, sleep, laughter, darkness, bravery, softness, happiness, courage, etc.

Countable and Uncountable Nouns : Countable nouns are the names of persons, objects, etc. that can be counted. For examples, boy, computer, day, orange, cat, pen are countable nouns, because we can count them. On the contrary, uncountable nouns are the names of things that are not possible to count. Uncountable nouns are considered as indivisible wholes. Countable nouns can be both singular and plural, but uncountable nouns do not have plural form. The examples of uncountable nouns are advice, software, furniture, milk, water, silver, etc. The articles a and an are not used before uncountable nouns.

Gerund Nouns : Gerund nouns are formed by combining verb and 'ing'. In the following sentences, the italic words are gerund nouns:

I like travelling.

I love listening to music.

Swimming is the best exercise.

Smoking is injurious to health.

Compound Nouns : Compound noun is made up of two or more words. Compound word can be written as separate words (mother tongue) or as words joined by hyphen (three-year-old) or as a single word (newspaper).

Denominal Nouns : A denominal noun is a noun that is formed by adding a suffix, to a noun. The examples are villager (from village), tourist (from tour), etc.

1.2.3.2. Adjective and its Types

An adjective is a word that describes, qualifies or modifies a noun. An adjective provides extra meaning to a noun. It is attributive and predicative. When an adjective is used with a noun as an epithet, we can say that it is used attributively, and when it is used with verb and acts as a part of predicate, it is said to be used predicatively. For examples, look at the following sentences.

  (i) She is a laborious girl.
 (ii) She is laborious.

In the first sentence, 'laborious' is used attributively, and in the second sentence, it is used predicatively.

Types of Adjectives : Adjective may be classified into certain categories:

Adjective of Quality/Descriptive Adjective : This kind of adjective indicates the quality of a person or thing. In the following examples, the words in italics are descriptive adjectives.

  (i) Mr. Sen is a tall man.
 (ii) He is a *brave* soldier.
(iii) The *old* man fights back.

Adjective of Quantity : This type of adjective indicates how much of a thing is referred to. It gives the answer of the question 'How much? '. In the following sentences, the italic words are the adjectives of quantity.

  (i) He has *insufficient* balance in bank account.
 (ii) *Little* learning is dangerous.
(iii) I bought *some* vegetables from the market.
 (iv) One should take *great* care of one's parents.

Adjective of Number/Numeral Adjective : An adjective of number shows how many persons or things are referred to, or what the sequence of appearance of persons or things is. It answers the question 'How many?'. In the following examples, the italic words are the adjectives of number.

  (i) There are *several* candidates waiting for the interview.
 (ii) April is the *fourth*month of the year.
(iii) *Most girls* like to play volleyball.
 (iv) I have learned *many* lessons.

An adjective of noun is classified into three categories, namely, **definite, indefinite** and **distributive numeral** adjective. A definite numeral adjective indicates the exact number. It includes cardinal numbers (as examples, *one, five, ten*) and ordinals (as examples, *first, fifth, tenth*). An indefinite numeral adjective does not show exact number. *Few, many, several, certain, some, any,* etc are examples of indefinite numeral adjectives. Distributive numeral adjective indicates each one of a number.

  (i) *Each* assignment is mandatory in this semester.

 (ii) I told *every* student to attend the semester.

(iii) *Either* side of the page is filled with sketches.

Demonstrative Adjective : Demonstrative adjective indicates which specific person, place or thing is referred to. Examples :

  (i) *Those* apples are rotten.

 (ii) *This* book is full of information.

(iii) I need *that* document.

Interrogative Adjective : When 'what', 'which' and 'whose' are used with noun to ask question, they are called interrogative adjectives.

  (i) *Which* book do you want to borrow?

 (ii) *What* colour do you like most?

(iii) *Whose* car is this?

1.2.3.3. Verbs

A verb, an indispensable part of a sentence, is a 'doing' word that tells or states something about some person or thing. The diagrammatic representation of classification of verb is given below :
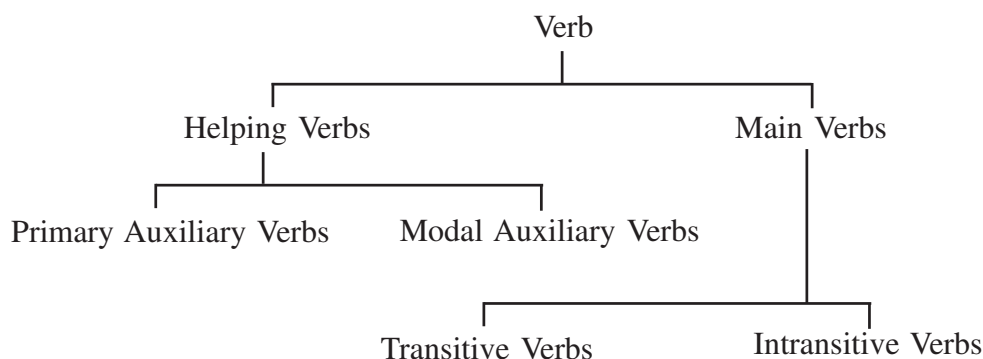
While the main verb denotes the main action of the subject or about the subject, the helping verb indicates tenses, moods, voice of main verb, and obligation, possibility and necessity.

Helping verbs : Helping verbs are of two types – Primary auxiliary verbs and Modal auxiliary verbs. Primary auxiliary verbs, which include *be, do* and *have,* form the tenses, moods and voices of the main verb in a sentence. 'Be' verb includes *am, is* and *are* in present tense, and *was,* were in the past tense. Examples :

  (i) He *is/was* going to this work.

 (ii) I *am/was* asked to lead the team.

 (iii) They *are/were* brought under trial.

'Do' verb which includes *does* (present tense) and *did* (past tense) is used to

  (i) emphasize the action of the main verb

 (ii) frame an interrogative sentence

 (iii) make a negative sentence.

For examples,

  (i) I *do* think over the matter. (Emphasizing the act of 'think')

 (ii) *Do* you know him? (Interrogative sentence)

 (iii) They *do* not know how to swim. (Negative sentence)

 (iv) He *does* not execute the work. (Negative sentence)

'Have' verb which includes *have* (first- & second-person singular, and third person plural), *has* (third person singular) and *had* (past tense) is always followed by the past participle. It is used to frame present and past perfect tense. For examples,

  (i) He *has* cracked the NTA-NET examination.

 (ii) I *have* presented a research paper in a national seminar this year.

Modal auxiliary verbs which include *can, could, may, might, shall, should, will, would, must* are used to show obligation, necessity and possibility. Examples :

  (i) One *should* do one's duty. (Obligation)

 (ii) He *must* attend the seminar. (Necessity)

 (iii) She *may* pass the IAS examination. (Possibility)

It should be noted that all the primary auxiliary verbs (Be, Have, Do) may act as main verbs in a sentence. For examples,

(i) *Be* careful.

(ii) I *have* a good library.

(iii) I *will* do this work.

Main Verbs : Main verbs can be of two types – Transitive and Intransitive verbs:

Transitive Verbs : A transitive verb transfers its action from subject to object. For example, in the sentence, 'The boy kills the snake.', the action denoted by the verb 'kills' transfers from 'the boy' (subject) to 'the snake' (object). So 'kills ' is a transitive verb.

Intransitive Verbs : Intransitive verb does not require an object to make sense. The action denoted by the verb does not transfer from the subject to the object. In the sentence, 'He smiles.', the verb 'smiles' ends the sentence. It does not require any object to complete the sense. So 'smiles' is an intransitive verb.

Some verbs can be used both transitively and intransitively.

(i) I stopped the bike. (Transitive)

   I stopped suddenly. (Intransitive)

(ii) He rings the bell. (Transitive)

   The bell rings suddenly. (Intransitive)

Some verbs such as go, *fall, die, sleep, lie, come,* etc are pure intransitive verbs.

1.2.3.4. Adverb and its Types

An adverb is a part of speech that modifies the meaning of a verb, adjective, phrase or another adverb. Sometimes an adverb modifies whole sentence, when it occurs at the beginning of a sentence. For example, in the following sentence, the italic word is an adverb.

Unfortunately, he has been sacked from the job.

Types of Adverbs : There are different types of adverbs which are discussed below:

Adverbs of Time : An adverb of time shows 'when' a work has taken place.

(i) He came to Kolkata *yesterday*.

(ii) He arrived *late* in the meeting.

(iii) We can start the project *now*.

(iv) She rises *early* in the morning from the bed.

Adverbs of Manner : An adverb of manner shows 'in what manner' an action has taken place. It is generally placed after the main verb or after the object. Examples:

  (i) She runs *slowly*.

 (ii) She speaks *softly*.

(iii) The soldiers fought *bravely*.

(iv) He works *hard*.

More examples include *well, suddenly, beautifully, sadly, clearly,* etc.

Adverbs of Place : It shows 'where' the action occurs, occurred or will occur. It is also placed after the main verb or after the object. Examples:

  (i) Come *here*.

 (ii) He is playing *outside*.

(iii) My friend lives *somewhere* in London.

More examples : *there, ahead, near, up, everywhere, backward,* etc.

Adverbs of Frequency : It tells us how often an action occurs, occurred or will occur. Examples:

  (i) He practices football *regularly*.

 (ii) I have warned her *twice*.

(iii) He *often* disturbs me.

Adverbs of Degree or Quantity : It shows the intensity of an action, adjective or another adverb, or indicates 'in what degree or extent' an action has taken place.

  (i) He is *too* weak to walk.

 (ii) The weather is *extremely* hot and humid.

(iii) The task is *almost* finished.

1.2.3.5. Pronouns

A pronoun is a part of speech which is used as substitute for noun. Using pronouns makes a language beautiful by avoiding the repetition of nouns.

Classification of Pronouns : Pronouns may be classified into 8 types:

Personal Pronouns (including possessive pronoun) : Personal pronoun stands for three persons :

(a) The person or persons "speaking" (First person - *I, my, me, we, our, us,* etc)

(b) The person or persons "spoken to" (Second person - *you, your, thou*)

(c) The person or persons "spoken of" (Third person - *he, she, him, his, her, they, their, them,* etc.)

Demonstrative Pronouns : Demonstrative pronouns are used to point out some objects to which they refer. The pronouns this, that, these, those, so, such, are demonstrative pronouns when they stand alone in the sentence. When they are used before nouns, they are called adjectives.

Relative Pronouns (or Conjunctive Pronouns) : Relative pronouns refer or relate to some noun (antecedent). It introduces a relative clause. Examples:

(i) I met Rabin *who* is my cousin.

(ii) He is a man *whom* we respect very much.

(iii) She is a widow *whose* perseverance amazes us.

Other relative pronouns are *which, that, what,* etc.

Reflexive Pronouns and Emphatic Pronouns : The reflexive pronouns refer back to the subject of the sentence. In reflexive pronouns, 'self' (in case of singular number) is added to pronouns *my, your, him, her, it,* and 'selves' to *our, your, them,* etc.(e.g. *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves,* etc.). For examples (when these pronouns are used to emphasize the action),

(i) I *myself* was the witness of that incident.

(ii) I was the witness of that incident.

In the first sentence, action is more emphatic than the second sentence.

Distributive Pronouns : Distributive pronouns separate one person or thing from a group. That's why distributive pronouns are always singular and they take singular verbs. Each, either and neither are distributive pronouns. Either may be 'each of two' or 'one or other of two'. For examples,

(i) Either will come. (Each of two)

(ii) Either of them is smart.(One of two)

'Neither' means 'not either' (e.g. Neither of you deserves the post.).

'Each' is used to indicate 'any number' (e.g. Each of ten girls is serious about the project.).

Reciprocal Pronouns : Each other (when two are referred to) and one another (when more than two are referred to) are reciprocal pronouns.

Interrogative Pronouns : When the pronouns who, which, what, etc. are used to ask question directly or indirectly, they are called interrogative pronouns. Examples:

  (i) *Who* is your manager?

 (ii) *Which* of these books are available in the library?

(iii) *What* is the percentage of first division in the examination?

Indefinite Pronouns : Indefinite pronouns do not indicate any specific person or thing, but point out persons or things in general sense. Indefinite pronouns include *any, one, none, other, many, all, they, some, another, naught,* etc.

1.2.3.6. Prepositions

A preposition is a part of speech which is placed before a noun or a noun equivalent to indicate its relation to some other word in the sentence. A preposition may direct other parts of speech (when used as noun, e.g. for good, in short, from there, etc), phrases and clauses, e.g. The success depends on how you execute the plan.).

Types of Prepositions :

(i) Simple Prepositions : Simple preposition contains a single word. At, of, in, to, from, off, etc. are examples of simple prepositions.

(ii) Phrase Prepositions : When a phrase is used as a preposition, it is called phrase preposition or propositional phrase. Examples are instead of, by means of, by dint of, on account of, etc.

(iii) Participial Prepositions : When present and past participles are used as prepositions, they are called participial prepositions. Examples (the italic words),

  (i) I want to say something *regarding* the matter.

 (ii) Have you any idea *concerning* the matter?

Compound Prepositions : When a preposition (generally a, be, out, in) is affixed with a noun, an adjective or an adverb, it is called compound preposition. Some examples are across, around, along, besides, beneath, outside, inside, below, etc.

1.2.3.7. Conjunctions

A conjunction is a word which is used to join two words, phrases or clauses in a sentence. Conjunction is mainly divided into two classes:

(a) Coordinating Conjunctions : When two words, phrases or clauses of equal rank are joined by a conjunction in a sentence, it is called coordinating conjunction. There are four types of coordinating conjunctions:

Cumulative : Two statements of equal rank are joined by this type of conjunction. In the sentence 'Ayesha likes football and Seema prefers cricket.', and is a cumulative conjunction. More cumulative coordinating conjunctions: also, as well as, etc.

Adversative : Two contrastive statements are combined by a conjunction. The 'but' in the sentence 'He is a wealthy person but he is miser.' is an adversative conjunction. More adversative coordinating conjunctions: however, nevertheless, while, only whereas, etc.

Disjunctive : A choice between two alternatives is expressed. In following sentence, the word in italic is a disjunctive coordinating conjunction.

Work hard, else you will fail in the examination. More examples : *otherwise, or, either - or, neither - nor,* etc.

Illative : It denotes an inference. Every one dislikes her, for she is selfish girl. Here, in this sentence, the for is an illative coordinating conjunction. More illative conjunctions: so, therefore, consequently, etc.

(b) Subordinating Conjunctions : Subordinating conjunction joins a subordinate clause with main clause (Principal clause). Examples:

Time : before, till, since, after, until, while

Reason : because, as, since

Purpose : lest, that, in order that, so that

Condition : if, provided, unless, whether - or - not

Effect : so - that, such - that

Comparison : than, So - as, As - as

Concession : though, even, if, although, however, whoever, whatever

Manner : as if, as though, accordingly as

1.2.3.8. Interjections

An interjection is a word that expresses a strong emotion. It is followed by an exclamatory mark (!). Examples:

Grief : Ah! Alas!

Greeting : hi! hello!

Joy : hurrah!

Attention : lo!hush!hark! hey!

Disgust : pish! tut!

Approval : bravo! hear!

1.2.4 Sentences

Parts of Speech are different kinds of words. It is words that together make a sentence. According to J.C.Nesfield, "A combination of words that makes a complete sense is called a sentence." However, a sentence cannot be formed with a group of words placed randomly. Rather, there must be a proper order in placing the words.

Basic Sentence Construction : Primarily a sentence is divided into two parts namely Subject and Predicate.

Sentence

Subject or Noun Part   Predicate or Verb Part
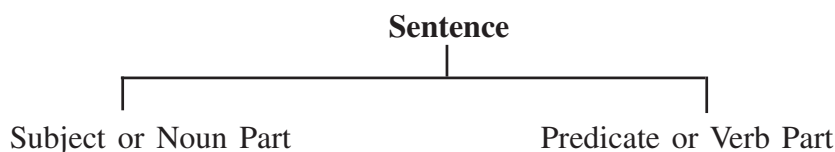
Subject or Noun Part : The subject of a sentence names the person or thing we are speaking about. It consists of nouns, pronouns or adjectives (when preceded by 'the' and used as a noun)

Predicate or the Verb Part : The predicate of a sentence tells something about the subject. It consists of finite verbs, objects/complements, adverbials and modifiers.

1.2.4.1. Types of Sentences According to their Functions

According to functions, Sentences are of five kinds.

They are :

(i) **Assertive Sentence** (Statement)

(ii) **Imperative Sentence** (Request/Order/Command)

(iii) **Interrogative Sentence** (Question)

(iv) **Optative Sentence** (Prayer/Wish)

(v) **Exclamatory Sentence** (Emotion)

Assertive sentence : It is the most common type of sentence. It states, asserts or declares something. And an Assertive Sentence is formed with the following word-order:

Subject + Verb+Object /Complements

 (i) They eat rice.

 (ii) Sima eats rice.

Assertive sentence could be extended by adding adverbials, prepositions and other words.

Sima eats rice with dal and curry.

Note : If the subject of an assertive sentence is third person singular number, 's' or 'es' is added to the verb. However, it is applicable only in Present Indefinite Tense.

Imperative Sentence : An imperative sentence is used to give instructions or advice or order or a command. In an imperative sentence very often the subject 'You' remains understood. Therefore, an imperative sentence generally begins with a verb. This kind of sentence is used for the following functions:

Ordering /Commanding : Start firing.

Requesting : Please give me a glass of water.

Advising : Do not neglect your study.

Suggesting/Proposing : Let us have a soft drink.

Prohibiting : Do not go into the sun.

Interrogative Sentence : An interrogative sentence is used to ask a question. It can be formed in three ways-

(a) From an Assertive Sentence an Interrogative Sentence can be formed. And if the Assertive Sentence contains a 'be' verb (am, is, are) or a 'have' verb (has, have, had) or shall, should, can, could, will, would, may, might, then the verb is placed before the subject for the purpose of making it an Interrogative Sentence.

  i. He is a student. _____ Is he a student?

 ii. He has a pen. _____ Has he a pen?

iii. He will give you a gift. _____ Will he give you a gift?

 iv. He is going to school. _____ Is he going to school?

(b) If an Assertive Sentence contains any verb other than above mentioned verbs, then a 'do' verb stands before the Subject and the 'do' verb changes according to the tense and person but the main verb retains its original form (Present form).

   i. They go to school everyday. _____ Do they go to school everyday?

  ii. He goes to school everyday. _____ Does he go to school everyday?

 iii. He went to school yesterday. _____ Did he go to school yesterday?

(c) An Interrogative Sentence is also formed with 'Wh - words'- who, whose, whom, which, what, why, when, How, How much, How many etc.

    i. Who is he?

   ii. Whose pen is this?

  iii. Whom do you want?

  iv. Which is your bag?

   v. What are you reading?

  vi. When do you play?

 vii. Where do they live?

viii. Why did get a warning from your teacher?

  ix. How do you know?

Optative Sentence : An Optative Sentenceis a kind of sentence that is used to express a prayer, curse, wish etc. It generally begins with **'May'**.

Optative Sentence = May + Assertive Sentence

   i. May you prosper in life.

  ii. May God bless you.

Exclamatory Sentence : It is used to express feelings in the form of an exclamation. It can be formed in two ways-

 a) Beginning with 'exclamatory' words like – Alas! Hurrah!

    i. Alas! The man is no more.

   ii. Hurrah! We have won the trophy.

  iii. Hush! The child is sleeping.

  iv. Fie! You are a coward.

  b) With 'Wh-words'-

   i. What a nice picture it is!

   ii. What a fantastic match it was!

   iii. How poor they are!

   iv. How hot it is today!

Note : In an Interrogative Sentence beginning with a 'Wh-word' the verb comes before the Subject. However, in an Exclamatory Sentence the verb stands either after the Subject or at the end of the sentence.

1.2.4.2 Types of Sentences According to their Structure

According to structure of sentences there are three kinds of sentences-**Simple Sentence, Complex Sentence and Compound Sentence**. Before putting focus on these three types of sentences, it is pertinent to focus on different kinds of Clauses.

Clause : A clause is a group of words that is a sentence within a sentence. Actually, a clause gets joined to one or more clauses, thereby making the sentence complete. Clauses are divided into three kinds - **Principal Clause, Subordinate Clause and Coordinate Clause**.

a) **Principal Clause :** A Principal Clause is that part of a sentence which can itself stand independently. I know the man (Pr. Cl.) + who helped my uncle (Sub. Cl).

b) **Subordinate Clause :** In a sentence a clause that is dependent on the Principal Clause is called a Subordinate Clause.

Subordinate Clauses are divided into three kinds-

Noun Clause : A Noun Clause acts like a Noun. Therefore, in a sentence a Noun Clause is used as a subject or an object or an object to a Preposition or a complement or an appositive.

That he is poor is known to me. (as a Subject)

I know **that he is poor**. (as an Object)

I know of **what he is**. (as an Object to a Preposition)

This is **how he meets his both ends**. (as a Complement)

It is true **that he is poor**. (as an Appositive of It)

Adjective Clause or Relative Clause : An Adjective Clause is used as an adjective. It is used with an antecedent. An antecedent is a noun or pronoun with which the Adjective Clause is used.

I know the boy **who is poor**.

I know the place **where he lives**.

The pen **which is red** is a prize.

Adverbial Clause : An Adverbial Clause is used as an adverb. Usually it modifies a verb or an adjective or another adverb or denotes time, manner place etc.

He came **when the game was over**. (Time)

He goes **where he likes**. (Place).

Rimi performs **as she usually does**.(Manner)

Co-ordinating Clause : Independent Clauses are called Co-ordinating Clauses. Two or more Co-ordinating Clauses areessential for a Compound Sentence.

He is poor but **he is honest**.

He is intelligent and **studious**.

He is notonly **intelligent** but **also studious**.

Simple Sentence : According to J. C. Nesfield, a simple sentence is one that contains only one subject and one finite verb, expressed or understood.However, apart from one finite verb,it may contain one or more non-finite verb.

I found my watch stolen.

He reads the Times of India everyday.

He reads the Times of India everyday to find the news of a good job.

Complex Sentence : According to J. C. Nesfield, a complex sentence is one that contains one principal clause and one or more subordinate clause(s).

I know the man (Pr. Cl.) + who helped my uncle. (Sub. Cl.)

I know (Pr. Cl.) + that the man is poor but honest. (Sub. Cl.)

Compound Sentence : According to J. C. Nesfield, a compound sentence is one that contains two or more independent clauses or co-ordinating clauses joined together by co-ordinating conjunctions like and, or, but, as well as, either... or, neither... nor, etc.

Ramij is a good student andhe loves his friends.

You may work or leave the place.

He is either a farmer or a labourer.

1.2.5 Summing Up

To sum up, there are eight parts of speech – nouns, verbs, adverbs, adjectives, pronouns, conjunctions, prepositions, and interjections. Each of the parts have their own divisions which have been discussed in our unit. Furthermore, we have also known that a sentence can be fundamentally divided into a subject and predicate. Additionally, we have known that there are several types of sentences based on their functions and their structure. Now let us look at some exercises based on our unit.

1.2.6 Comprehension Exercises

Q. 1. Identify the parts of speech from the following sentences:

a) Keats is my favourite romantic poet who unfortunately died at the age of twenty-six.

b) Alas! He is no more.

c) His father is a doctor but he likes to be a teacher.

Q. 2. Fill in the blanks with appropriate preposition:

a) The train is running _____ time.

b) He came_____ Monday.

c) She paid me _____ cash.

d) The proposal is _____ consideration.

Q. 3. Find out the conjunctions in the following sentences, and mention whether they are coordinating or subordinating:

a) I came to know that he is my cousin.

b) Either Piya or Riya had done this.

Q. 4. Put the adverbs in brackets at proper places:

a) He goes there (never, seldom).

b) I have executed the plan (already).

Q. 5. Put the verbs in brackets in the correct forms:

a) If you start your journey on Tuesday, you (reach) there on Friday.

b) If it rains, you (not go) to school.

Q. 6. Fill in the blanks with proper degree forms of the adjectives in brackets:

a) He is the _____ of his four brothers (old).

b) She is _____ than her brother (stronger).

Q. 7. Change from Exclamatory into Assertive and vice-versa:

a) How wonderful the picture is!

b) He leads a most unhappy life.

Q. 8. Change from Interrogative into Assertive and vice-versa:

a) I can never cheat you.

b) Who does not know him?

c) Is this the way you should talk to me?

d) He is not the boy to surrender.

Q. 9. Do as directed:

a) He admitted his mistake. (Convert into Complex Sentence.)

b) I understand that the answer is wrong. (Convert into Simple Sentence.)

c) Having completed her work, she left the place. (Convert into Compound Sentence.)

d) He is poor, but he is honest. (Convert into Complex Sentence.)

e) As she was ill, she could not attend the meeting. (Convert into Compound Sentence.)

1.2.7 Suggested Reading

Nesfield, J. C. *English Grammar Series [1 to 4] Combined Edition*. Radha Publishing House, 2024.

Wren, P.C. and H. Martin and N. D. V. Prasad Rao. *High School English Grammar and Composition*. S Chand Publishing, 2025.

Module 2 : Reading

Unit 3 : Reading Comprehension of Passages

Structure

2.3.1 Objectives

2.3.2 Introduction

2.3.3 Strategies of Reading Comprehension

2.3.4 Sample Passages

2.3.5 Summing Up

2.3.6 Comprehension Exercises

2.3.7 Suggested Reading

2.3.1 Objective

The main objectives of this unit are :

a) To encourage the students to develop their vocabulary power.

b) To enhance their ability to understand written words.

c) To encourage them to learn grammar of the language.

d) To increase their reading speed.

e) To build their reading habit.

f) To provide with information and knowledge which they may apply at their work place.

g) To build up reader's capacity to express their ideas in clear, correct, idiomatic and concise language.

2.3.2 Introduction

Reading is process of receiving and interpreting the printed word. Reading comprehension involves the reader's ability of decoding the written message (which the writer encodes) to get the idea that the writer intends to transmit, and then answering the questions set on the passage. The readers need intensive reading skill for good reading comprehension.

2.3.3 Strategies of Reading Comprehension

Reading comprehension test is designed to judge student's intelligent deciphering of the written words. Although reading comprehension is a way of improving one's language skill which needs to be practiced and mastered regularly, there are some common strategies which one should adopt to tackle all types of reading comprehension:

a) The given passage should be read carefully many times word by word, sentence by sentence, until the reader gets the general idea of the passage.

b) Read the questions, and focus on the relevant portions of the passage to answer the questions which have been asked. Answer should be in the reader's own language. No sentence from the passage should be reproduced.

c) Answer should be brief and to the point. Nothing which is not in the passage should be added. Try to answer in complete sentences.

2.3.4 Sample Passages

Passage 1:

Malaria is caused by a germ that grows in the patients' blood. When a mosquito bites a man who has malaria, it sucks up into its stomach some of the man's blood. There are malaria germs in his blood, and when the mosquito bites another man, it injects into his body some of these malaria germs, and this soon results in an attack of fever. But not all mosquitoes carry malaria. The malaria mosquito can be distinguished by the appearance of its body and by its position when standing on something. To prevent the spread of malaria, all that is necessary to do is to destroy the mosquitoes. The most effective way is to prevent their birth. Mosquitoes do not grow in flowing water. So ponds and ditches should be properly drained. It is also useful to spread kerosene oil on the surface of the water. The use of D.D.T. in rooms has proved to be very useful.

Questions:

1. How can malaria mosquito be identified?

2. Where do the malaria mosquitoes grow?

3. How can malaria be prevented?

4. How does a malaria mosquito spread?

Answers:

1. A malaria mosquito can be identified by the appearance of its body and its position when it stands on something.

2. The malaria mosquitoes do not grow in running water, but the ponds and ditches are their breeding and growing grounds.

3. To prevent the spread of malaria one needs to check the birth of mosquitoes. And to do this, one should properly drain out ponds and ditches, spread kerosene oil on the surface of the water, and use DDT in rooms.

4. When a mosquito sucks the blood of a malaria patient, it carries malaria germs in its stomach. When that malaria mosquito sucks the blood of another man, it leaves some germs in his blood, and then he suffers with malaria fever.

Passage 2:

Caravan-dwelling is becoming popular in England. The caravan is a home which can be moved on wheels from one place to another and put up anywhere the owner likes after obtaining permission from the landlord and the local council. It came into vogue during the last war when houses were few and people did not know where to get shelter. Now it has becomeso popular that the number of caravans at present is believed to be more than two million. They are well furnished and whole families of parents and children live in them. If one caravan be not enough, two are attached to each other for greater accommodation. They are used by different persons for different purposes. There are large caravan sites near beauty spots and sea-sides for temporary accommodation for those who go there on holidays or weekends. Contractor's men find caravans better for their accommodation near the work sites than other shelter that the management could provide. There are others who simply use them as regular homes.

Questions:

1. What is a caravan?

2. When and why did it come into popularity?

3. Discuss the merits of caravan-dwelling?

4. How are they used by different people?

5. Write 'T' for True and 'F' for False for the following sentences:

a) Caravans are stationary.   [   ]

b) At present there are two million caravans.   [   ]

c) Caravan-dwelling was popular during the last war.   [   ]

d) A whole family cannot be accommodated in a caravan.   [   ]

Answers:

1. A caravan is a dwelling-car that can be moved and placed anywhere the owner wishes to, with permission from the landlord and the local council.

2. During the last war it came into popularity, because at that time the people had few houses to dwell and they were uncertain about their shelter. So they used caravans as shelters.

3. Caravans can be moved anywhere. They are well furnished. A whole family of parents and children can be accommodated. If needed, two caravans can be joined.

4. The people used caravans for different purposes. The people going on holidays or weekends to beauty spots and seaside can avail of the facilities of caravans. Contractors can accommodate themselves in the caravans which can be stationed easily near the sites. Some people use them as homes.

5. (a) [F],   (b) [F],   (c) [T],   (d) [F]

2.3.5 Summing Up

To sum up, we can say that reading a short comprehension passage and being able to answer relevant questions from that is an essential skill for any student of language. Be sure to read the passage carefully, try to answer the questions as much briefly as possible and in your own language.

2.3.6 Comprehension Exercises

1. Read the passage carefully and answer the questions below:

I believe that the inculcating of proper discipline in the home and in schools and colleges is essential in the life of any person. I do not believe that the need for discipline in the young is sufficiently appreciated in India. People seem to believe that to insist on discipline means being unkind to the young. For myself I believe the reverse —I believe that in the long run it is unkind to the child to let him indulge himself without

parental and educational restraint. Discipline does not mean harshness-but it does mean guidance and a degree of restraining which is necessary for the young of any race. Otherwise, the young waste their strength on objects which they lack the experience to see in full. I regard it as unfortunate to see a boy —often a boy of talent, spirit and imagination— allowed to behave as though he were his own judge of what he should do. He gets a wrong tendency on himself—and he wastes his own time and other people's time.

Questions:

A. How does the author define discipline?

B. Why is, according to the author, discipline among the youths essential?

C. What do the other people think on inculcating the discipline among the youths?

D. Fill in the blanks with appropriate words :

i. To _____ to insist on discipline is unkind to the young.

ii. To the author, the need for discipline in the young is not _____ in India.

E. Give the antonyms of the following words :

   i. Appreciate

  ii. Reverse

 iii. Restraint

2. Read the passage carefully and answer the following questions:

Of all the amusements which can possibly be imagined for a hard-working man after his daily toils, there is nothing like an entertaining book. It relieves his home of its dullness. It takes him to a lovelier and more interesting scene: while he enjoys himself there, he may forget the evils of the present moment. Nay it accompanies him to his day's work, and gives him something to think, besides the drudgery of his everyday occupation. If I were to pray for a taste which should stand me in good stead under every variety of circumstances and be a source of happiness and cheerfulness through life, it would be a taste for reading. Give a man this taste and the means of gratifying it, and you can hardly fail of making him a happyman, unless, indeed you put into his hands most perverse selection of books. You place him in contact with the best society in every period of history, with the wisest, the tenderest, the bravest, and the purest characters which have adorned humanity.

Questions:

A. What is the best amusement for a hard-working man?

B. How does it help in relieving the distress and boredom of hard work?

C. What is the best taste to exercise to the author and why?

D. Give the synonyms of the following words:

   i. Drudgery

  ii. Perverse

 iii. Gratify

 iv. Adorn

2.3.7 Suggested Reading

Sarkar, P.K. De. *A Text-book of Higher English Grammar, Composition & Translation.* Book Syndicate Private Limited, 2019.

Wren, P.C. and H. Martin and N.D.V. Prasad Rao. *High School English Grammar and Composition.* S Chand Publishing, 2025.

Unit 4 : Co-relating Reading with Writing in Different Genres

Structure

2.4.1 Objectives

2.4.2 Genre Specific Writing – An Overview

    2.4.2.1 Genre: Advertisements

    2.4.2.2 Genre: Movie Review

2.4.3 Summing Up

2.4.4 Comprehension Exercises

2.4.5 Suggested Reading

2.4.1 Objective

Upon the completion of this unit, the learners are expected to :

● Know and understand the several genres of writing

● Apply their knowledge of the genres of Advertisements and Movie Reviews to create such types of write-ups.

2.4.2 Genre Specific writing – An Overview

Every write-uphas a specific purpose and an intended audience. According to its purpose and audience, each write-up develops its distinctive format, style, and language and characterizes it as part of a particular 'genre'. An advertisement, a letter, an e-mail, and a folk tale are all examples of genres. Let's take the 'genre' of Advertisements for example. The purpose of an advertisement is to persuade the reader to buy something. Therefore, the format is attractive with pictures and few words. The style is direct and persuasive and the language uses short, simple sentences with powerful vocabulary. Teaching these features of genre-specific writing can help set the context for reading.

Benefits of teaching reading and writing through genres :

➢ It helps to set the context for reading

➢ Provides a starting point for writing

➢ Ensures the overall cohesion of a written text

In this unit we will specifically discuss about the genres of Advertisement writing and Movie Review writing.

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2.4.2.1. Genre: Advertisements

Purpose – To persuade the reader to buy something.

Intended audience – Prospective buyers

Format – Concise, Attractive, with pictures

Style – Persuasive Language, Direct and Short, Simple Sentences, Powerful Vocabulary

Sample Advertisement:

Sparkle* every day
Will keep the dentist away

Prevents
- Cavities
- Bad breath
- Gum infections
- Discolouration

Let your smile sparkle and shine with healthy teeth in no time!

Also available in Cinnamon, Mint and Citrus flavours.
*Manufactured by M.A and Brothers

TO LET

Rent Available: Newly constructed, fully furnished, south-facing, 2BHK flat at Pannajhil 1, Barasat, with amenities of electricity, water supply, and car parking. Bazar, high-road, hospital, banks, universities, schools are all located within 2-mile radius. Interested buyers may contact Mr. ABC (Contact no. XXXXXXXXX)

(Image Courtesy: Learncram.com)

2.4.2.2. Genre: Movie Review

It is essential to have a clearly defined outline before you start writing. Movie review essay requires dedication and time investment therefore before you start watching the film at least two times, not as a casual moviegoer but with an analytic mindset of a professional reviewer.

A sample outline looks like this:

1. Introduction (an engaging one)

➢   Title

➢   Date of release

➢   Genre (thriller/sci-fi/fantasy etc.)

➢   Cast

➢   Director

2. A **Concise Overview** of the plot, without giving away any spoiler, focusing on the main event and main characters

3. Analysis (Acting, Cinematography, Themes, Strengths and Weaknesses etc.)

4. Creative elements

5. Opinions (cite examples from the films to back up your claims).

6. Powerful Conclusion

As you can see, a film review is extremely subjective in nature, and it is completely understandable if your opinions differ from others.

2.4.3 Summing Up

Advertisements and movie reviews are both subjective, persuasive and audience-specific writings. Therefore, it is important to implement language and vocabulary that is convincing and powerful enough to impress the readers. Furthermore, understanding the several genres of writing makes you capable of implementing your knowledge in real-life scenarios, both personal and professional.

2.4.4 Comprehension Exercises

1. Specify the benefits of learning to read and write through specific genres.

2. Draft a suitable advertisement for the following topic: ABC International is looking for a receptionist for their company. Desirable qualities for the candidate are – fluency in communication, agreeable and diplomatic in behaviour, at least a graduate in any field. On behalf of the administrative officer, draft an advertisement in the classified column of any renowned newspaper.

3. Write a review of any movie you have recently watched.

2.4.5 Suggested Reading

May, Steve. *Doing Creative Writing*. Routledge, 2007.

Raman, Meenakshi & Sangeeta Sharma. *Technical Communication; Principles and Practice*. OUP, 2013.

Module 3 : Writing

Unit 5 : Creative Writing – Paragraphs and Essays

Structure

3.5.1 Objectives

3.5.2 Introduction

3.5.3 Paragraphs

3.5.4 Essays

3.5.5 Summing Up

3.5.6 Comprehension Exercises

3.5.7 Suggested Reading

3.5.1 Objective

Upon the completion of this unit, the learners are expected to:

● Have an idea of creative writing and its applications

● Understand the formats and structures of paragraphs and essays and apply them in their personal and professional uses

3.5.2 Introduction

Creative writing is any writing which crosses the boundary of formal academic, journalistic (except feature writing) and technical arena. Creative writing is essentially original and self-reflexive. It needs author's imaginative power along with his/her craftsmanship which, in true sense, cannot be taught in the classrooms. Creative writings which include poetry, plays, movie and television scripts, songs, speeches, memoirs, personal essays, novels, short stories, etc. are meant for sharing human experience and providing with entertainment to the readers and audience. Sometimes, some authors take creative writing as a profession which earn for them bread and butter. This unit provides with a preparatory discussion for these different forms of creative writings.

3.5.3 Paragraphs

A paragraph is a distinct unit of a piece of prose writing. It may contain a single sentence or several related sentences which deal(s) with only one controlling idea. A paragraph having several sentences has basically three types of sentences, namely, topic sentence, major supporting sentences and minor supporting sentences. There is only one topic sentence in a paragraph which expresses the main idea of the paragraph. The major supporting sentences support and explain the topic sentence by important and strong details, and the minor supporting sentences explain and exemplify the topic sentence by comparatively less important details.

Principles of Paragraph Construction : Paragraph writing is a productive skill which requires one's composing and organizing ability. A paragraph should be purposeful and reader-oriented. One needs to focus on certain matters in writing a good paragraph. The main principles of writing an effective paragraph are discussed below :

Unity : Unity means 'oneness' or 'singleness'. Unity in a paragraph refers to the 'oneness'/'singleness' in thought or idea. The meaning is that a paragraph should be developed around a single idea/thought. A paragraph having more than one thought cannot be a good and effective paragraph. A paragraph in a piece of prose writing should focus on one aspect of the central theme of the prose writing. The topic sentence may occur either in the beginning or at the end of a paragraph depending on the logical organization and pattern of the paragraph. Other sentences support, illustrate and explain the topic sentence.

Coherence : Coherence means 'internal consistency' or 'a logical arrangement of parts'. In a paragraph, coherence refers to the logical relationship between sentences. Every sentence in a paragraph should be logically related to the preceding or succeeding sentence or the both. So while unity refers to the 'oneness' of thought, coherence deals with the 'relatedness' of elements in a paragraph. Coherence in a paragraph can be maintained by using the following coherent devices:

(a) Pronouns : A pronoun used as a substitute for a noun helps in maintaining continuity of the thought of the paragraph.

(b) Repetition : In certain cases, the repetition of key words gives coherence to a paragraph. It should be kept in mind that excessive repetition makes a paragraph monotonous.

(c) Synonyms : Using synonyms of certain words already used may provide with variety and help a paragraph to be coherent and interesting.

(d) Linking Devices/Connectives : The sentence linkers/transitional tags such as moreover, in fact, for example, finally, after that, and, but, or, in addition, further, furthermore, beside, next, such as, in the same way, similarly, on the contrary, nonetheless, in other words, on account of, hence, accordingly, to be sure, etc. connect the phrases and sentences together to make a paragraph coherent or logically ordered. The proper linking devices ensure the continuity of thought in a paragraph.

Paragraph Length : There is no specific rule about the length of a paragraph. A paragraph may contain one sentence or more than 10 sentences. The length of a paragraph depends upon the following factors:

(a) Need and requirements of the readers

(b) Subject matter

(c) Variety

(d) Style

(e) Emphasis

Methods of Developing a Paragraph : A paragraph can be developed in various ways depending upon the types of information, writing style, purpose and nature of audience. In different methods information is presented differently. Following are the different methods of developing the paragraphs:

(A) Inductive Method : In inductive method, a paragraph develops from specific details to general statement. In other others, the examples, illustrations, reasons and arguments are presented first, and at the end these lead to draw a general statement. The topic sentence in the form of conclusion is placed at the end. Major and minor supporting sentences provide with illustrations, arguments and examples.

(B) Deductive Method : Deductive Method is just the opposite of inductive method. The topic sentence occurs in the beginning of the paragraph, and major and minor supporting sentences which follow the topic sentence support, illustrate and exemplify the main idea of the paragraph. The author of deductive paragraph moves from the general statement to specific details and examples. This is the most popular method of writing a paragraph.

(C) Chronological Method : In chronological method, a paragraph develops following the sequential arrangements of events which happen in time order. This method is applied to describe any event, historical facts, etc. The sentences can be arranged from the earliest events to the most recent events, or vice-versa, but sequence of events should be maintained. When an anchor announces the events of a programme, he/she does it following the sequence of events to be executed. It is customary that

in an interview, an interviewee may present his/her latest achievement first, and then move back in time.

(D) Spatial Method : This method is applied to describe a place, building, etc. It creates a visual picture by describing the physical traits of a place or building following the order of appearance in space. There is a spatial movement of sentences. For example, to describe a house, one needs to mention the road beside which the house is located, then the description of entrance, drawing room, bed rooms, balcony, etc.

(E) Linear Method : This method is effective in describing the process of manufacturing any product. In this method, one sentence leads to next one to maintain the unity.

Samples of Paragraphs :

The Earth Our Planet

The planet Earth is the only home we have. There is no evidence that it is possible to migrate to some corner of the galaxy in the coming decades.The treatment we have given our homes is regrettable; pollution, the indiscriminate felling of trees, oil spills in the oceans. All these aspects deteriorate the state and balance of planet Earth.The biggest contradiction is that by destroying the Earth we destroy the only place where we can live. So it is time to become aware and do everything possible to remedy the damage that has already been done, to save ourselves. (Inductive Method) (Source: https://www.lifepersona.com/what-is-an-inductive-paragraph-with-examples)

The Greek Philosophers

Ancient Greece gave us the first philosophers, whose names have been placed among those of the enlightened elders. One of these figures is Aristotle, disciple of the great teacher Plato, who in turn was a disciple of Socrates. Socrates is considered the first great philosopher. The theories of Aristotle are still valid, and are the basis of many of the postulates of current thought. His studies on art and empirical sciences in many cases renewed the thinking of later eras and established new paths of investigation. (Deductive Method) Source: https://www.lifepersona.com/what-is-an-inductive-paragraph-with-examples)

Toru Dutt's Life and Works

Indian poet Toru Dutt was born on 4 March, 1856 in Kolkata in an aristocratic educated family. In 1862, She was baptized into Christianity. In 1869, her family sailed to France where Toru and her sister Aru took school education and learned

French language. After staying a year there, the family moved to England. They spent three years in England, and came back to India in 1873. In 1876, she published her collection of translated poems from French language, *A Sheaf Gleaned in French Fields*. Unfortunately, she died in the next year at the age of twenty one. Her posthumous published work is *The Ancient Ballads and the Legends of Hindustan*. (Chronological Method)

3.5.4 Essays

An essay is a written prose composition which is the result of one's expression of personal ideas or opinions on a given subject or theme. It needs one's conscious mental effort and organizing skill. Samuel Johnson in 1755 defines an essay as "a loose sally of the mind; an irregular, undigested piece; not a regularly and orderly composition". The Concise Oxford Dictionary defines it as "literary composition (usually prose and short) on any subject".

Characteristics of Essay : A good essay should have the following qualities:

(a) Unity : An essay develops around a single central theme and each paragraph of the essay reflects only one point or idea. Every point or idea should be connected thematically and structurally. Each point or idea contributes to the general theme of the essay.

(b) Order : All the paragraphs in the essay should be logically connected to each other. The points/ideas of the paragraphs should be presented in such an order that the essay looks like an organic whole. It should follow a certain ordered line of single thought.

(c) Brevity : Like a paragraph, there is no specific rule about the length of an essay, but it depends upon the nature of the topic and style of presentation. The essay writer should be concise, brief, and to the point to write essays so that they can present their view points within a short space. In schools, colleges and universities, the students are instructed to write essays within word limit.

(d) Style : Clarity of expression and variety of presentation are the soul of a good essay. Use of clear, plain, simple and direct language is unique style of a successful essayist. Joseph Addison's essays are highly appreciated by school students because of their brevity, clarity and directness of style.

(e) Personal Touch : An essay cannot be free from the personal touch of the essayist. An essay is a reflection of the essayist's way of thinking and manner of presentation. In a nutshell, an essay should reflect the individuality of the essayist.

Types of Essays : On the basis of purpose, the essays are classified into six types – expository, persuasive, descriptive, narrative, imaginative and reflective essays. But it should be kept in mind that these types are not exclusive. One type may serve different purposes.

(a) Expository Essay : An expository essay is also known as explanatory essay which tries to explain the topic of the essay. Clear idea and thinking power are essential to write this type of essay. Racism, global warming, gender inequality, gravitation, effects of technology to our environment are some topics of expository essays.

(b) Persuasive Essay : An essayist writes persuasive essays to convince the readersabout his/her own arguments on some topics. The topics for persuasive essay may be those on which there is no general agreement of the readers. The main aim of writing persuasive essay is to establish one's own point of view and compel the readers to act upon it. The essayist brings quotations and allusions to prove his/her argument. The topics for persuasive essays may be Science- boon or bane, privatization of education system improves quality of education, mobile phone regresses the society, etc.

(c) Descriptive Essay : In descriptive essay, the essayist presents a visual picture of a person, place, event or an object in the mind of the readers. The description should be vivid and clear so that it leaves an impression in the mind of the readers. Kolkata, cactus, Rabindranath Tagore, Eiffel Tower, steam-engine, etc. may be the topics of descriptive essays.

(d) Narrative Essay : A narrative essay deals with the narration of an event or a series of events or incidents, a biography, an accident or a natural disaster, etc. The writer's personal comments are there in this type of essay. So this type of essay is personal, anecdotal and experimental. Some suitable topics for narrative essays are your first day at school, your favourite summer vacation, something funny that happened to you, a dangerous experience, college annual function, a train accident, etc.

(e) Imaginative Essay : The writer's imagination plays a significant role in writing an imaginative essay. The essayist places himself/herself imaginatively in a situation or position in which he/she does not have any experience. From the imaginative position and situation, he/she will express his/her imaginative experience. But in his/

her expression, he/she should be realistic. For example, an autobiography of a pen, If I were Netaji Subhas Chandra Bose, etc. may be the topics of imaginative essays.

(f) Reflective Essay : In reflective essay, the writer's thought on some abstract concepts such as heroism, cowardice, democracy, liberty, education, caste, marriage, honesty, truth, etc. is reflected. The writer supports his/her statements with arguments, reliable facts, illustrations, and also expert's opinions on the subject.

3.5.5 Summing Up

To sum up, creative writing includes many kinds of write-ups like poetry, drama, prose and many more. Paragraphs and essays belong to the category of prose, and they have many types and categories themselves as well, based on their functions. Knowing the art of writing essays and paragraphs is important for both your personal and professional lives.

3.5.6 Comprehension Exercises

1. Why do you think unity and coherence are essential for a good paragraph?

2. What is the difference between inductive and deductive method of paragraph writing?

3. How do you differentiate chronological method from spatial method in writing a paragraph?

4. Write a paragraph in linear method.

5. Write paragraphs on the following topics:

   a. Journey in a crowded Bus

   b. Your Favourite Author

   c. A Moment You Enjoys Most

   d. Your Favourite Game

   e. Book Fair

   f. Man and Animal

   g. Communal Harmony

6. Discuss the important elements of a good essay

7. Discuss the different types of essays.

8. Write essays on the topics given below:

  a. Students and Politics

  b. National Integration

  c. National Register of Citizens (NRC)

  d. Privatization of Education

  e. Unemployment

  f. Bengal's Festivals

3.5.7 Suggested Reading

Arora, V.N. & Lakshmi Chandra. *Improve Your Writing*. OUP, 2013.

May, Steve. *Doing Creative Writing*. Routledge, 2007.

Unit 6 : Linking Ideas and Writing Definitions

Structure

3.6.1 Objectives

3.6.2 Connecting Ideas in Writing – An Overview

3.6.3 Suggested Reading

3.6.1 Objective

The objective of this unit is to equip the learner with the knowledge of linking ideas between sentences and paragraphs, thereby improving the learner's ability of writing.

3.6.2 Connecting Ideas in Writing – An Overview

Oftentimes, while writing spontaneously, we have so many thoughts that we tend to jot them down as quickly as possible. The result of this are sentences, and sometimes paragraphs, where one has very little to no link to the previous. This kind of writing makes the write-up very confusing for the readers, and sometimes even fragmentary and unintelligible. Therefore, in writing, it is important that we present the argument clearly and cohesively.

Some connecting words or phrases used for connecting ideas are :

➢ Addition – to add an idea additionally– and, also, apart from this, as well (as), in addition, moreover, further, furthermore, too

➢ Condition – to provide a condition if – in that case, provided that, unless

➢ For comparison – to show how things are similar correspondingly- equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly, too

➢ For contrast – to show how things are different alternatively – although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, contrary to, nevertheless, nonetheless, notwithstanding, on the other hand, rather, still, though, yet, whereas, while.

➢ For emphasis – to put forward an idea more forcefully again, in fact, interestingly –

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indeed, it should be noted (that), more important(ly), most importantly, to repeat, (un)fortunately, unquestionably

➢ For illustration – to provide examples a further instance of this is..., an example of this is…, for example, for instance, such as, thus, as follows. Avoid **using etc in academic writing (too informal)**

➢ For restatement – for rephrasing statements in other words-more simply, namely, simply put, to put it differently / another way, that is

➢ The cause of things – to attribute the reasons for something occurring as / the consequence of, because, due to, for, the effect of …, since, the result of …

➢ The effect of things – to show the effect of something accordingly, as a result/ consequence, consequently, for this reason, hence, so, therefore, thus

➢ For concession / qualification – conceding something admittedly- although, clearly though, even though, however, indeed, obviously

➢ Generalisation – making a general statement as a rule- for the most part, generally, in general, in most cases, normally, on the whole, usually

➢ Time order – to indicate a chronological sequence first, second, third (etc)- next, before, earlier, finally, following, given the above, later, meanwhile, subsequently, then, to conclude, while. Several of the words listed above are too informal for use in an academic piece of writing (check a usage guide or good dictionary for details of appropriate use).

Connecting paragraphs apart from using the linking words/phrases as mentioned above could involve writing 'hand-holding' sentences. These are sentences that link back to the ideas of the previous paragraph. For instance, when outlining the positive and negative issues about a topic you could use the following: Example (from beginning of previous paragraph): One of the main advantages of X is . . . One of the positive effects of X is . . . When you are ready to move your discussion to the negative issues, you could write one of the following as a paragraph opener: Example: Having considered the positive effects of X, negative issues may now need to be taken into account . . . Despite the positive effects outlined above, there are also negative issues to be considered . . . It is always important to make paragraphs part of a coherent whole text; they must not be isolated units unrelated to the whole piece. 'This way, the reader will be lead in a logical order through your argument and will be reminded of your current theme or angle.' (Gillett, Hammond, &Martala, 2009)

Checking for paragraph links –should look for answers to the questions like –

● Does the start of my paragraph give my reader enough information about what the paragraph will be about?

● Does my paragraph add to or elaborate on a point made previously and if so, have I made this explicit with an appropriate linking word/phrase?

● Does my paragraph introduce a completely new point or a different viewpoint to before and if so, have I explicitly shown this with a suitable connective?

● Have I used similar connectives repeatedly? (If yes, may need to vary them using the above list.

3.6.3 Suggested Reading

Arora, V.N. & Lakshmi Chandra. *Improve Your Writing*. OUP, 2013.

Raman, Meenakshi & Sangeeta Sharma. *Technical Communication; Principles and Practice*. OUP, 2013

Unit 7 : Official Letter Writing, Email, Memo

Structure

3.7.1 Objectives

3.7.2 Introduction

3.7.3 Official Letter Writing

3.7.4 Email Writing

3.7.5 Memo Writing

3.7.6 Summing Up

3.7.7 Comprehension Exercises

3.7.8 Suggested Reading

3.7.1 Objective

The primary objectives of this unit are:

- To introduce learners to official written communication

- To equip the learners with the formats, structures, and samples of official letter, email, and memo writing

3.7.2 Introduction

The written mode of communication requires a strong command over grammar, vocabulary, and their applications. The formal written communication which includes official/business letters, memoranda, reports, proposals, bulletins, emails, etc. follows certain rules and formats. These forms of communications are indispensable for smooth functioning of any organizations.

3.7.3 Official Letter Writing

A letter is a form of written communication. The communication through letters can be formal or informal, depending upon the types of letters. The personal or private letter which is a means of exchanging personal emotions and feelings is a form of informal communication. The writer of a private letter enjoys the liberty of using informal language and form. On the contrary, the business or commercial letters,

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social letters, official letters and the letters to the press are, more or less, formal in using language and formats. A good formal letter should have clarity, cordiality, conviction, courtesy, conciseness, correctness and completeness. In this section, we will focus only on the official letters.

Elements of an Official Letter : The following are the different parts of an official letter:

Heading : The heading (also known as **Letter Head**) in an official letter includes the name of the organization, full address, telephone number, fax number (if available) and email address. The heading should be placed at the centre of the top of the letter. If there is no separate letter head, then the heading includes the address of the writer of the letter. The address may be either aligned with the left margin or centre aligned, depending upon the layout of the letter.

Dateline : Mentioning of the date (which includes day, month, and year) on which the letter is written is essential in an official letter. The date can be written in any one of the following formats:

(i) 10 April 2019 (British Style)

(ii) April 10, 2019 (American Style)

The formats 10-4-2019, 10.4.2019, 10/4/2019 are not suitable, as they create confusion among the British & American readers. To a British it means the 10th of April, 2019, but to an American it stands for fourth of October, 2019.

Reference/Letter Number : In an official letter, there is always a reference/letter number. It is written on the left side of the letter.

Inside Address : The name or designation and the address of the addressee should be written below the dateline or reference line (if any) (minimum one blank space). If the recipient is from another country, the name of the country should be written in capital letter.

Salutation : In an official letter, in Salutation part, one should greet the addressee as 'Sir' or 'Madam', and in demi-official letter one can write 'Dear Sir' or 'Dear Madam', but in both cases, 'My Dear Sir' or 'My Dear Madam' can be written no way. After Salutation, no exclamation mark (!) can be used. Only a comma is used. Capital 'S' in Sir and capital 'M' in Madam should be written. The Salutation is aligned with the left-hand side of the first page just above the body of the letter.

Body or message of the Letter : This part of the letter contains the main content

of the letter. This part can be divided into several paragraphs, if necessary. This is the most vital part of the letter. So, the writer should adopt a proper style and focus on the clarity, conciseness, completeness, conviction and punctuation.

Subscription or Courteous Leave-taking/Complimentary Close : This part shows the modesty and gentleness of the writer of the letter. A courteous leave-taking is essential to avoid abrupt ending of the letter. A writer writing an official letter to his/her superior should use 'Yours obediently' or 'Obediently yours' as complimentary close. 'Yours faithfully' is the most common use of subscription, even a superior officer writing to his/her subordinate uses this form. Now a day, it has been the trend of using a single word as subscription, as for examples, 'Sincerely', 'Cordially', etc. The first word of the subscription should begin with capital letter and the next word should begin with small letter. One must not use apostrophe in subscription (e.g., your's or yours').

Signature : The subscription is followed by the Signature of the letter writer. The Signature provides with the authenticity of the letter. Below the signature, the writer's name and the title are also mentioned.

Superscription or Outside Address or Address on the Envelope (or postcard) : The recipient's name and address including Postal Index Number (PIN Code) should be clearly written on the envelope or postcard.

Beside these parts of an official letter, there are other additional components such as Subject Line, Enclosure Notation, Copy notation and Postscript which in many cases a letter writer needs to use. The Subject line which is written below or above the Salutation indicates the subject matter of the letter. The Enclosure notation placed below the Signature Block includes the supporting documents attached with the letter. The Copy notation refers to the other recipients (as courtesy copy-cc) of the letter. It is written below the Enclosure notation. A Postscript, usually the last element of a letter, indicates the afterthoughts of the message of the letter which bears personal notes or emphasis.

Layout of an Official Letter : A layout is an arrangement of the elements of a letter. There are two widely used layouts of letters- Block layout and Modified Block layout.

Block Layout : In the Block layout (or Complete Block layout), all the components except the Letter Head are aligned to the left margin.

Heading	**The West Bengal College Service Commission** Purta Bhavan, Salt Lake, Kolkata-700 091 Phone: 2337-2922, Fax: (033) 23372912 Email: wbcsc@gmail.com
Date Line	April 20, 2012
Reference No.	Ref. -1231/ Recom/csc/12
Inside Address	The Principal, Islampur College, 36/A- Islampur, Murshidabad PIN: 742305
Subject Line	Subject : Recommendation for the Post of Assistant Professor (ENGLISH)
Salutation	Madam, I am directed to communicate that the West Bengal College Service Commission has recommended Mr. Rehan Khan with registration no. 1200653 for the substantive post of Assistant Professor in English at your College against the vacancy with RP 28.
Body	You are requested to appoint the said candidate to the said post at your college within a period of one month from the date of receipt of this letter.
Complimentary Close	A Copy of the appointment letter of the candidate may be forwarded to the Secretary of the Commission within one month for record.
Signature	Yours faithfully,
EnclosureNotation	Secretary
Copy Notation	Enclosure : The eligibility details of the recommended candidate

| Postscript | Copy forwarded to:
(1) Mr. Rehan Khan,
    45/A- K.P.Lane, Berhampore- 742304
(2) The Director of public Instruction, Department of Higher education,
Government of West Bengal, Salt Lake, Kolkata- 700 091

PS: All original documents may be verified at the time of joining. |

Modified Block Layout : In the Modified Block layout, the Letter Head is centre-aligned; the dateline, complimentary close, signature block are right-aligned; the letter reference number, inside address, subject line, salutation, enclosure notation, copy notation and postscript are left-aligned.

Heading	**Islampur College** (Affiliated to the University of Kalyani) 36/A- Islampur,Murshidabad; Pin: 742305 Phone: (03481)2887-6752, Fax: (03481) 2889-0156 Email: islampurcollege@gmail.com
Date Line	May 18, 2012
Reference No.	Ref. -92/ Appl./12
Inside Address	Mr. Rehan Khan, C/O- Badsha Khan 45/A- K.P.Lane, Berhampore- 742304 Murshidabad West Bengal
Subject Line	Subject: Appointment Letter for the Post of Assistant Professor (ENGLISH)
Salutation	Sir,
Body	With reference to the letter of WBCSC No. 1231/ Recom/ csc/12, dated 20 April 2012, I would like to inform you that you are appointed as Assistant Professor in the department of English of this college on the recommendation of the

	West Bengal College Service Commission and the approval of the College Governing Body.
Complimentary Close	You will remain on probation for a period of one year with effect from the date on which you join the post. You arerequested to join latest by 17 June 2012 on a substantive basis.
Signature	Thanking you, Yours faithfully, Principal
Copy Notation	Copy forwarded to: (1) The Secretary, West Bengal College service Commission, Purta Bhavan, Salt Lake, Kolkata-700 091 (2) The Director of public Instruction, Department of Higher education, Government of West Bengal, Salt Lake, Kolkata- 700 091

3.7.4 Email Writing

With the advancement of science and technology, especially the innovation of computer and internet, the mode of communication has changed in a considerable way. The electronic message or email has taken the place of postal letters, fax, etc. Now, to the most of the government and business organizations and individuals, emails have become a popular means of communication.

Email: Its Advantages : There are many advantages of using emails, and the list is long.

a) Email is a mode of fast communication. Within a fraction of second, an email can be sent to as many people as one wishes.

b) Email is a low-cost mode of communication. It saves papers and postal charges. It is eco-friendly.

c) Audios, video clips, pictures, data, etc. can be easily attached with the mail and sent to the recipients.

d) Lots of email messages can be saved and stored in the computer and the recipients can find out them any time they required.

e) There is a reply button on the email page. By pressing the reply button one can specify the message for which one is giving reply.

f) The received mails can be read at a convenient time in leisure.

Email: Its Limitation : Everything has its pros and cons. Similarly, in spite of having so many advantages, emails have also some limitations. They are as follows:

a) Email may have the matter of security concern, as it can be hacked by some miscreants

b) Lots of unwanted emails (spam) can overload the email inbox from where it becomes quite difficult to find out the relevant one.

c) Emails are not retractable. It cannot be brought back if the 'Send' button is pressed.

Email Etiquettes : As an email, now a day, has been a popular means of formal communication, an email writer should follow some email etiquette rules. Some important email etiquette rules are discussed below:

a) Quick response: As an email is a means of fast communication, it is better to respond the email as quick as possible.

b) Brief introduction of the sender: If the sender of an email is uncertain whether he or she is recognized by the recipients, he/she should briefly introduce himself/ herself.

c) Answering all questions: The sender should keep his/her impression to the recipients by answering their all questions or queries.

d) Conciseness: An email should be concise and to the point. Reading on the screen is really hard. So, a brief email certainly impresses the readers.

e) Abstain from sending one-liners: It's better not to send reply in one word or one line such as 'Ok', 'Thanks', etc.

f) Use short sentences: An email writer should not use long sentences, as it bores the readers.

g) Active voice: As the active voice always gives emphasis on the part of the sender, the use of sentences in active voices is appreciated.

h) Use of proper grammar, spelling and punctuation: The email writer should be conscious about correct sentences, spelling and punctuation, because mistakes in these leave a bad impression for the sender.

i) Maintaining coherence: When replying an email, one should press the button 'Reply', instead of 'New Mail'. It helps the recipients understand for which email this is a reply.

j) Refrain from attaching unnecessary files: Attaching unnecessary files with email makes the recipients irritated.

k) In business and official emails, one should avoid using abbreviations such as "4 u" (for you), "Gr8" (Great), "BTW" (by the way), etc.

l) Proper formatting: Proper structure, standard font, and the colour which is generally acceptable should be maintained.

m) Avoid sending confidential message: As there is a possibility in hacking the emails, it is better not to discuss confidential matters in emails.

n) Avoid writing in capital letters: Using all capital letters in sentences can be annoying to the recipients. So, it should be avoided.

o) Bewaring of the 'reply all': one should not press "Reply all" button, unless every member on the email string needs to know.

Format of Email : Email writing has a specific format in which different components of emails are placed in a proper order. It is pre-fixed. The following format shows the order of the elements of an email:

From:	Sender's email id
To:	Recipient's email id
Cc:	Email ids of other recipients receiving the same email. Here, email ids of all the recipients are visible to the main recipient (i.e., the recipient in the 'To:" field).
Bcc:	Email ids of other recipients receiving the same email. Here, the email ids are invisible to the main recipient (i.e., the recipient in the 'To:" field). It prevents form publicizing one's email id to others.
Subject:	Reason of writing the email or the title of the content of the email
Salutation:	Like a letter, an email writer begins with salutation to the recipient. Dear Sir, Respected Madam, etc are some forms of salutation.

Main Body:	Main message of the email. It may be written using several paragraphs. It includes introduction, main matter and conclusion.
Closing:	Ending statement
Signature Line:	Sender's name, address, signature and other details of contact
Attachments:	Attaching relevant files with the email

3.7.5 Memo Writing

Memo is the short form of memorandum. The term 'memo' is derived from Latin *memorandum est* which means 'it must be remembered'. The plural form of memo is memos which is derived from Latin memoranda. Basically, a memo or a memorandum is a piece of precise writing especially used in an organization. It is used to convey some messages from one department to another department of that organization. According to The *Oxford Advanced Learner's Dictionary,* memo is an "official note from one person to another in the same organization." In fact, memos are one of the important channels of circulating information within the various departments or sections of an organization. Memos can circulate information in all directions. They can circulate information in the way that can be vertical, diagonal or horizontal. For example, the Vice -Chancellor of a university can send a memo to the Registrar (vertical); the Head of one Department can send a memo to the Heads of other Departments (horizontal). The Vice -Chancellor can also directly send a memo to the faculty members without following the hierarchical framework (diagonal).

Memo: Its Features : Memo is a very serious form of formal communication. Therefore, at the time of writing a memo we need to focus on some points. A good memo consists of the following features:

a) **One Single Topic :** In order to avoid confusion a memo focuses on only one single topic.

b) **Preciseness :** A memo is written very precisely and concisely.

c) **Clarity of Language :** The language of a memo is simple, lucid and gives a clear meaning.

Memo : Its Purpose : In an organization among various ways of written communication memos are very efficient to reach the employees at once. Furthermore, they are efficient for being purposive in their uses. And some of the purposes of memos are-

a) Giving required instructions.

b) Preserving facts and decisions through written record.

c) Explaining organizational policies and procedures.

d) Announcing official meetings for the employees.

e) Providing suggestions and recommendations.

f) Asking for clarifications or explanations.

Memo: Its Classification : Memos are generally categorized on the basis of their purposes. Accordingly, memos are of three categories. They are-

a) Documentary Memos : In an organization Documentary memos are basically used for circulating information among its various departments. This type of memo is written to the juniors with a view of giving instructions or giving a reminder or explaining any policy.

b) Congratulatory Memos : This type of memo is used to congratulate the employees. Congratulatory memos are, in fact, used to give credit to the employees for their hard work. For example, the head of an organization may write memos to congratulate his employees for their excellent work.

c) Disciplinary Memos : If any employees are found to be involved in professional misconduct, they are to face strong warning or punishment by the management authority of the organization. Memos containing message of warning or punishment are known as Disciplinary memos.

Memo: Its Structure : In order to organize information and achieve the writer's purpose, standard memos are divided into five main segments. They are-

a) Heading : It consists of

   i. Name and address of the organization (Printed Letterhead)

  ii. Date: (Complete and Current date)

 iii. To: (Designation of the recipient)

 iv. From: (Designation of the sender)

  v. Subject: (What the memo is about, usually written in capitals)

b) Opening : It states the purpose of the memo.

c) Discussion : It presents the arguments in support of the central idea of the memo.

d) Closing : Memos conclude with a courteous comment loaded with expected actions from the reader.

e) Signature : The signature of the sender is placed here.

A Sample of a Memo:

<div style="border:1px solid">

Jawaharlal Nehru University
New Mehrauli Road, JNU Ring Road
Delhi - 110067

Date : November 26, 2019
To : All Faculty Members
From : The Registrar
Subject : MONTHLY REPORTS

The Board of Studies in its meeting, held on November 25, 2019, has decided that students' active participation in the class should be reviewed.

It is expected that this willstrengthen the teacher-student relationship, thereby improving the overall academic environment of the university.

Therefore, you are requested to submit your monthly report to the Registrar Office by 10th of every month.

I expect your special attention to the matter.

Prof. R.P. Choudhury

</div>

In the academic environment, the indispensability of official letters, memos and emails cannot be denied at any cost. An official letter builds a relationship between the chief and the subordinate, between the peers, etc. Memos, strictly formal, are extensively used in an organization to inform, induce or warn the employees. Email, the most updated and used mode of written communication, makes the communication easy and fast.

3.7.6 Summing Up

In this unit, therefore, we have learnt about the formats, structure and have seen some samples of official letters, memos, and email writing. These are extremely essential in every aspect of professional life.

3.7.7 Comprehension Exercises

1. How is an official letter different from personal and business letters?

2. Write a letter to the Principal of your college explaining your absence from the college for ten days. Use complete block layout.

3. Write a letter to the Officer-in-Charge of the local Police Station reporting the loss of your mobile phone. Use modified block layout.

4. Suppose you are the General Secretary of Students Union of your college. Write a letter, using complete block layout, to the Librarian of your college requesting him to keep open the library till 7:00 p.m. during examination.

5. Write a letter to the chairman of your local municipality requesting him for regular removal of garbage.

6. Discuss the limitations of email.

7. Discuss email etiquettes.

8. The students of your department want to stage an English drama performance. Assume that you are the secretary of English Drama Club of your department. Write an email to the Registrar of your university requesting him for the university auditorium.

9. Assume that you are the sales manager of a company. Send an email to the four customers who have complained about your product. Invent necessary details.

10. What are the different types of memos? Discuss.

11. Draft a documentary memo. Invent necessary details.

12. Write a congratulatory memo. Invent necessary details.

3.7.8 Suggested Reading

Wren, P.C., H. Martin & N.D.V. Prasad Rao. *High School English Grammar and Composition*. S. Chand and Company Ltd. 2012

Unit 8 : Précis Writing

"Brevity is the soul of wit."

— Shakespeare

Structure

3.8.1 Objectives

3.8.2 Introduction

3.8.3 Mechanics of Précis Writing

3.8.4 Samples of Précis Writing

3.8.5 Summing Up

3.8.6 Comprehension Exercises

3.8.7 Suggested Reading

3.8.1 Objective

The main objective of this unit is to help the learners with a comprehensive understanding of the techniques of writing précis and enable them to apply their skills of précis writing in various aspects of life.

3.8.2 Introduction

Terseness of expression, and compact and condensed presentation is always appreciated in academic writings. The art of condensation which includes summary, abstract, synopsis, outline and précis is highly emphasized in academic writings. A précis is a specialized kind of art of condensation that follows candidness, concreteness, correctness, unity or cohesion and coherence. To write a précis is not so simple task, but it needs one's powerful vocabulary, linguistic competence, logical reasoning and holistic understanding of the passage. In a nutshell, a précis means presenting the gist or main idea of the passage in fewest possible words. A précis is different from paraphrasing and summary in the sense that a précis is always much shorter than the original passage, and while a précis presents only the main idea or theme of the passage, the paraphrase and summary give details of the passage including examples and illustrations. In a précis writing one should pay one's full attention to the passage. An intensive reading is necessary for this purpose. The précis writing makes one to be organized, concise and restrained.

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3.8.3 Mechanics of Précis Writing

A good précis can be written in the following three steps:

A. Reading:

(i) First, read the passage thoroughly, carefully and attentively to get the general idea of the passage. Try to identify the topic sentence.

(ii) Provide a suitable title for your précis. A title that should contain few words, or a phrase or short sentence must reflect the theme of the précis. You can get the clue to write the title from the topic sentence.

(iii) Read the passageword by word and sentence by sentence for the second time, third time or more as you need to understand the passage.

(iv) Write down the brief notes of these thoughts or ideas. Taking marginal notes is better way to prepare a sketch of the précis.

(v) Read the original passage one more time and match with the sketch to find out whether any points are missed.

B. Writing:

On the basis of the brief notes or marginal notes a rough draft is prepared. The first draft may not be satisfactory. So you may have to write many drafts until you succeed to prepare a satisfactory piece of précis. To write a good précis following points should be brought in consideration:

(i) The length of the précis should be one-third of the original passage. You may have a relaxation of using few less words than the number prescribed, but you can't cross the set limit.

(ii) A précis should be written in your own words. You must avoid copying words, phrases and quotations of the original passage.

(iii) You don't have liberty to add anything, making comments, and correcting facts.

(iv) A précis must be self-contained and complete.

(v) You must avoid redundant words and phrases, colloquial expressions, circumlocutions and figures of speech.

(vi) A précis must be written in reported speech.

(vii) It should be written in Third Person.

(viii) You should exclude all illustrations, elaborations, digressions, allusions and figurative comparisons.

C. Revision:

Before writing a fair draft, a careful revision is done to rectify any mistakes in spelling, punctuation, grammar etc. A revision helps in checking the length of the précis. Now a final draft is prepared, prefixing the title you have chosen.

3.8.4 Samples of Précis Writing

Passage – 1:

To make a family happy one and every member has to think of the comfort and convenience of the others. If everybody acted selfishly, the family would break up. Similarly society, which is only a larger family, would be destroyed if every member of it were selfish. I do not mean that it is wrong to think of oneself or to work for oneself. People must earn bread for themselves and their family and work to better their own lot. But in order to prosper they do not have to be selfish. A man is called selfish, not because he seeks his own good, but because he neglects his neighbours. You have every right to be happy and prosperous, but no right at all to make others suffer for your good. (131 Words)

Précis:

Title: Man is a Social Being

A man thinking for the betterment of himself and his family cannot be termed as self-centered, if he does not cause other's discomfort. Just like a unity of a family, a society would also be intact, if its every member acts altruistically for its welfare. (45 Words)

Passage 2:

It is said that once, while hunting, one of the arrows of the king accidentally wounded a young man. The aged mother of this man sued the king before the Kazi. The Kazi was a very upright man and never shrank from duty. He passed a sentence upon the king and ordered him to pay full compensation to the old woman. The king was pleased and at once paid the fine imposed. When leaving the court, he drew his sword and said to the judge, "If to-day you had failed to punish me, as I am the king, I would have beheaded you with this sword of mine". The Kazi, showing a cane, retorted, "If you had disobeyed me today, I would have flogged you with this cane." (Words 128)

Précis:

Title: The Honest King and the Dutiful Kazi

Once a king, by a Kazi's order, compensated a youth injured by him. Replying to the king's decision of the Kazi's death punishment, in case of giving him the benefit of a king, the Kazi wittily expressed his verdict of whipping him if he disobeyed. (45 Words)

3.8.5 Summing Up

According to Lydall, a precis is a succinct digest of the essential facts contained in any piece of printed, written or spoken manner. We cannot deny its importance in writing. It helps the learners to be competent in their use of language.

3.8.6 Comprehension Exercises

1. Discuss how a good précis can be written.

2. Write the précis of the following passages and give suitable titles:

(a) Trees give shade for the benefit of others, and while they themselves stand in the sun and endure scorching heat, they produce the fruit by which others profit. The character of good men is like that of trees. What is the use of this body if no use is made of it for the benefit of mankind? Sandalwood—the more it is rubbed, the more scent does it yield. Sugarcane— the more it is pressed, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters it whether men praise them or not? To live for the mere sake of living one's life is to live the life of dogs or cows. Those who lay down their lives for the sake of others will surely dwell for ever in a world of bliss. (147 Words)

(b) Einstein was very simple in his ways of life and indifferent to his astounding fame. Once the Queen of Belgium invited him to Brussels. When he got down from the train at Brussels, he could not think that there were actually many gorgeously dressed officials to receive him at the station. The officials also expected to see somebody who would appear to be rich and aristocratic before them. They could never imagine that this shabby man would be Einstein himself. So they went back to the queen and informed her that he had not come by the train. Einstein, however, walked the whole way with a suitcase in one hand and a violin in the other. When he reached the destination the queen said to him, 'I sent a car for you, Dr. Einstein'. 'I did not think', replied the great scientist with a smile, 'that anybody would send a car for me. But I can assure you, I have greatly enjoyed the walk.' (164 Words)

3.8.7 Suggested Reading

Raman, Meenakshi & Sangeeta Sharma. *Technical Communication; Principles and Practice*. OUP, 2013.

Wren, P.C., H. Martin & N.D.V. Prasad Rao. *High School English Grammar and Composition*. S. Chand and Company Ltd., 2012

Unit 9 : Writing a Project Proposal

Structure

3.9.1 Objective

The objective of this unit is to equip the learner with the definition, features, types, and components of a project proposal.

3.9.2 Project Proposal – Definition and Features

A project proposal is a kind of formal document that is used to forward a plan for a project with all its pros and cons. It is written like a technical report. It is forwarded to the authority to seek consideration and approval. But it is subjected to discussion and modification too. A term of business proposal can be a written offer from a seller to a prospective buyer or can be a plan for some major modification of certain things. It describes the necessity, objective and the recommendations of the topic. It also had the detail of the cost involvement.

Features

Project proposal has some basic features. These features are common for more or less all sorts of project proposals.

a. A project proposal includes a detailed description and the causes of the problem. It includes the problem that is well stated and pertinent.

b. A well stated solution to the problem for which the proposal has been written is

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found in the plan of the project. Not only is that, but also arguments that are in favour of the solution stated with certain cues of implementation.

c. A project proposal has an evaluation of the benefits of the proposal too. The benefits in terms of cost and general good are properly stated so that the receiver can make a decision.

d. Even an awareness of the alternative proposals that is possible is also included by the writer. The writer states his concern about the problems and the effect of tentative acceptance or refutation of the solution that he has proposed with.

e. The awareness of the writer about possible counter is also there in a good project proposal. It is that a writer of the proposal should be ready with the objections that may rise and prepared with his defense to the solution that he has suggested.

f. The tone of a good project proposal is always formal and specific. The counter arguments are stated with logic and precision without attacking anyone. It should be drafted flawlessly appealing to the intellect of the receiver.

g. One of the most important features of a Project proposal is that it should be client-focused. The writer should be aware of the competitive market and customize his plan accordingly. Despite, there are chances to receive a refutation to the project proposal that is forwarded.

3.9.3 Project Proposal – Types

Project proposal can be of four types. They are –

Internal Proposal

Internal proposals are those which are written for someone who is placed within the organization. It contains less information and sections.

External Proposal

The very name suggests that external proposal means that which is written for and sent to another organization. It contains more details and sections as it requires more clarifications. It can be a proposal from an individual to an organization or from an organization to another.

Solicited Proposal

Solicited project proposals are written on the basis of a request from the receiver. This kind of report generally follows RFP or Request for Proposal. It is limited

within local level only. These kinds of project proposals are written when someone shares a plan that is good for the organization with his employer or higher authority and the later asks him to write a project proposal mentioning the details of the project.

Unsolicited Proposal

In case of unsolicited project proposal, there is no mention of request. It is the writer who has to convince the person or the unit who receives the proposal about the necessity of the plan based on which he writes the proposal. The writer, therefore, has to discuss about the problem which has led the person to write the project proposal. Thus, the focus of this kind of project proposals, are on the problems and solutions more than any other sections.

3.9.4 Components of a Project Proposal

A project proposal has the following components in it. The components are:

Title page : this page contains the title of the project, the name of the writer and the receiver that may be the individual or the organization. It deals with –

A PROPOSAL ON : Title

SUBMITTED TO : Name of the Receiver

SUBMITTED BY : The writer who prepares the proposal.

Table of Contents : This section includes the overall view of the main headings and sub-headings that are included in the proposal.

Table of Contents :

1. Abstract
2. Methodology
3. Introduction
4. Statement of problem
5. Proposed plan
6. Advantages
7. Recommendation
8. Conclusion
9. Appendices

List of Figures : This section consists of the graphs, bar charts, figures which are included in the project proposal stating the relevant facts or ideas.

Executive Summary or Abstract : The gist of the entire project is written under this section. It summarizes and highlights the chief points that are discussed in the proposal.

Methodology : It states the proposed methods that are followed to collect data or information and also the procedure that the writer follows to write the same.

Introduction : This section introduces the proposal. It states the background, purpose and scope of it. It also tells about the proposed course of action.

Statement of the Problem : In this section the writer gives an objective description of the problem. Together with that, it tells about the credibility to the plan and attempts to make it acceptable.

Proposed plan : This section bears the schedule or the agenda of the activities of the chief course of action that has to be taken. The advantages and disadvantages, recommendations, suggested plan of action, period of completion etc are found in this section according to the necessity of the topic.

a. Advantages and Disadvantages : In this section the writer gives an account of both the advantages and disadvantages of the plan of solution. It is connected with the needs and convenience of the situation.

b. Recommendations : This is one of the most important sections of a project proposal. It is the longest and persuasive part of it. It gives a detail account of the plan to solve the problem or the solutions.

c. Suggested plan of Action : This section deals with the course of action that the planner or writer would follow to implement the plan.

d. Period of completion : The writer states the approximate time that will be required for the plan to be executed.

Conclusions : The writer presents the final review of the project proposal that sums up the main points along with the discussion of the benefits that has been discussed

Appendices : This section includes the list of secondary material that has helped the writer to prepare the project.

3.9.5 Writing a Project Proposal

Writing a project proposal falls under technical communication. Proper rules and format should be maintained while writing a proposal. Here is an example of how the Title page and the Table of Contents of a project proposal should be written.

Sample: Title page of a project report

INDIAN UNIVERSITY

School of Humanities & Social Sciences

BACHELOR OF ARTS IN SOCIOLOGY

Project Report
WOMEN SELF-HELP GROUPS IN BAREILLY:
CASE STUDIES IN ECONOMIC SELF-SUFFICIENCY

Manohar Mehta
April 1, 2019

Sample: Table of Contents of a project report

Table of Contents

1. Acknowledgements i
2. Abstract 1
3. Introduction 2
4. Bareilly: a socio-economic introduction 4
5. Status of women in the locality 8
6. Marriage, childbirth and poverty 13
7. MITRAA – NGO for empowering women 18
8. Changes in the life of women joining MITRAA 28
9. Conclusion 34
10. Appendix 36
11. Bibliography 38

Courtesy : Mandal,S and Sriwastav, S.C. English Communication:A Textbook for AECC-2.Cambridge UP,2019. (Page 83)

Conclusion and appendices are the supplementary parts of a project proposal which are written after the main parts of the proposal. Conclusion is a short summary and appendices tell about the secondary source materials that have been of the writer's help.

Project proposals are eminent type of professional writing. This is related to job chiefly. In this competitive market it is a challenge to connect with the customers, receive new orders and plan new business strategies and sustain in the market. Project proposal is very important to get into.

3.9.6 Summing Up

Project proposals are eminent type of professional writing. This is related to job chiefly. In this competitive market it is a challenge to connect with the customers, receive new orders and plan new business strategies. Project proposal is very important to get into successful business and grow in job market.

3.9.7 Comprehension Exercises

1. What are the several types of project proposal?

2. Discuss the several components of a project proposal.

3. Why do you need to write a Project proposal?

4. Write Project Proposals on the following topics: a) The status of women self-help groups in Kolkata b) The Gothic elements in the stories of Ruskin Bond

3.9.8 Suggested Reading

Mandal, S and Sriwastav, S.C. *English Communication: A Textbook for AECC-2*. Cambridge UP, 2019

Module 4 : Comprehension

Unit 10 : Approaching Text – Interference and Analysis

Structure

4.10.1 Objectives

4.10.2 Introduction

4.10.3 Approaching Text

4.10.4 Summing Up

4.10.5 Comprehension Exercises

4.10.6 Suggested Reading

4.10.1 Objective

The objectives of this unit are as follows:

- Liaisoning between text and reader
- Improvising the reading habits
- Enhancing the power of observation
- Developing explanatory skills
- Techniques to recognize main idea
- Basic idea for writing in brief
- Understanding and writing Project Proposal

4.10.2 Introduction

As we all know that *communication* is considered as the modus operandi of social existence. The four pillars on which communication rests are LSRW or Listening, Speaking, Reading and Writing. This is systematically patterned so to clarify the idea of connectivity and sequence of the four factors. Observed closely, you will be interested to find that the factors are prearranged in a specific sequel of input –output or cause and effect relationship. Proper listening is the cause which begets proper speaking. Similarly, good writing is the effect of appropriate reading. Thus, reading and writing are inseparably connected. Thus, always remember that if you want to write well that may be creative, analytical or thematic, you should definitely enhance your reading.

4.10.3 Approaching Text

Before writing a text, a good writer goes through the following steps:

➢   Ideation

➢   Data collection and selection

➢   Arranging the thought and the data

➢   Drafting

➢   Revision and correction

➢   Improvisation

Writing is one of the most potential skills that is important for all kinds of professionals and in all fields. While planning to write any kind of text, one should have the clear idea of certain things like

➢   Purpose of writing – What is the reason behind writing?

➢   Content – What kind of subject matter is to be placed?

➢   Diction -– What should be the language and the choice of words?

➢   Presentation – How well it should be presented or communicated?

➢   Readers' response –How well it understands and engages the readers?

Writing is a skill that is to be practiced properly. Writing a text, which may be of any kind, is considered as a creative approach which connects and correlates the individual (the writer) with another individual (the reader) or the mass (group of readers). The thoughts and ideas of an individual can be best expressed through writing. Written text is the most technical and well-organized way of communication. Inferences and analyses frame the structure of the text. Thus it is very important to know the how it is done.

Inference

Definition:

Inference derives from evidences which are collected during the process of analysis. It can be said that these two terms are inseparably connected. Inference is trying to guess something which we do not know with the help of what we know. To infer is to find out the sense or meaning that is implicit or not specified.

It is confirmed by the researchers that active and thoughtful readers are 'metacognitive'; they are in a process of being 'conscious about their consciousnesses' or 'thinking

about thinking'. Thus, it is said that when an adept reader reads a text, he or she thinks about their thinking and try to understand it by the help of their thinking and knowledge.

Importance:

Inference is necessary. It is a natural tendency of a reader to infer and arrive at a lucid conclusion or better to say, to get a better understanding of the given text or subject. It is important mainly because :

a. It makes the text or the topic clear and helps the reader to have a better understanding of the same

b. It is helpful in pedagogy. Teachers and demonstrators infer an easy connotation and meaning to explain or make a presentation.

Process:

Inference is necessary before one starts to analyze a subject or a text. It is more a tendency than a skill to be acquired. But definitely one can improve his tendency to infer or realize the ways to make out an effective inference. The practice of inferring while reading a text is a matter serious observation of the text and recalling one's individual knowledge. To be precise, inference comes through the ways

a. Reading or observing the subject or the text is extremely important. It should be treated as the foremost point.

b. It should not be limited within the mere reading of the text it is also important to read between the lines, which means finding out the inner meaning, symbolic overtones, perspective/s which are not expressed directly in the text.

c. The information in the text should be thought in relation with the knowledge that the reader possess.

d. One should give much opportunity to his/her guesswork. While reading the text start to guess on various aspects like the poet's perspective, images, use of words, philosophy and the like.

e. Try to find out reasons of actions stated in the text or point of view of the author. Ask the question 'why' repeatedly.

f. If you want to analyze the text or the subject, start writing immediately after you have brought out the inference.

A proper inference gives way to a perfect analysis.

Analysis

Analysis of anything is actually a kind of investigation. It is a study of facts, assumptions, data or ideas in a dedicated, careful and systematic manner. Normally topics which are complex are broken into smaller parts and even subparts to examine and to make it understandable. The aim of analysis is to discover the minutiae and to make it simple to the readers. The three steps of analyzing the content are

● Breaking the complex topic or the idea into simple parts and subparts in a sensible way

● Exploring the parts and subparts individually but keeping the topic in mind

● Correlating the parts and clarifying the relationship between these parts.

According to the need of organizing, analysis can be divided into parts like paragraphs, sections and even chapters depending on the size of the text. For a large text, the writer should also add a table of content as we see in books. Find the brief guideline that has to be considered while writing an analysis.

Before Analyzing

➢ Understanding the text or the subject that has to be analyzed. Read/listen/ observe the text or the subject carefully and more than once.

➢ Make note of your observations, focusing on the highlights of the subject/text.

➢ Also make notes of your own thoughts and ideas related to the text or the observations that you have made.

➢ Keep a note of the keywords of the text. If it is a picture then jot down the symbols and details that have been used like distance, position, shapes, colors etc.

➢ Make a note of systematically what to be written in each parts or paragraphs

During Analyzing

➢ You should begin with a brief overview of your work so that the objects like overall framework, arrangement, rationale, role is clear to the readers.

➢ The prefatory part should deal the definition followed by the description.

➢ Divide the objects or points into coherent parts or paragraphs with sufficient details to connect with the other parts and also to help the readers so to make use of the details.

➢ Write the analysis in a planned way keeping the order of priority, chronology and sequence.

➢ Try to begin every paragraph or section with a topic sentence. Hence the first sentence of every paragraph should speak of the central idea of that particular section.

➢ Irrelevant and excessive details, examples and words should be avoided.

➢ Try to bring in comparison between different parts of the text to and contrasting the properties of the text with other properties.

➢ Begin with a proper introduction and conclude appositely. [will be discussed later]

➢ Select the title carefully so that it brings out the exact sense of the work. The title should be fully appropriate.

After Analyzing

➢ After you finish writing, revise and review minutely time and time again to make your work perfect.

➢ You may ask your teachers or reliable friends to read the analysis and modify accordingly.

4.10.4 Summing Up

In a nutshell, analysis and inference is a highly effective means to provide in-depth knowledge for a text. To understand and to explain the understanding of these aspects are necessary.

4.10.5 Comprehension Exercises

1. What the significance lies in analyzing a text in this period of advancement?

2. How are Inference and Analysis linked with each other?

3. What are the key points that you will keep in your mind when you write a conclusion or introduction while you are writing a composition?

4.10.6 Suggested Reading

Kukreja, Bharti & Jain, Anupama. *Effective Technical Communication*. Katson Books, 2019

Unit 11 : Identifying Main Ideas and Supporting Evidence in a Text

Structure

4.11.1 Objectives

4.11.2 Identifying Ideas in a Text

4.11.3 Summing Up

4.11.4 Comprehension Exercises

4.11.5 Suggested Reading

4.11.1 Objective

The primary objective of this unit is to help the learner identify the primary ideas existing in any literary or non-literary text, as well as finding supporting evidence to support the rationale of the idea.

4.11.2 Identifying Ideas in a Text

After you've read an article or essay, your teacher will probably ask, "What's the main idea?" You hear this over and over. But why is understanding the main idea so important? It's simple; the main idea is the writer's message. If the writer has not given you enough information to support his or her main idea, the writer has not done the job well. At times, writers often state their main ideas clearly before providing supporting ideas to strengthen their work. Other writers provide supporting details and let their readers infer the main idea.

For example, you have just read a great novel on vampires and when your friend asks "What was it about?" you answer, "Vampires". You have just told your friend the topic of the novel. Later, your teacher asks, "What was the novel's main idea?" This question takes a bit more thought, and it may not be easy to answer. The main idea is very different from the topic. The main idea is the message—the central idea that the writer wants to express. After you think about the discrimination that vampires suffered in the novel and how mortals learned to be accepting of vampires, you

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respond, "Mortals should be tolerant of vampires." Your teacher seems pleased, as you took the whole of the novel into consideration and identified the main idea.

The topic of reading can generally be expressed in a word or several words. The main idea, on the other hand, is expressed as a sentence; it is a complete thought.

Read the following passage :

She tanned her bright face in the hot sun and dug her toes deep into the earth. Her toes felt cool. The young man noticed her when a cool breeze set her dancing in the wind. He approached her, held out his hand, and swept her off her feet. In his apartment, he showered her stalks with cold water, slit her green throat, and stuffed her in a vase.

The end of this paragraph is brutal, but it helps us infer who "she" is. She is a flower, *and the flower is the topic*. The *main idea remains unclear,* but you might infer from the brutal ending that, from the writer's perspective, *pulling up flowers and taking them home for enjoyment is a violent act*. Implicit main ideas can make writing more engaging. By keeping the topic and main idea to herself, the writer of the paragraph about picking flowers is able to shock her readers.

[Source: Zora Neal Hurston, Library of Congress,
Wikimedia Commons]

➢ Now if you don't know what the main idea is, how can you evaluate how well the author supports it? Let's say an essay has an implicit main idea, but you just can't pinpoint what it is. You will have to use the supporting ideas to figure out the main idea. In this case, you are better off turning the task upside down.

These are suggested questions to ask as you write:

➢ Have I made an appropriate interpretation of the text?

➢ Have I expressed my ideas clearly, or are there places where my explanations can be improved?

➢ Have I gone through the supporting details carefully?

4.11.3 Summing Up

It is important to find the main point of your reading as it gives you the framework needed to organise the information from your reading.

4.11.4 Comprehension Exercises

1. Why is it important as a reader to understand the main ideas contained in a text?

2. As a writer what strategies would you adopt to maintain clarity and coherence in your writing?

4.11.5 Suggested Reading

Gillett, A. Hammond, A.Martala. *Successful Academic Writing*. Pearson Longman, 2009.

Kukreja, Bharti & Jain, Anupama. *Effective Technical Communication*. Katson Books, 2019.

Unit 12 : Identifying Key Areas for Comprehension

Structure

4.12.1 Objective

The main objective of this unit is to help the learner understand and identify key areas while reading any comprehension passage.

4.12.2 Identifying Key Ideas – An Introduction

Let us focus on what are the key ideas, before going deep into the how to identify the key ideas. Any text centers round a main theme. This main theme is explained throughout the passage and for that comparatively lesser important ideas are written in the body of the text. It may be easily traced or may be complicated.

It is important to identify the key ideas of a passage while reading it. This creates the connection between the reader and the text. It becomes easy for the reader to form a proper idea about the text. The proper understanding enables the reader to explain the text or write anything based on the text according to the necessity.

4.12.3 SQ5R Reading Technique

The most important technique involved in identifying the key ideas in a text is known as the SQ5R technique. This technique also helps in reading comprehension. This is a more advanced technique than SQ3R covering all the techniques of reading a text properly.

Survey : The first step according to this technique is to skim or survey the text. It

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is that when you read the passage, read it briskly. The fast reading would help you to note the headlines, style, length and the general format. This step prepares your mind about the text and builds the attention for it.

Question : This step involves questioning yourself after skim-reading the passage, finding the answers to the queries what the headings mean. Does the chronology of the sub-headings decipher a meaning or culminate the climax? What are the important chapters? What the words mean and how are they structured? Finding answers to the questions enhance your motivation to read the paragraph.

Read : The third step involves reading the passage carefully. Read the text not only to find out the purpose but also to get the key ideas of the same. While reading it is important to find out the words that reflects the main idea of the text.

Record : After reading the paragraph, you should record the main ideas. You can mark the important phrases and key words and write them in the margin or in your notebook. Selecting and collecting important words on the basis of the topic is identifying the key ideas.

Recite : The fifth step is to recite the ideas and facts that are sorted out. Reciting is not only recalling the important points but also revising the key ideas that are there in the text. This would help you in understanding the text, its central idea and the significant aspects or element of the passage.

4.12.4 Techniques to Recognize Main Ideas

It may seem difficult to identify the main idea in a long passage if it is not presented in a simpler way. Thus, it is important to employ different techniques to recognize the key ideas in the text. Generally each paragraph deals with one main idea and that appears in the first sentence known as the topic sentence. Thus it is important to find out the main ideas in the paragraph stating the gist of the passage.

a. Intensive Reading Skills

Intensive reading skill is more effective than that of rapid reading skills. The former demands concentration and motivation. It requires critical understanding of the text. Also helps in differentiating between relevant and irrelevant information, examples and ideas, factual and non-factual information. The dominating ideas and the key points are to be located and also should be noted. The examples, repetitions, the rhetoric or superfluous expressions are to be avoided.

b. Distinguishing between Facts and Opinions

It is important for a reader to distinguish facts from opinions. This requires the ability to read with critical response and analyze the information in a text. A fact is the objectively verified truth confirmed by observation and experimentation. On the other hand, opinion is something subjective that cannot be objectively verified.

Example:

A vivid study of <u>nine ancient mythologies</u> has given way to frame this paper, studying the <u>common creation symbols</u> that are so alike and finding out the implication of the same. This paper also intends to find out the key thought or the universal concept from which these common symbols have emerged. To examine the symbols, the Hindu, Greek, Egyptian, Babylonian, Inca, Maya, Aztec, Japanese and Norse mythologies will be referred with specific reference to the creation symbols. Each symbol will be discussed in this paper starting with the <u>associated legend</u> in these mythologies, their <u>interpretation and the source</u> concept of the same.

c. Topic sentence and Supporting sentence

Topic sentence and Supporting sentence is one of the most important points that have to be understood and explored. Every passage has a topic sentence. This sentence states the key idea of the passage. Generally it appears at the beginning of the paragraph. Supporting sentence is the one that clarifies the topic sentence properly. It defines and explains the key idea stated in the topic sentence. The title, the topic sentence and the supporting sentence plays a vital role for the readers to identify the key points.

d. Identifying the Central Idea

It is a very important to identify the central idea of a passage. Every text has a central idea. All other references, illustrations, points and examples are written to support the central idea. A central idea answers chiefly three questions-

  i. What is the subject?

 ii. What does the author intends to say about the topic?

iii. What is the point of view of the author?

To understand the central idea of the paragraph one should read the following points:

  i. The title or the heading

 ii. The sub-heading (if any)

iii. The opening paragraph

iv. The closing paragraph

These areas clarify the central idea of the passage. When the identification of the central idea is done the identification of the key points becomes very easy.

e. Selection & Rejection techniques

To identify the key ideas, selection and rejection techniques are of much help. The process of choosing the important information is known as 'selection' process. To make a perfect selection, one should first understand the central idea of the paragraph. The selection of the words is done on the basis of the central idea. The key ideas are the ones that support the main idea. Finding out the special terms or terminologies that are in reference to or in keeping with the main idea helps in identifying the key ideas. Another essential way to spot the key ideas in a text is 'rejection' of unnecessary information or the points which are redundant. By the term unimportant points, I focus on the following elements

  i. Repetitions

 ii. Examples

iii. Redundant terms and phrases

iv. Illustrations

 v. Minor supporting details.

Identification of the key elements of a text is a necessary aspect that is expected from a reader. This process is a part of proper reading skill and it comes with reading. The in depth reading of a text keeping the aforesaid techniques in mind helps the reader to understand the main ideas and to find out the key elements. The identification of the key elements helps in understanding the text properly in order to analyze the same.

4.12.5 Summing Up

Identification of the key elements of a text is a necessary aspect that is expected from a reader. This process is a part of proper reading skill and it comes with reading. The

in-depth reading of a text helps the reader to understand the main ideas and to find out the key elements.

4.12.6 Comprehension Exercises

1. What do you mean by SQ5R?
2. What are the techniques to recognize main ideas in a text?

4.12.7 Suggested Reading

Ghanekar, Anjali. *Essentials of Business Communication Skills*. Everest Publishing House, 2011

Kukreja, Bharti & Jain, Anupama. *Effective Technical Communication*. Katson Books, 2019

Madhukar, R.K. *Business Communication*. Vikas Publishing House Pvt. Ltd., 2010