

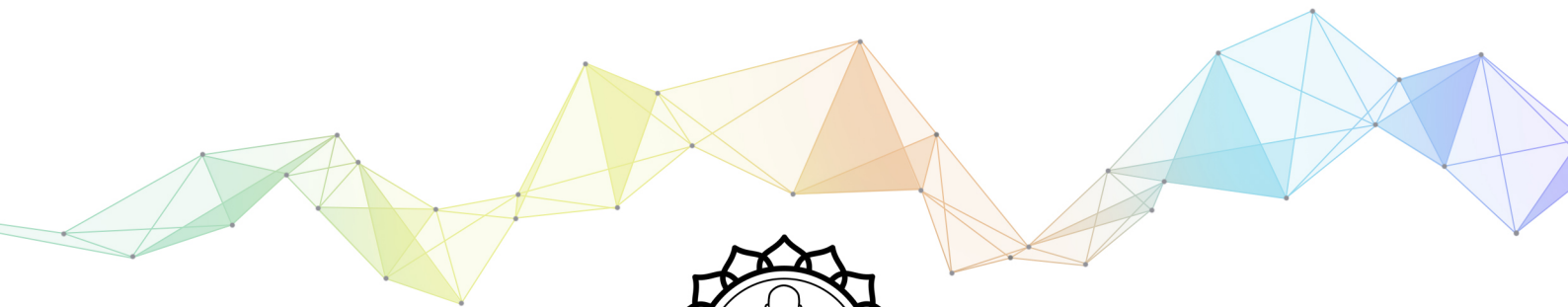
Reading and Writing English

COURSE CODE: B21EG01LC



**LANGUAGE CORE
ENGLISH FOR ALL
UG PROGRAMMES**

**SELF
LEARNING
MATERIAL**



SREENARAYANAGURU
OPEN UNIVERSITY

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The State University for Education, Training and Research in Blended Format, Kerala

SREENARAYANAGURU OPEN UNIVERSITY

Vision

To increase access of potential learners of all categories to higher education, research and training, and ensure equity through delivery of high quality processes and outcomes fostering inclusive educational empowerment for social advancement.

Mission

To be benchmarked as a model for conservation and dissemination of knowledge and skill on blended and virtual mode in education, training and research for normal, continuing, and adult learners.

Pathway

Access and Quality define Equity.

Reading and Writing English

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Semester - I

**Language Core Course (English)
for All UG Programmes
Self Learning Material
(With Model Question Paper Sets)**



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Reading and Writing English

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Semester - I



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Dear

I greet all of you with deep delight and great excitement. I welcome you to the Sreenarayanaguru Open University.

Sreenarayanaguru Open University was established in September 2020 as a state initiative for fostering higher education in open and distance mode. We shaped our dreams through a pathway defined by a dictum 'access and quality define equity'. It provides all reasons to us for the celebration of quality in the process of education. I am overwhelmed to let you know that we have resolved not to become ourselves a reason or cause a reason for the dissemination of inferior education. It sets the pace as well as the destination. The name of the University centres around the aura of Sreenarayanaguru, the great renaissance thinker of modern India. His name is a reminder for us to ensure quality in the delivery of all academic endeavours.

Sreenarayanaguru Open University rests on the practical framework of the popularly known "blended format". Learner on distance mode obviously has limitations in getting exposed to the full potential of classroom learning experience. Our pedagogical basket has three entities viz Self Learning Material, Classroom Counselling and Virtual modes. This combination is expected to provide high voltage in learning as well as teaching experiences. Care has been taken to ensure quality endeavours across all the entities.

The University is committed to provide you stimulating learning experience. The UG programmes in all the disciplines are designed at par with that of the quality academic programme of the state universities in the country. The present learning material is meant to upskill you in reading and writing English, and it has been structured to suit the requirements of a typical non native speaker. We dream that this course will enhance your capabilities in understanding the language in its details. We assure you that the university student support services will closely stay with you for the redressal of your grievances during your studentship.

Feel free to write to us about anything that you feel relevant regarding the academic programme.

Wish you the best.



Regards,
Dr. P.M. Mubarak Pasha

21.11.2022

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BLOCK - 01

Glimpses of Communication

Unit 1

Introduction to Communication

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ acquire a general insight into the history of communication
- ▶ familiarise with various kinds of communication
- ▶ comprehend the importance of effective communication
- ▶ detail the role of encoding and decoding as part of communication

Prerequisites

“Man is by nature a social animal”, said the ancient Greek philosopher Aristotle. Human beings are naturally gregarious in nature which warrants sharing of both material commodities as well as internal abstractions like thoughts, ideas, emotions and feelings. Communication is an essential tool which has a foundational role in the collective existence of human beings. Can you imagine a day without being able to communicate with others? Communication is not just talking or sending messages. Even a slight expression on the face that can convey meaning to another person is communication.

Keywords

Communication, Encoding, Decoding, Sender, Receiver, Message

Discussion

1.1.1 Communication

The word ‘communication’ has its root in the Latin word ‘communicare’ which means “to share”. It may be defined as a process by which information is exchanged between individuals using a common system of symbols, signs, gestures or behaviour. The aim of communication is to put across

the ideas, thoughts and feelings in the mind of a person to others. It is vital in both our personal and professional lives to have good communication skills.

How does communication take place? Let us see.

There are many models that theorise the communication process. To read more on it, refer to the Suggested Readings. Here,

let us focus on the very basic one which features a sender, receiver, message and feedback. A sender is a person who initiates the communication process. He/ she produces

the message and passes it to the receiver, who processes and understands it before sending a feedback to the sender.

Let us look at an example:

When A meets B –

A: Hello, how are you? Haven't seen you for a long time!

B: I am doing well, how about you? Happy to see you.

Here, A is the sender. The message is sent to the receiver B, who in turn processes it and gives reply which acts as feedback. Feedback is necessary for communication to continue.

Let us look at another example. Imagine going to a coffee shop. The communication would proceed somewhat in the following fashion:

Waiter: Good morning, Sir. What do you wish to order?

Customer: I will have a coffee, thank you.

Waiter: Do you wish to have some snacks? We have some fresh batches.

Customer: I am not sure, what is the best you have today?

Waiter: Our chocolate donuts are the best in town. Would you like to try one?

Customer: Sure, please bring one.

Waiter: A coffee and chocolate donut, is that all?

Customer: Yes, thank you.

You can notice how the feedback becomes the message on which further communication takes place. Communication is thus a two-way process. It requires the active participation of all agents involved to be effective.

Human beings, since prehistoric times, have communicated using gestures, sounds and mirroring of expressions. Later, language originated and communication has become more effective. Written communication too has a long history which can be traced back to ancient civilisations. You might have heard

of cuneiform and hieroglyphs. Human beings used to write on stones and rocks till they discovered papyrus.

The invention of paper in China was a milestone in the history of communication. There are several interesting snippets from history associated with human communication. Have you heard of using homing pigeons to send messages?

Let us now move on to the history of communication.

Note: Do you know?

- The last of the pigeon-post services in the world is in Odisha, India.
- It is maintained by the Police Department of the state.
- Though it stopped service in 2008, the department still maintains 150 pigeons in Cuttack and use them for ceremonious purposes.



The invention of printing was yet another momentous landmark in communication. Later, many new technologies evolved, like photography, telegraph, fax, radio, television, internet, etc. Today, we are living in a time where the whole world is connected like a global village. Human communication has come a long way through the ages!

1.1.2 Types of Communication

Now that you have got a basic idea of communication, let us move on to the different types of communication. Communication can be:

1.1.2.1 Flow of Information

■ One-way

It is when there is the flow of information from the sender to the receiver and there is no scope for feedback. For instance, when you are reading a book, you are the receiver of information.

■ Two-way

It is one in which both the sender and receiver are involved in transmitting information. It is also known as interpersonal communication. For instance, instant messaging is a form of two-way communication.

Two-way communication can be explained as follows:

- i. **Symmetric**, when the parties involved are equal. For instance, a conversation between your friend and you.
- ii. **Asymmetric**, when one party involved has more power or is dominant. For instance, a teacher giving a lecture.

1.1.3 Methods of Communication

1.1.3.1 Verbal Communication

Verbal communication involves the use of language for the purpose of conveying the intended message. This includes communication in spoken/oral and written forms.

■ Oral Communication:

Here, the medium of communication is the spoken word, and the information is passed on using sound. Face-to-face communication, telephonic conversations, and voice notes, to name a few, fall under this category.

■ Written Communication:

This form of communication involves the exchange of information in the written form. A wide range of forms use the written word as the medium - e-mails, texts, letters, reports, SMS, posts on social media platforms, documents, handbooks, posters and flyers.

1.1.3.2 Non-verbal Communication

Non-verbal communication relays messages without the transmission or exchange of words. This could comprise of two major forms. In both cases, non-verbal communication often enhances or further enriches the message conveyed through verbal communication.

■ Visual/Symbolic Communication:

This refers to communication that takes place with the help of symbols, drawings, placards, illustrations and other graphical aids. An effective illustration of the same would be the

use of traffic lights or traffic symbols on roads.

■ **Physical Non-verbal Communication:**

Here, verbal communication is supplemented through the use of gestures, body language and expressions. These may be deployed to communicate mood, opinion, or even a reaction to a message that is being relayed. This includes elements, such as body language, facial expressions, tone, posture, stance, touch and gaze. Other aspects, such as eye contact and proxemics, the physical distance maintained between two communicators can be a part of this mode of communication.

1.1.4 Major Styles of Communication

Aggressive

You might have had unpleasant experiences with an angry person at some point in your life, haven't you? How did he/she behave? Aggressive communication refers to such a kind of communication where strong emotions are exhibited. Raised voice or shouting, gestures that reflect hatred or anger, irritability, domination, threatening, etc. are some of the characteristics of such communication. For instance, imagine a bully at school. Those at the receiving end of the aggressive kind of communication would not find it a good experience at all. It is not an effective kind of communication and offers no scope for feedback.

Passive

When the receiver accepts everything in silence though he/she disagrees to the ideas, it can be termed as passive communication. It shows a lack of confidence in the person

who easily yields to the other person, and it may be due to indifference or to avoid confrontation. It is not a healthy practice to be passive in communication as it can lead to long-term issues like anger build-up, stress, etc. For instance, in a patriarchal society like ours, girls are taught to remain passive and accept everything in silence.

Passive-Aggressive

Some persons may appear passive on the surface but express their disagreements in subtle forms. They never confront but use tactics like muttering to oneself, sulking, spreading rumours, giving the silent treatment, giving back-handed compliments, etc. They may seem cooperative but in reality are resentful.

Assertive

It is the most effective style of communication where a person expresses his/her feelings, ideas and needs while considering that of others too. It has scope for all the participants as there is no domination/subordination by anyone. It shows the confidence of the communicator to exhibit his/ her ideas openly. There is clarity in the assertive style of communication and it leaves no scope for misunderstanding.

1.1.5 Encoding and Decoding

Let us now look at two important concepts in the communication process, namely encoding and decoding.

Human language and communication are symbolic in nature. Ideas are converted into symbols (verbal or graphic) and transmitted. Encoding is the process by which the sender creates the message. Thoughts or ideas in the mind of the sender are converted into symbols or codes before transmitting to the receiver. Decoding is the process by which the receiver



understands the codes and gets the meaning of the message.

For instance, let us consider a scene which you might be familiar with from a lot of movies. **A** presents a bouquet of red roses to **B**. Red roses are symbolic of love. When **A** wants to express his feeling, he uses the symbol of red rose. This is encoding. **B** receives the bouquet and understands that the red roses are symbolic of **A**'s feeling. See how a feeling was encoded into a symbol and

how it was decoded. Here, the bouquet of red roses became the medium through which communication of the feeling took place.

Let us look at another example. Imagine that **A** is a tourist who has come to India and lost his way. He wants to ask for directions to reach his hotel and talks to **B**, a pedestrian. The message **A** wants to convey is that he needs help to find directions. He encodes the message into words. .

A: Excuse me, how can I get to XYZ Hotel from here?

Here, **B** understands English, decodes the message in his mind and replies:

B: Take this road for about 100 meters and then take the right turn. You will find a bus stop. Take Bus Number 350 and get off at ABC Street. The hotel is directly opposite to the bus stop. Or, if you wish to take a cab, there is a taxicab stand near the bus stop. It would cost you around Rs 200.

Notice how **B** adds additional information which can be of help to **A**. Imagine that **B** does not comprehend English. He cannot decode **A**'s message. Here, the communication becomes ineffective.

Recap

- ▶ Communication - Latin “communicare” - to share
- ▶ Exchange of information between individuals
- ▶ Sender - Message - Receiver - Feedback
- ▶ History: Gestures - Oral - Written - Print - Visual - Information Technology
- ▶ Aggressive
- ▶ Passive
- ▶ Passive - Aggressive
- ▶ Assertive

Types of Communication

- ▶ One-way
- ▶ Two-way
- ▶ Symmetric
- ▶ Asymmetric

Process of Communication

- ▶ Encoding
- ▶ Decoding

Objective Questions

1. What is the origin of the word ‘communication’?
2. What do you call a person who initiates the communication process?
3. What are the inventions that were milestones in the field of communication?
4. Which is the most effective style of communication?
5. What is the style of communication exemplified in bullying?
6. Which style of communication reflects lack of confidence?
7. What is one-way communication?
8. Who does encoding?
9. What should a receiver do to the message to get its meaning?
10. What are the two types of two-way communication?

Answers

1. Latin “communicare” (to share)
2. Sender
3. Paper, Printing
4. Assertive
5. Aggressive
6. Passive
7. Flow of information from the sender to the receiver and there is no scope for a feedback
8. Sender
9. Decode
10. Symmetric, Asymmetric

Assignments

1. Write an essay on the history of communication.
2. Prepare conversations as examples to the different styles of communication explained in this unit.

Suggested Readings

1. Drew, Chris. “PhD All 8 Models of 20 Communication, Explained!.. *helpfulprofessor.com*, 2022.
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3. Adler, R B and G Rodman. *Understanding Human Communication*, OU Press, 2016.
4. Devito, J A. *Human Communication: The Basic Course*, 14th edition, Pearson, 2017.
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Unit 2

Different Forms and Techniques of Communication

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ define and explain communication as a process
- ▶ describe the different forms of communication
- ▶ identify and describe the different techniques to effective communication
- ▶ acquire a general insight into the need for effective communication

Prerequisites

The Latin term for “communication” is “communicare”, which means to share or make common. Simply said, communication is the process of producing, transmitting, or exchanging information, ideas, points of view, facts, and sentiments from one location, person, or group to another. It is critical to the existence and survival of both persons and organisations.

Every communication has one or more senders, a message and a recipient. A wide variety of factors can influence message delivery from sender to destination. These include our emotions, the cultural circumstances, the communication medium employed, and even our location.

Communicative abilities are often at the top of the list of core talents required for success in the job. With the growth of social media networking and texting, communication has become more informal, even in contexts where more professional communication is necessary. This implies that people may be unaware of the value of strong communication skills in the job. This section will introduce some of the fundamental ideas of communication and the many tactics for effective communication.



Keywords

Forms of Communication, Channel, Style, Participants, Techniques of Communication

Discussion

Does every human being communicate in the same way? No, it depends on the individual's choice, linguistic faculty and/or circumstances. Let us discuss using examples. When a person is hungry, he/she can use language to express the need by putting it into words. A baby who has not begun to speak may just cry. A mute person uses sign language. Similarly, if you want to communicate with a friend who lives in another city, you may ring the person up or send a message, write an e-mail or even go the old way and post a letter.

There are several forms of communication classified in multiple ways. Let us look at some of those:

1.2.1 Different forms of communication

Based on channel

- Verbal
- Oral
- Written
- Nonverbal

Based on style

- Formal/ Official
- Informal/Grapevine

Based on number of participants

- Intrapersonal
- Dyadic
- Small group
- Public
- Mass

1.2.1.1 Based on channel

1. Verbal Communication

Based on the channel used, communication can be verbal or nonverbal. Verbal communication refers to the type of communication using language and it can be oral or written.

Oral communication happens in the spoken form. Human communication was oral in its early stages. Examples of oral communication include face-to-face conversations, telephonic conversations, interviews, public speeches, meetings, debates, abuse, sarcasm, threats, commands, prophecy, cursing, lecturing, moralising, challenging, group discussions and presentations.

Written communication developed later. As we have already discussed in the previous unit, written communication has evolved drastically through the ages. It is more formal than oral and, in an organisational set up, will have a format. Technology has advanced very much in this field. Today, we have facilities for instant messaging and e-mails that can send messages across to the receiver in seconds. Other examples of written communication include letters, minutes, reports, notices, memos and circulars. Under formal conditions, it is always better to resort to written communication.

2. Nonverbal communication

Nonverbal communication relies on external aspects like body language, symbols, etc. It does not use words but is more accurate than verbal language as it is more spontaneous. Nonverbal communication includes the use of physical appearance, body language, paralanguage, kinesics, proxemics,

chronemics, haptics, silence and visual/graphic elements in communication.

Let us look at these in detail. Paralanguage or vocalics refers to the vocal yet non-lexical features that accompany speech through which people show what they mean other than by the words they use, for example by their pitch, tone of voice, or by making hesitation sounds, facial expressions, gestures, etc.

Kinesics is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication. Proxemics, chronemics and haptics study the role of space, time and touch in communication respectively.

Let us look at some examples. Do you prefer to sit in the front row during a lecture? It may reflect that you are interested in the event. This is an example of proxemics.

If you go late to an interview, it reflects badly on you. It gives a bad impression about you. This is an instance of chronemics. When you feel sad, a hug can bring you comfort. This is what haptics talks about.

Nonverbal communication is the most effective as a supplementing factor to verbal communication. A good example of nonverbal communication is the handshake. In most cultures, a handshake means cordiality. A firm yet warm handshake can give a good impression of the person.

1.2.1.2 Based on style

1. Formal Communication

Based on style and purpose, communication can be formal or informal. Formal or official communication is a form of communication in which the exchange of information is done through the pre-defined channels. It is rigid, systematic, passes through different stages,

and is slow. It would produce documented records and can be tracked at a later time, if necessary. For example, if a worker in a firm wants to convey something to the Managing Director, he/she has to follow the protocol and go through the proper channel, passing through various levels. It can be vertical (information flows between upper and lower levels), horizontal (information flow is between similar levels) or diagonal (information flows across various levels).

Let us discuss with an example. In a school, a student has an issue. He/she discusses it with his/her friends and decides to raise it to the class monitor first, who would take it to the tutor. The issue, if found genuine and important, would be brought to the Principal's attention in a staff meeting. The Principal would address the issue, take necessary steps and if there is a change in policy, let the students and teachers know it during the assembly. The first stage where the student discussed it with his/her peers is an example of horizontal flow of information. The flow of information from the class monitor to the Principal follows a vertical path. The Principal directly addressing the students and teachers is an example of diagonal flow.

2. Informal communication

Informal communication is a type of verbal communication in which the interchange of information does not follow any channels, i.e., the communication stretches in all directions. It is also known as grapevine communication. It is mostly oral and flexible. Informal communication mostly happens among persons of the same level. It is spontaneous and fast. It requires no pre-defined channel. For instance, the communication between friends at workplace during a coffee break is informal.



1.2.1.3 Based on number of participants

Based on the number of persons involved, communication can be classified as:

1. Intrapersonal Communication

It is the type of communication which takes place within oneself. Only one person is involved in this type of communication. A person remembering something and experiencing emotions is a good example of intrapersonal communication. This type of communication can help in self-evolvement, stress management, etc.

2. Dyadic Communication

It is that kind of communication which takes place between two persons. The positions of the source and the receiver are interchanged due to the dynamic nature of communication. Feedbacks become messages upon which further communication is built. It can be unintentional or unpremeditated. It need not always be in the form of speech. Gesture, expressions, appearance, etc. can be different forms of communication. A good example of dyadic communication is a friendly telephone call between your friend and you.

3. Small Group Communication

It involves more than two participants. An example of this type of communication is a group meeting that takes place in an office. It can be formal or informal, depending on the circumstances. Information shared would be of common interest or to achieve a common goal. It is very important in business as it facilitates decision-making, generation of ideas, sharing of feelings, etc.

4. Public Communication

It is one in which messages from a single source will be received by many people/

audience. A public speech is an example of this type of communication. Public communication may be employed for purposes including but not limiting to education, entertainment, building relationships, creating connections, generating a network and politics. It is a very important part of Public Relations too.

5. Mass Communication

It is the type of communication where there is a huge number of audience who cannot be grouped together, and hence technology is used as a medium to reach them. Radio is an example of this form of communication. There is no scope for feedback in this kind of communication as it is mediated by technology.

1.2.2 Techniques of communication

Let us now move on to the techniques of communication. There are certain techniques that would make communication effective. There are some qualities that help in bettering communication skills. It would be very helpful if you incorporate these into your daily lives.

1. Develop Curiosity

The adage “Curiosity kills the cat” does not apply to communication. Here, it is a good quality which helps in the smooth flow of information. Try to develop interest and curiosity in learning new things. Observe good communicators and learn how they put across information in the most effective manner. Listen actively when people talk to you. Read a lot to have a general idea of topics which would help widen your perspectives.

2. Display Enthusiasm

Good communication cannot happen if the receiver looks uninterested. Do not keep a poker face. Appear enthusiastic. It encourages the speaker to communicate. Your body language should show interest in

the communication. Maintain eye-contact. It is good if you ask open-ended questions that prompt the speaker to communicate more. Give and receive feedback.

3. Be Empathetic

In communication, empathy is a better feeling than sympathy. It places one in the shoes of another person. When you are empathetic, you will have the ability to feel a person's feelings as your own. It increases the efficiency of communication. Ego suspension or removing the feeling of "I" is important in communication. As it is a combined effort, the other person is also equally important. Mirroring is a good technique to follow in communication. Subtly imitating the gestures of the speaker would help in better communication. Silence is a vital element in communication. It can prompt more words out of the other person.

4. Reflect Honesty

Staying honest to one's feelings and opinions helps in effective communication. People tend to like honest people and there would be an effortless flow of information when the participants involved are honest.

5. Polish Sense of Humour

Good humour is always welcome in communication. Make sure that your jokes are politically correct, suitable to the occasion and harmless.

6. Positivity

It is useful to have a general sense of positivity in communication. Smile more

as it makes you more approachable. Stress management is important as it helps in staying positive.

7. Give Importance to Clarity

Your messages should be clear. There should not be any scope for misunderstanding in communication.

8. Careful Choice of Words

In effective communication, what you don't say is also important. Your choice of words should be perfect. Avoid filler words like "oh, umm, so, right, etc." that disrupt the flow of communication.

Glossary

- **Dyadic** - adjective form of dyad, which means something that consists of two elements or parts.
- **Empathy** - the ability to understand and share the feelings of another.
- **Open-Ended Question** - a question that allows the formulation of any answer, rather than a selection from a set of possible answers.
- **Political Correctness** - the avoidance of forms of expression or action that are perceived to exclude, marginalise, or insult groups of people who are socially disadvantaged or discriminated against.



Recap

- ▶ Forms of Communication
- ▶ Verbal, Non verbal
- ▶ Formal, Informal
- ▶ Intrapersonal, Dyadic
- ▶ Techniques of Communication
- ▶ Develop Curiosity
- ▶ Display enthusiasm
- ▶ Empathy
- ▶ Honesty
- ▶ Humour
- ▶ Positivity in communication
- ▶ Clarity
- ▶ Choice of words

Objective Questions

1. What are the two types of verbal communication?
2. How many participants would dyadic communication have?
3. What are the three types of flow of information in official communication?
4. What is the other name for informal communication?
5. What branch of study deals with the role of touch in communication?
6. What is proxemics?
7. What is the other name for paralanguage?
8. What branch of study deals with the role of time in communication?
9. List any three filler words commonly used in English.
10. What is mirroring?

Answers

1. Oral, Written
2. Two
3. Vertical, horizontal, diagonal
4. Grapevine communication

5. Haptics
6. Study that deals with the role of space in communication
7. Vocalics
8. Chronemics
9. Oh, right, so
10. Subtle imitation of speaker's gestures

Assignments

1. Prepare conversations as examples to the different forms of communication.
2. Take note of two persons conversing. Describe how they communicated. See if you can identify the various communication techniques and offer examples for each.
3. Prepare a model communication between different individuals in the workplace, in the class room and a public place.

Suggested Readings

1. *Communication in the Real World: An Introduction to Communication Studies*, University of Minnesota Libraries, Minneapolis, 2016.
2. Miller, Chris and Mia Poston. *Exploring Communication in the Real World :An Introduction to Speech Communication*, College of DuPage Digital Press, 2020.



Unit 3

Barriers to and Guidelines for Effective Communication

Learning Outcomes

Upon completion of the unit, the learner will be able to:

- ▶ identify the different barriers to effective communication
- ▶ get insights into techniques of effective communication
- ▶ identify the essential tools, methods and terms to achieve efficiency in communication

Prerequisites

You come across a lot of hindrances to communication, don't you? There are a lot of external factors that become obstacles to communication. By identifying the different barriers of communication and practising to remove them will help to boost the effectiveness of communication. Also, the exposure to different guidelines and rules that enhance the communication skills are necessary to boost the one's confidence in speaking English effectively.

Keywords

Barriers, Guidelines, Steps, Communication, Tips, Effectiveness.

Discussion

Has someone ever misunderstood something you said? Misunderstanding or Misinterpreting our words or sentences is not a good experience, is it? But in communication, it can happen anytime. Effective communication takes place only

when the message is conveyed from the sender to the receiver without any loss or change in meaning. Why does communication become ineffective? There are many causes for it. Let us look at the barriers to communication in detail. It would help you in polishing your communication skills.

When we talk about barriers to communication, it is easy to divide it as groups. Barriers to effective communication can be:

- ▶ Physical
- ▶ Physiological
- ▶ Psychological
- ▶ Linguistic/ Semantic
- ▶ Perceptual
- ▶ Cultural
- ▶ Organisational
- ▶ Gender
- ▶ Emotional
- ▶ Mechanical/ Technological

Let us look at each of these in detail.

1. Physical Barriers: Those factors in the surroundings that act as obstacles to effective communication are called 'physical barriers'. Imagine talking on the phone while standing on the platform of a busy railway station. You will come across a lot of hindrances to communication, don't you? There are a lot of external factors that become obstacles to communication. Some of them are listed below.

- ▶ The use of **defective equipment** in the transmission of message can lead to disruptions which can affect the quality of communication.
- ▶ The presence of **noise** can also interfere with the production, transmission and reception of a message.
- ▶ When communication happens across **closed doors and rooms**, the quality of message may be compromised.
- ▶ **Distance** between the sender and receiver can also be a barrier to the effective communication of a message.

2. Physiological Barriers refer to biological conditions like dyslexia that affect communication. It can be a barrier to effective communication as it poses difficulty in the composition as well as effective reception of messages. For instance, a dyslexic person may suffer from attention deficit/hyperactivity disorders and/or learning disability which can hamper the quality of communication. Nerve disorders can also pose a similar situation.

3. Psychological Barriers are those internal factors that can interfere with communication. It depends on the mental states of the sender or receiver. Some of the psychological barriers to communication are:

- ▶ A prejudice against the person or message
- ▶ Lack of trust in the person or message
- ▶ Lack of attention
- ▶ Poor retention capacity

4. Linguistic/Semantic Barriers refer to obstacles to communication that occur from the defective use of language. Language is the most important tool for communication. There are many elements in which the incorrect use of them can cause obstacles to effective communication. Let us look at a few:

- ▶ **Poor quality of message, lack of clarity.**
- ▶ Language variations or **dialects**. Dialects can differ in vocabulary, grammar and accent. Words that are present in one variation of a language may not be there in another.
- ▶ **Jargon** or use of words which are understood only by a particular group of persons. For instance, a common man may not understand



if a doctor speaks about ‘myocardial infarction’ as it is known as ‘heart attack’ in general terms.

- ▶ **Different meanings of the same word**

- ▶ **Wrong translation**

5. **Perceptual Barriers** are those obstacles that arise in communication as a result of different perceptions of the sender and the receiver. Education, occupation, age, etc. can be perceptual barriers. For instance, there is a notion in the society that people with formal educational qualification are more intelligent than others. When people communicate, these considerations would create a prejudice in their minds which can affect the quality of communication.

6. **Cultural Barriers** refer to those cultural differences which can pose obstacles to communication. The sender and receiver may belong to different cultures and respond accordingly. What are some of the obstacles that can crop up?

- ▶ **Lack of awareness** of the other culture can create hindrances to communication. What is polite in one culture may not be so in another.

- ▶ **Stereotypes** in the mind of sender/receiver about the other culture can also become a barrier to communication. There are plenty of cultural stereotypes that exist in our society. They can prompt the sender/receiver to act accordingly, rather than focus on the real time experience.

- ▶ **Lack of common experience** can also be an obstacle to effective communication between two or more persons belonging to dif-

ferent cultures. Though they have a common language to communicate, the content too needs to be mutually understood.

7. **Organisational Barriers** are those barriers to communication that can occur due to being a part of an organisation/institution, some of which are:

- ▶ **Policy, Rules and Restrictions** in the institution

- ▶ **Status and Hierarchy** among the persons in the institution which restrict communication

- ▶ **Complexity in Structure** which can create elaborate procedures which hinder communication

- ▶ **Lack of facilities** in the institution

8. **Gender Barriers** are those obstacles to communication that can arise due to the gender differences of the sender and the receiver(s). You might have heard that men and women communicate using different styles. Masculine communication is often described as direct, while feminine style gives importance to emotions. The way the two genders look at a topic/ event may also be different.

9. **Emotional Barriers** refer to the hindrances to communication that arise due to emotions. You might have had experiences where you found it hard to put your thoughts into words. When you have uncontrolled emotions like fear, sorrow or even happiness, it can affect effective communication. Let us look at some of the emotional barriers to communication.

- ▶ **Stress**

- ▶ **Attitude**

- ▶ **Lack of Confidence**

10. **Mechanical/Technological Barriers** are those obstacles to communication

which result from problems in equipment used. What are some of the causes that can result in problems with instruments? Let us see.

- ▶ Poor arrangements like outdated machines and equipment
- ▶ Bad office layout like bad lighting
- ▶ Wrong medium
- ▶ High cost of technology

You have now learnt what the barriers to effective communication are. Let us move on to some tips that will guide you for effective communication.

Guidelines for Effective Communication

- ▶ **Listening** is a very important part of communication. It helps in understanding what the speaker is trying to convey and respond accordingly. Be an **active/reflective listener**. Active/reflective listening refers to engaging with the speaker by giving **affirmative replies**, asking **follow up**.
- ▶ **Questions** show **mirroring of gestures** as encouragement. It helps to show that you are paying attention to the speaker.
- ▶ **Rely on nonverbal communication**. It is not just words that communicate. Paying attention to **facial expressions** and **body language** is very important. You make an impression on your listeners with positive body language. You can also understand more by observing the nonverbal cues when someone else is speaking. Maintaining **eye contact**, **limiting hand gestures**, and having a **good posture** are some of the examples of a positive body language.

- ▶ Regularly practice **public speaking**. It might seem nightmarish to some of you, but it is one of the best methods to improve your skills in communication. When you try to speak in front of a group, your confidence level increases. You will also get feedback according to which you can shape your skills. Whenever you get a chance at public speaking, grab it! Do not let fear conquer you.

Be clear and simple.

Be respectful and polite.

- ▶ Manage your **emotions** and express them only at the appropriate time. Watch your tone. Exhibiting strong emotions can hinder good communication. Imagine talking when you are very angry or sad. In those moments, you cannot put across what you intend to do in the best way.
- ▶ Demand honest **feedback**. Listen to the advice of your friends and shape your skills accordingly. Be open to suggestions.
- ▶ Develop a **filter**. There are things that are to be avoided while communicating with others, especially in a formal scenario. For instance, keep away your prejudices and do not let them affect your communication.

Thus, the key words for maintaining effective communication can be summarized as:

- ▶ Listen
- ▶ Nonverbal
- ▶ Public Speaking
- ▶ Emotions
- ▶ Clear



- ▶ Simple
- ▶ Polite
- ▶ Feedback
- ▶ Filter

Glossary

- **Accent** - the way in which people in a particular area, country, or social group pronounce words
- **Affirmative** - relating to a statement that shows agreement
- **Barrier** - obstacle
- **Dialect** - a form of a language that people speak in a particular part of a country, containing some different words, grammar, etc.
- **Dyslexia** - a condition affecting the brain that makes it difficult for someone to read and write
- **Equipment** - the set of necessary tools, clothing, etc. for a particular purpose
- **Gesture** - a movement of the hands, head, etc. to express an idea or feeling
- **Hierarchy** - a system in which people or things are arranged according to their importance
- **Jargon** - special words and phrases that are used by particular groups of people, especially concerned with their work
- **Linguistic** - connected with language or the study of language
- **Perception** - a belief or opinion, often held by many people and based on how things seem
- **Physiology** - a branch of biology that deals with the functions and activities of life or of living matter, (such as organs, tissues, or cells) and of the physical and chemical phenomena involved
- **Policy** - a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people
- **Prejudice** - an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge
- **Psychological** - relating to the human mind and feelings
- **Semantic** - connected with the meanings of words
- **Stereotype** - a set idea that people have about what someone or something is like, especially an idea that is wrong

Recap

- ▶ There are many reasons for communication to become ineffective
- ▶ The barriers to effective communication include many elements which are physical, physiological, psychological, linguistic/ semantic, perceptual, cultural, organisational, gender, emotional and mechanical/ technological
- ▶ The tips for effective communication include listening, employing nonverbal communication methods, practising public speaking, managing emotions, asking for honest feedback and developing a filter

Objective Questions

1. What kind of a barrier is the use of jargon?
2. What kind of communication is body language?
3. What is the action of avoiding certain things in formal communication known as?
4. What are the variations in a language known as?
5. What are the obstacles to communication that occur from the defective use of language known as?
6. Write an emotional barrier to communication
7. Under which communication barrier does the poor arrangement like outdated machines and equipments come?
8. Under which communication category does the example of good posture come?
9. Under which communication barrier does policy, rules and restrictions in the institution fall?
10. What is the name of the barrier in which the mind of the sender/receiver about the other culture affects communication?

Answers

1. Linguistic/Semantic
2. Non-verbal
3. Filter
4. Dialects
5. Linguistic Barriers
6. Stress
7. Mechanical Barrier



8. Non-verbal Communication
9. Organisational Barrier
10. Cultural Barrier

Assignments

1. Explain with examples the physical barriers to communication.
2. What is a stereotype?
3. What is a psychological barrier to communication?
4. What is active listening?
5. Discuss with your friends and list the common barriers they face in communication. Suggest remedies.
6. Prepare conversations as examples for any three types of barriers explained in this unit.
7. Examine the different methods for effective communication.
8. Find out and elaborate on the new mediums of communication that reduce the communicative barriers and enhance effectiveness

Suggested Readings

1. Hogan, Kevin and Ron Stubbs. *Can't Get Through: Eight Barriers to Communication*, Pelican Publishing: New Orleans, 2003.
2. Tuhovsky, Ian. *The Science of Effective Communication: Improve Your Social Skills and Small Talk, Develop Charisma and Learn How to Talk to Anyone*. Createspace: California, 2017.
3. Pease, Barbara and Allan Pease. *The Definitive Book of Body Language*, Manjul Publishing House: Noida, 2004.

BLOCK - 02

Reading : The Effective Skill

Unit 1

Introduction to Reading

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ acquire knowledge of various aspects of reading
- ▶ develop skills to appreciate and evaluate a poem, essay or short story
- ▶ acquire skills in comprehending passages

Prerequisites

Reading is a process of decoding. The purpose of every writing is to convey some ideas, perspectives, thoughts, emotions, etc. to the readers. The author encodes these ideas which are abstract, in order to present them perceptibly, as they cannot be understood without a form that can be recognised by our senses. Language provides such forms, in the shape of words, sentences, etc., which can contain ideas, thoughts, perspectives, emotions, etc. The process of fusing abstract ideas into language is ‘encoding’. For every successful communication the sender of the message and the receiver, the writer and the reader respectively, should share the same language.

Keywords

Close reading, Fiction, Decoding texts

Discussion

When we read, we use our eyes. What we see are not abstract things, but words, phrases, sentences, etc. Our optical nerves carry the impression drawn by our eyes to our brain, where the impressions are analysed, the language elements are shorn off and the crux,

the ideas, perspectives, etc. are absorbed. This absorption is the understanding of the abstracts. What our brain does is decoding the text or message to absorb the abstract by employing the language elements. Hence, reading is the intellectual process of decoding a text or message and understanding its crux, which is abstract. Such a reading process

can be classified into different types after considering the purpose and objective of the former.

2.1.1 Different Purposes of Reading

We read not for the same purpose always, and not in the same way. We read newspapers for information, mostly about the happenings of a day; articles for ideas and perspectives; academic books for knowledge; fiction, primarily for pleasure; and reference books or encyclopaedia for specific information. The focus and nature of reading a reference book differs from the mentality and approach of reading a novel. We read a prescribed text completely, repeatedly and with great attention for study purposes, whereas we rush through newspaper stories selectively. While reading fiction we may skip sentences, paragraphs, and, sometimes, even pages with the purpose of finishing the book faster. These differences in the methods of reading, thus, are based on the purpose of each reading.

Close reading, sometimes called explication of text, means developing an understanding of a text that is based on its small details and the larger ideas comprehended from the textual contents or suggestions. By looking at the various parts of a poem or passage of fiction, we come to appreciate the writer's artistry and understand how a writer uses various techniques to make a statement, suggest an emotion, or convey an idea. John Ciardi's classic book on analysing poetry is entitled *How Does a Poem Mean?* and that is the purpose of close reading: to analyse not just what a piece of literature means but how that meaning comes about.

When you write a close analytical essay, you start with the larger ideas you have

discovered and use the small details the words themselves and how they are arranged to support your interpretation of the particular area of discussion in the essay. The key to close reading is, of course, observation taking note of what you read and what you think about it, and asking questions. The good news is that the texts you are asked to read closely are usually not that long, which means you can read them several times. Each time you read a text, you will notice more and more. Let's start with what you notice when you first read a poem or passage of fiction.

Generally, literacy reading is directly related to the reasons for reading; broadly, these reasons include reading for pleasure and personal interest, learning, and participation in society. The early reading of most young students often includes reading of narrative texts that tell a story (e.g., storybooks or picture books) or informational texts that tell students about the world around them and answer questions. As young students develop their literacy abilities and are increasingly required to read in order to learn across the curriculum, reading to acquire information from books and other print materials becomes more important.

Purpose for reading often is associated with certain types of texts. For example, reading for literary experience often is accomplished through reading fiction, while reading to acquire and use information generally is associated with informative articles and instructional texts. However, the purposes for reading do not align strictly with text types. For example, biographies or autobiographies can be primarily informational or literary, but serve both purposes.



Recap

- ▶ Reading is the intellectual process of decoding a text
- ▶ Read newspaper- information
- ▶ Academic books- knowledge
- ▶ To read reference book more attention is needed
- ▶ Different methods of reading- for different purposes
- ▶ Close reading- explication of text- minute analysis of the text
- ▶ Purpose for reading and types of texts
- ▶ Reading fiction- literary experience
- ▶ Instructional texts- get information

Objective Questions

1. Why do we read newspapers?
2. Why do we read articles?
3. What is meant by close reading?
4. Who has written the book titled *How Does a Poem Mean?*
5. How will you usually start analysing an essay?
6. Name a genre that serve both informational and literary purposes.

Answers

1. Information
2. For ideas and perspectives
3. It is an explication of text
4. John Ciardi
5. With larger ideas
6. Biography

Assignments

1. What are the different purposes of reading?
2. What is the nature of reading a fictional work?
3. What do most young students read in their early days?

Suggested Readings

1. Jago, Carol., Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses. *Literature and Composition: Reading - Writing – Thinking*, Bedford, 2010.
2. James, David . *Modernism and Close Reading*, Oxford UP, 2020.

Unit 2

Types of Reading: Methods and Techniques Involved in Reading

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ understand different types of reading and their specialities
- ▶ identify the methods of reading for each type of reading
- ▶ conduct an effective reading of texts according to various reading objectives

Prerequisites

Why do we read? That question appears as weird as questioning “why breathe?” to many of us. Reading, for instance, the reading of literature, has been part of our life, family, school, and community for as long as we can remember. Of course, there are those who argue that what today’s students need is preparation for the “real world,” and make them skilled for employment or livelihood. Hence, they get prepared for the same and, meanwhile, overlook the importance of reading and the positive changes it causes both in personal and professional life. Reading opens windows to worlds outside students’ experience and it reflects the world they already know. It also prepares students for the personal challenges and moral dilemmas they are likely to face. In this unit, we are going to learn different types of reading and their specialities.

Keywords

Reading, Types, Methods, Skimming, Scanning, Close-reading, Amusive, Between lines.

Discussion

There are numerous reading materials available, including newspapers, novels, periodicals, pamphlets, articles, tracts, and even advertisements. By considering the content in each material and also the reading objective of the reader, the method and nature of the reading vary. All reading must involve some level of active mind and focus because reading in general is a form of exercise. It is not feasible to read completely passively with our eyes shut and our minds asleep. Reading is best when it is active. One reader is superior to another in proportion to the extent to which he or she can read with a wider range of attention and puts forth more effort. As with writing, reading is also a complex process. It comprises many different actions that must all be executed in an effective and active reading. The more of them you can do, the better reader you are. The following sections in this unit will discuss various types of reading:

2.2.1 Skimming

Skimming is fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text. Some books should be read fast, while others should be read at a pace that allows for thorough comprehension. Many books are not worth even skimming. Speed reading techniques can assist you in resolving this issue because it is wasteful to read a book slowly when it is only suitable for a quick read. It is usually a good idea to skim or pre-read a book; this is especially important when you are unsure about the relevance of the book you are currently holding. Skimming will reveal to you the worth of the book. In order to obtain a sense of a book's shape and structure, it is typically advisable to skim even a book that you intend to read carefully.

While skimming a book, your major goal is to determine whether a closer reading of

the text is necessary. Second, even if you decide not to read the book again carefully, skimming can still provide you with a wealth of additional information about it. This type of reading is employed in reading fiction, reading a news story, etc. Here are some ideas to conduct a skim reading of a book:

- A. Read the title page and the preface of the book.
- B. Go through the table of contents to avail a general idea of the book's content;
- C. Reading the Index page will give you an outline of the themes addressed, the types of books and writers referenced, and get a broad sense of the structure of the book.
- D. Now that you have a general but still somewhat hazy understanding of the book's substance, look at the chapters that seem to be pivotal to its argument. If the introductory or concluding pages of these chapters have summary statements, read them carefully

2.2.2 Scanning

Scanning is going through lines, paragraphs, and pages quickly, but not thoroughly, to find out some specific information. While scanning we do not read the whole text, but only a few lines, which contain the information that we are looking for. The movement of our eyes is fast and we pause and focus only on the relevant lines or parts. Referring to a dictionary and reading a user's manual are examples of this type of reading.

Scanning can be also used for studies and



research-related reading. Like skimming, it also makes use of structural hints and keywords. However, while the objective of skimming is to get a bird's-eye view of the content, the objective of scanning is to find and focus on specific data. If you have doubts about whether the book is likely to include the details you require, skim it first. Don't forget to read the headings, tables of contents, indexes, and typographic clues. Lists and tables can be understood better if you first skim them to determine their order, such as alphabetical, chronological, or most-to-least. After skimming, if you determine the information will be beneficial, scan it. In the following, the method of scanning a text or document is described.

A. Understand what you want to find. Select a few essential phrases or words—or, if you prefer, search terms. During the scanning process, you will be a living, breathing search engine.

B. Only one keyword should be searched at a time. Do numerous scans if you want to look for multiple keywords.

C. Let your eyes scan the paper quickly until you spot the word or phrase you're looking for.

D. When you find a keyword that captures your attention, thoroughly examine the text around it.

2.2.3 Close Reading/Thorough Reading

In this method, we read the whole text, without skipping any part, and paying keen attention to every word, sentence and even punctuation mark, in order to understand the text as completely and deeply as possible. Close reading is the reverse of skimming a text and demands intense concentration. Short

passages are usually used to conduct this type of reading. Close reading is significant since it facilitates readers in fully comprehending a text. The approach enables readers in understanding how an author consciously employed particular phrases and literary devices to highlight main concepts. A deep understanding of the material through close reading helps in critical analysis. Examples of close reading are reading prescribed texts for study and reading articles on important topics. Consider the following steps of close reading while practising it.

2.2.3.1 Step 1: Read the text thoroughly

Readers should make an effort to comprehend the most crucial concepts and components of a text when reading it for the first time. Take for instance a novel, and while reading it, the readers should respond to the following questions:

- ▶ What is the central theme or message of this passage?
- ▶ In this passage, are there any characters or people? If so, what do they look like and who are they?
- ▶ What exactly is going on in this passage? Do characters speak to one another? Is there movement?
- ▶ How does this passage fit into the overall narrative? (If the reader has read the entire text of the section).

2.2.3.2 Step 2: Understand patterns and methods

The reader should think about the patterns and methods they notice after reading the book for the first time. They could, for instance, examine the following questions:

- ▶ How has this text been organised?

- ▶ Are there any recurring themes, keywords, or phrases? In such a case, why might the author have made this choice?
- ▶ Is there any information in this book that is contradictory? What impact does that contrast have?
- ▶ Does the author employ any literary tactics like metaphors or hyperbole?

2.2.3.3 Step 3: Reread the passage

The reader becomes acquainted with the subject matter of the text during the first reading. The reader should read the full chapter a second time with a more deliberate focus on organisational patterns after taking note of patterns and strategies. When reading the section a second time, he or she should pay great attention to any repetition of certain words and consider how those repetitions affect the meaning of the text.

2.2.4 Amusive Reading

We read for pleasure. Such reading is known as Amusive Reading. For such reading, the choice of text is the reader's preference. The reader may ignore unfamiliar words and expressions, and sometimes he/she even skips complex constructions and details. This can

be also called 'time-pass reading'. Reading a novel while travelling and a magazine while waiting for the bus are examples of amusive reading

2.2.5 Reading Between the Lines

This type of reading requires keen attention to every detail, for its purpose is to discover hidden meanings. The reader locates and specifically understands the author's messages following certain suggestions and clues, which he or she discerns in some words, expressions, sentence constructions, punctuations, associations, etc. Such reading requires wide knowledge, an analytical and logical mind, and an eye for hidden matters. Cunningly written advertisements and riddles are examples of this type of reading.

2.2.6 Practical Session

We may read the same text differently, as in the case of time-pass reading of a novel, and reading the same novel for writing a critical appreciation of it. Students have to master all types of reading to be successful in their studies. Now let us see how each type of reading is practised. Read the following excerpt of a story and try to answer the questions as quickly as possible:

Oak didn't wake up as he had wished. But Pola was there beside him, snoring harshly enough to annoy the beasts in the jungle. When Racy opened the door of their tiny room, what she saw disgusted her. She covered the boys with a sheet and stomped out, slamming the door. She went to Jaicy to complain, "Why were you so impatient to kick me out of bed so early, while your sons sing the devil's song through the nose even at this late morning?" Grinding her teeth, she stamped through the narrow hall to the warm bright sun.

Q. 1. Who was Jaicy?

Oak and Pola.

To find out the answer you can rush through the lines till the last sentence, where Racy calls the boys "your sons." You scan the paragraph to find out the answer: Jaicy was the mother of

Q. 2. Was Racy composed?

Here the question is about mental state of Racy. You have to look for explicit or implicit



pointers to the answer. You can ignore those parts of the paragraph, where Racy's mental state is not dealt with. The last sentences express her actions and feelings and they contain the answer. You skim through the lines to reach the sentences to locate the answer: No, Racy was not composed.

Q. 3. What have you understood about the place, time and persons referred to in this paragraph?

To answer this question, you have to read the whole text carefully and with a focus on drawing all possible information about the place, time, and persons. The answer can be: The place is a rustic area near a jungle. The house is a small one, for the boys' bedroom is tiny and the hall is narrow. The time is late morning, as Racy tells. Jaicy, her sons Oak and Pola, and Racy are the characters mentioned here. Racy can be Jaicy's daughter. Jaisy is a conventional mother who thinks that women are responsible for all household chores and for maintaining traditional practices. They are not as privileged as men. So she imposes her authority on Racy, rather harshly, and leaves the boys to enjoy their sleep as long as they want. Racy is strong-headed and rebels against the discrimination between the boys and herself. After the expression of her anger, she steps out to the warm and bright sun, suggesting that she is right and her wish will be fulfilled. Oak can be a lazy boy. He wished to get up early but did not. Even Pola's loud and harsh snoring does not irritate him and makes him get out of bed. Maybe he was not sleeping, but lying lazily. Pola is a divine sleeper, who is least bothered about time and others' conveniences. The boys do not show any sense of responsibility. Perhaps they are little boys.

Q. 4. What made Racy disgusted?

There are suggestions about the reasons for

Racy's disgust. Pola's loud and harsh snoring and the boys sleeping even in the late morning are explicit reasons. One suggestion is that in their oblivious sleep they were not decently covered. That is why, though disgusted, she covers them with a sheet. But the most important reason is Jaisy's discrimination against her in favour of the boys. To arrive at these answers, you have to read the text with wisdom and keenness. Some explicit clues and some hidden suggestions are there to be considered. The explicit reasons will strike you while skimming and the implicit ones will be understood only when you read between the lines.

Q. 5. Will Racy be disgusted forever?

The end of the paragraph is a clear indication that Racy will get all the peace and happiness that she wishes for. When she gets out of the tiny, rustic house to the wide and beautiful nature, what awaits her is the warm and bright sun, a shiny promise. Your ability to read between the lines will take you to the right conclusions.

Q. 6. What technique has the author employed to emphasise optimism?

The author has employed contrasting images to emphasise his/her optimism. The first image of two irresponsible boys in bed in the late morning, indecently covered and snoring irritatingly; the idea that the place is a rustic forest land; the narrow hall and the smaller bedroom; and the discriminatory wielding of authority by Jaicy suggest bleakness, whereas the exterior to which Racy steps out is warm and bright. This contrast between the interior and the exterior of the house clearly suggests the author's optimism.

Q. 7. What can be the author's intention?

To understand the author's intention clearly

and completely, a thorough reading of the text is necessary as several strains of ideas, perspectives, thoughts, etc. can be hidden behind some suggestions, clues, words, expressions and punctuations. Considering all such elements, we can conclude that the author's intention is to bring to light the following ideas: discrimination against women will not stand long, the success of the agitators against such discrimination is the

promise of a bright future, the bleakness of life is in the interior of man, not in the wide, warm beautiful nature, and living in tune with nature is the only way to get a happy, contented life.

You can reach more such conclusions by analysing each and every part of the text. The modern concept is that the author's authority ends when the text comes to the reader. It is the reader who finds meaning in texts.

Recap

- ▶ There are two broad categories of reading: active reading and passive reading.
- ▶ Various types of reading: Skimming, Scanning, Close reading, Amusive reading and Reading between the lines.
- ▶ Skimming is fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text.
- ▶ Scanning is going through lines, paragraphs, and pages quickly, but not thoroughly, to find out some specific information.
- ▶ Close reading means reading the whole text, without skipping any part, and paying keen attention to all textual elements in order to understand thoroughly and deeply.
- ▶ Amusive reading is meant as reading for pleasure in free time.
- ▶ Reading between the lines means giving keen attention to every detail of the text to discover hidden meanings with textual suggestions and clues.
- ▶ There are three steps to practising close reading: 1. Read the text thoroughly. 2. Understand patterns and methods. 3. Reread the passage.

Objective Questions

1. Which form of reading is the best?
2. What is the fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text known as?
3. Name a type of book in which skimming can be used.
4. What is the type of reading in which you go through lines, paragraphs, and pages quickly to find out some specific information known as?
5. What is an example of a scanning type of reading?
6. If you have doubts about whether the book is likely to include the details you require, what would you do then?
7. What is the reverse of skimming a text?
8. What type of reading will help the critical analysis of a book?
9. What is the third step in the process of close reading?
10. What is the type of reading used to discover hidden meanings in a text?



Answers

1. Active reading
2. Skimming
3. Fiction
4. Scanning
5. Referring to a dictionary
6. Skimming
7. Close reading
8. Close reading
9. Rereading passage
10. Reading between the lines

Assignments

1. What are the benefits of skimming a book?
2. Write some ideas to conduct a skim reading of a book.
3. Differentiate between skimming and scanning.
4. Explain Amusive reading and Reading between the lines with examples.
5. Discuss the various steps involved in the close reading a novel.
6. Write in detail about the method of scanning a text.

Suggested Readings

1. Adler, Mortimer J and Charles Van Doren, *How To Read A Book*, Simon & Schuster, 1940.
2. Usman, M. and John Davidson, *How to Read a Book - What Book Should I Read?*, Mendon Cottage Books, 2016.
3. Burnell, Carol, Jaime Wood, Monique Babin, Susan Pesznecker and Nicole Rosevear. *The Word on College Reading and Writing*, Open Oregon Educational Resources, 2020.

Unit 3

Reading Comprehension

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ identify the skills needed for an effective comprehension while reading
- ▶ understand the processes included in reading comprehension
- ▶ gain the practical knowledge of both textual and external elements in reading comprehension
- ▶ comprehend the various types and ways of interpreting a text

Prerequisites

Do you read well? Most individuals reply, “Oh, I read very well,” “Well, I enjoy all I read,” or “I don’t read too quickly, but that’s because I’m super cautious to not lose anything.” There are two components that determine how effectively you read: comprehension and reading speed. If you read really quickly, and yet are unable to comprehend the text, you might as well not have read it at all. Practically speaking, you have not read the text. On the other hand, if you read too slowly, you might never be able to finish what you start. It is possible that you won’t be able to read and learn everything that you need to. Hence, both reading fast and comprehensively are essential elements, especially for candidates who attend their school and university levels and other competitive examinations. This unit will help you to get to know some of the essential elements that you require for excelling in reading comprehension.

Keywords

Reading, Comprehension, Interpretation, Annotation, Skills, Processes, Methods



Discussion

It is entirely up to you how much you can develop your reading abilities. How much do you want to advance? Why do you think you should get better? How passionately will you work to achieve your objectives? How often will you use you to work toward reaching these objectives?

Some people believe that increasing reading proficiency is just for students or professionals. But many of these common people also struggle with the same issues. They cannot maintain the reading pace and comprehension they both need and want to. They frequently want to read correspondence, newspapers, magazines, and other sources, as well as leisurely reading. Many people desire to continue their hobbies or do higher studies, but they lack the time to complete the essential reading and study because of their poor reading skills. Others, being unsure about their ability to do so successfully, do not make the attempt.

Most people desire to learn more about the world around them, yet many do not have the time to read the daily news, and much less continue their education. If they improve their reading comprehension level,

they could easily do the above-said needs. So, understanding the elements needed to improve reading comprehension level and practising them accordingly would benefit anyone who is willing to excel in this area.

2.3.1 What is Reading Comprehension?

Language enables the transmission of knowledge and ideas, and conveys meanings and viewpoints. When written communication is properly interpreted, reading can be a tremendous source of inspiration, fun, and transformation. Writing has the ability to transport readers to new settings, times and occasions. Texts can offer alternate viewpoints on the world; and they can “kindle” our imaginations to produce vivid mental pictures that may last a lifetime. Texts have the power to educate and advance our knowledge, teach us new words, and inspire fresh modes of thought. This chapter will explore the variety of written language and the complex procedures involved in reading by giving appropriate samples.

Let’s take a look at the following brief excerpt of an illustration of the richness of written language:

Jennie sprang bolt upright. Moments of disorientation followed before she recognised the now faded floral wallpaper and tatty matching curtains. Framed family faces stared down from the bookshelf. ‘Home for the holidays’ she remembered. Blinking and yawning she stumbled around for her slippers and gown. The tinny voice from the bedside table was delivering the news and warning of harsh winds and icy roads. Jennie reached across and hit the button. ‘Today is definitely a two sweater day,’ Jennie thought as she rifled around in her suitcase for her favourite winter clothing.

Upon interpreting the above passage, consider the following questions and think about them. Jennie sprang the bolt upright, but why? Where had Jennie gone? What could have caused her to feel confused?

Whose faces are there in the framed family picture? Why did she freeze? Where did the thin voice originate? How did the button work? What did Jennie understand by a “two sweater day”? What exactly was Jennie doing

with her bag?

Try to answer the above questions. Now read an annotated version of the above story excerpt in the following. In the annotation, we have added some primary thoughts that you may have while reading the content.

- ▶ *Jennie sprang bolt upright*: Jennie may have suddenly awakened, be shocked, or be stunned. Jennie has her attention focused on something.
- ▶ *Moments of disorientation followed*: She could be perplexed, perhaps. She might be at an unknown location.
- ▶ *...before she recognised the now faded floral wallpaper and tatty matching curtains*: Although they were originally in good shape, they now appear worn and may be harder to identify.
- ▶ *Framed family faces...*: The only faces that come to mind are those in pictures or artwork. Perhaps these depict Jennie's family?
- ▶ *stared down from the bookshelf*: Since people cannot fit on a bookshelf, the faces in the frames are probably not real.
- ▶ *"Home..."*: By using this term, it is further implied that the family faces belong to her family.
- ▶ *...for the holidays*, she remembered: She may not be in her regular residence because of the disorientation she is experiencing, and also because she is just there for the holidays. It can be related to one's visit at parents' house during holidays. Jennie may have grown up in this house.
- ▶ *Blinking and yawning...*: This implies that she has just gotten out of bed.
- ▶ *she stumbled around*: She might still feel disoriented or drowsy, which would make it harder for her to coordinate her movements when looking for these things.
- ▶ *...for her slippers and gown*: Probably not a ball gown or graduation gown, but a dressing gown?
- ▶ *The tinny voice from the bedside table...*: The voice is not coming from the table because it is lifeless and lacks a means of transmitting sound. It must come from something on the table, instead.
- ▶ *...delivering the news and warning of harsh winds and icy roads*: The word 'tinny' gives the impression that a transmission, rather than a human voice, is being made. News can be delivered via telephone, television, or radio. Radios are frequently considered, like alarm clocks, as instrument to wake people up.
- ▶ *Jennie reached across and hit the button*: Typically, you press buttons on machines rather than clothing. You can turn things on or off using these. The alarm clock may have the button.
- ▶ *"Today is definitely a two sweater day"*: This means that she will wear two sweaters to stay warm due to the cold weather mentioned in the news report. Two sweaters would be warmer than one.
- ▶ *Jennie thought as she rifled...*: When employed as a verb, "rifle" indicates to search. As opposed to the noun "rifle," which is a gun, the word here has most likely the verbal meaning.
- ▶ *...around in her suitcase for her*



favourite winter clothing: She is searching for winter clothing, which indicates that the holidays she will be spending at home are in the winter, possibly for Christmas or New Year.

2.3.2 Skills for Reading Comprehension

The above annotation illustrates how difficult it is to comprehend textual content. This kind of conscious “think-aloud” activity draws our attention on elements of reading comprehension that could otherwise be disregarded. In the illustration, you can see how our comprehension of the text’s message increases as we read it. Later information validates our assumption, the context explains highly risky words, and prior knowledge based presumptions are challenged. However, the annotations barely scrape the surface of the meaning and there might also be some other interpretations relevant for the above excerpt.

The ability to recognise the words, the capacity to retain information, the competence to scan backward and forward to relevant words and phrases, and the comprehension of signals from sentence structure and punctuation among many other skills and processes, are required to make connections between parts of the passage in order to build up an interpretation. Such skills improve our reading comprehension ability.

Reading comprehension is a task that is only partially contained inside the text. The interaction between the text and the reader’s interpretation of it leads to a deep understanding. Each of us read a book differently, and as a result, we generate a variety of viewpoints upon a similar content. The movie versions of books we have read

rarely live up to our anticipated versions. We can discover that we have read the same line very differently when we discuss what we have read with others. We can also discover that our interpretations conflict with the author’s intended message. Although complex and challenging to understand, these variations in human response and imagination are at the core of reading comprehension.

2.3.3 The process of interpretation

Three levels are used to characterise the processes involved in text interpretation. In the first level, which is the ‘**linguistic**’, the reader recognises and analyzes particular words and their meanings. The second method is called ‘**microstructure**’, and it requires the reader to understand and comprehend the content of bigger sections of text rather than just reading words alone. In the third level, the reader recognises and analyses themes, topics, and genre of the text, which is known as the ‘**macrostructure**’.

These three levels of categorization of reading comprehension form together a method called ‘**textbase**.’ The individual interpretation of the reader about the textual content is then integrated with the interpretation formed through the existing information or knowledge of the reader. That is, a ‘**situation model**’ is being developed here in which the readers at first obtain the meaning of the text only through the textual information. Then, the readers think beyond the textual meaning and integrate the textual meaning with general knowledge. This helps them to reach a personal or emotional level interpretation of the textual content.

We are inspired to read more when the subject we are reading is something we can fully comprehend and motivate us. Reading will be less enjoyable if comprehension is poor, which can result in spending only less

time for reading, which will subsequently deteriorate reading abilities. Hence, the practice of reading is important to make it an enjoyable experience. Understanding how reading can change a person's perspective and influence one's capacity for learning is very

important. While reading, we come across new phrases, ideas, and viewpoints that both test and broaden our understanding.

Recap

- ▶ The richness of written language and its complexity require some practical and intellectual skills in reading comprehension.
- ▶ There could be different types of annotation for a single content of text whether it is fiction or nonfiction
- ▶ The skills required for a better understanding of a text are the ability to recognise the words, the capacity to retain information, the competence to scan backwards and forwards to relevant terms and phrases, and the comprehension of signals from sentence structure and punctuation
- ▶ Both textual meanings and external factors like general perspectives and emotional factors also influence one's reading comprehension skills.
- ▶ The three levels of interpretation in the reading comprehension process are linguistic, microstructure and macrostructure.
- ▶ These three levels of categorization of reading comprehension form together a method called textbase.
- ▶ A 'situation model' is developed in the reading comprehension process in which the readers at first obtain the meaning of the text only through the textual information and then integrate these meanings with general knowledge and personal feelings.

Objective Questions

1. What is the level of textual interpretation in which the reader recognises and analyses particular words and their meanings known as?
2. What is the level of textual interpretation which requires the reader to understand and comprehend the content of bigger sections of text known as?
3. What is the level of textual interpretation in which the reader recognises and analyses themes, topics, and genre of the text known as?
4. The three levels of categorization of reading comprehension form together a method known as...



5. What is the broad process of the reading comprehension explained in this unit known as?
6. The interaction between the text and the reader's interpretation of it leads to...
7. What is the element that makes reading more enjoyable?
8. In reading comprehension, the competence to backwards and forwards is very important.
9. In reading comprehension, the comprehension of from sentence structure and punctuation is very important.
10. What is generated when we read a similar content many times?

Answers

1. Linguistic
2. Microstructure
3. Macrostructure
4. Textbase
5. Situation model
6. Deepened understanding
7. Reading comprehension skills
8. Scan
9. Signals
10. Variety of viewpoints

Assignments

1. What are the three levels involved in the textual interpretation?
2. Read the following passage and answer the questions that follow.

“For a long time, historians were primarily concerned with politics. Freeman, an English historian of the 19th century, defined history as “past politics”. Herodotus, the first great historian, neglected social and economic forces and over emphasised the personal element. Today students of history disagree as to which of the various phases is most important. The economic determinists claim that “the fundamental condition of all life is economic”, while the hero-worshippers and others think that the individual is all important. These are extreme points of view: the first is fatalistic, neglect ethical forces, and minimises the importance of great men; the second fails

to recognise the fact that great men do not produce the age but are manifestations of it. The correct interpretation of history proceeds from the combination of the two in a modified form.” (An excerpt from J. E. Swain’s *A History of World Civilisation*)

Now, attempt the following questions:

- a. What, according to you, is the purpose of writing this passage?
- b. How do the author and the other historians differ in their approach to writing history?
- c. Whom do you support: the author or the other historians? Why?
- d. Can you prove your answer to Question no. 3?
- e. How would you reach the answers to the above questions?

Suggested Reading

1. Clarke, Paula J., Emma Truelove, Charles Hulme and Margaret J. Snowing. *Developing Reading Comprehension*, John Wiley & Sons, 2014.
2. Ostrov, Rick. *Power Reading*, The Education Press, California, 2002.
3. Singh, Ajay. *Proficiency in Reading Comprehension Simplifying the ‘Passage’ for You*, Arihant Publications, 2018.
4. Schoenbach, Ruth., Cynthia Greenleaf and Lynn Murphy. *Reading for Understanding*, Wiley, 2012,

Unit 4

Analysing Literature

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ get an idea on how to approach a literary work
- ▶ to have a basic idea regarding how to analyse a piece of literature
- ▶ acquire a general idea on approaching different literary genres

Prerequisites

When you read for pleasure, your only goal is satisfaction. You might find yourself reading to get caught up in an exciting story, to learn about an interesting time or place, or just to pass time. Maybe you're looking for inspiration, guidance, or a reflection of your own life. There are as many different and valid ways of reading a book as there are books in the world.

When you read a work of literature in an English class, however, you're being asked to read in a special way: you're being asked to perform literary analysis. To analyse something means to break it down into smaller parts and then examine how those parts work, both individually and together. Literary analysis involves examining all the parts of a novel, play, short story, or poem, elements such as character, setting, tone, and imagery, and thinking about how the author uses those elements to create certain effects.

Keywords

Analyse, Genres, Essay, Poetry, Themes, Symbols

Discussion

A literary essay isn't a book review: you're not being asked whether or not you liked a book or whether you'd recommend it to another reader. A literary essay also isn't like the kind of book report you wrote when you

were younger, where your teacher wanted you to summarise the book's action. A high school or college - level literary essay asks, "How does this piece of literature actually work?" "How does it do what it does?" and, "Why might the author have made the choices he or

she did?”

When you are assigned a literary essay in class, your teacher will often provide you with a list of writing prompts. Lucky you! Now all you have to do is choose one. Do yourself a favour and pick a topic that interests you. You'll have a much better (not to mention easier) time if you start off with something you enjoy thinking about. If you are asked to come up with a topic by yourself, though, you might start to feel a little panicked. Maybe you have too many ideas—or none at all. Don't worry. Take a deep breath and start by asking yourself these questions:

What struck you?

Did a particular image, line, or scene linger in your mind for a long time? If it fascinated you, chances are you can draw on it to write a fascinating essay.

What confused you?

Maybe you were surprised to see a character act in a certain way, or maybe you didn't understand why the book ended the way it did. Confusing moments in a work of literature are like a loose thread in a sweater: if you pull on it, you can unravel the entire thing. Ask yourself why the author chose to write about that character or scene the way he or she did and you might tap into some important insights about the work as a whole.

Did you notice any patterns?

Is there a phrase that the main character uses constantly or an image that repeats throughout the book? If you can figure out how that pattern weaves through the work and what the significance of that pattern is, you've almost got your entire essay mapped out.

Following are three literary texts belonging to three literary genres: essay, short story

and poetry. Reading these texts enables you to understand the analytical patterns of different literary forms. As a model of essay A. P. J. Abdul Kalam's "The Dream and the Message" (Chapter 1 of *Ignited Minds*) is analysed; H.H. Munro's short story entitled "The Open Window" is read with a view to familiarising students how to approach a short story; the reading of Dante Gabriel Rossetti's "The Blessed Damsel" can provide direction for students to approach a poem.

2.4.1 "The Dream and the Message" By Dr. A.P.J Abdul Kalam

About the Author: Dr. A. P. J. Abdul Kalam was one of the most accomplished scientists in India. As he was involved in the development and operationalization of India's strategic missiles, he was known as the "missile man of India." He played a key role in the creation of SLV-3, India's first satellite launch vehicle. From 2002 to 2007, Dr. Kalam held the coveted position of the President of India. He truly enjoyed interacting with kids and students. He had written fifteen books on various subjects. Throughout the world, his books were translated into numerous languages. *Wings of Fire*, *India 2020: A Vision for the New Millennium*, *Ignited Minds: Unleashing the Power Within India*, and *Target* are some of his best-known books.

Ignited Minds: *Ignited Minds* is one of the magnificent books authored by A. P. J. Abdul Kalam. The book offers a roadmap for moving the country forward and toward a magnificent future. Readers are motivated to work toward creating a new and improved India, especially the young readers. It investigates why we, who are so obviously capable of being the best, frequently settle for the worst, given all our abilities, resources and talents. At the core of *Ignited Minds* is the conviction that a nation's citizens have the ability to realise



their dream. “The Dream and the Message” is the first chapter of *Ignited Minds*.

2.4.1.1 Summary

A.P.J. Abdul Kalam narrates an event in his life which happened on 30 September 2001. He was on his journey from Ranchi to Bokaro. Their helicopter crashed minutes before its landing. All travelers had a miraculous escape. Kalam went ahead with his scheduled programme of interaction with students, unfazed by the accident. As a suggestion from the doctors, Kalam takes tranquiliser to alleviate the shock of the accident. This use of drugs made him wake up late.

In his disturbed sleep, Kalam thinks about the reason for the division and violence among human beings. He imagines a conversation between five people whom he admires. In this dream, he finds himself positioned in a desert surrounded by sand and the place is lit with the light of the moon. The five men whom he imagines are Mahatma Gandhi, Albert Einstein, Emperor Asoka, Abraham Lincoln and Caliph Omar who stand as a circle and their clothes could be seen ruffling by the wind.

Kalam feels dwarfed by the majestic presence of Emperor Asoka. The two lives combined in Asoka were that of a merciless conqueror and a compassionate ruler. He had to pay a heavy cost to become victorious in the wars. As an instance, consider the battle of Kalinga in which lives of 300,000 people were claimed and a comparable number were wounded. Though Asoka caused horror and destruction, claiming many lives, he accepted Ahimsa and Dharma, and decided to spread the message of love through them.

Kalam wonders why Kalinga war happened and what were the reasons behind the assassinations of Mahatma Gandhi and

Abraham Lincoln. In that blissful moment, Mahatma speaks that the divine message that we hearing is the message of creation. He believes that as we all belong to this planet, it is necessary to give a message to mankind. This is a message how people of different religions, races and languages can co-exist prosperously and peacefully together. Mahatma says that God has blessed everyone with some unique qualities that should be passed on to mankind in the form of our efforts and actions. He stresses the need of assimilating beauty into the human soul which may lead to the blossoming of happiness in the human body and mind. Asoka describes his realisation that a victory cannot be considered a victory if it causes suffering.

Caliph Omar says that after entering Jerusalem, he realises that all men are equal. So there is no point in compelling others to follow our path. People get only what they have been ordained for and God is the only sovereign. Omar never bothers about his special privileges as a ruler, instead he considers government as a sacred trust which should not be betrayed at any cost.

The next speaker is Einstein who says that he would like to recall the view of Werner Heisenberg. Werner said that in the West they had built an attractive large ship with all the comforts but one thing was missing in it, that was a compass so that they could not identify their destination. People like Tagore and Gandhi found this compass. If this compass is installed in a human ship, the purpose of life could be identified.

The great American leader Abraham Lincoln fought against slavery which is a parallel story of Mahatma in some respects. Lincoln says that happiness is acquired when a family ensures prosperity at various levels. Human lives become blessed only if there is

the grace of God. Two important features of godly life on earth are happiness and bliss. In the contemporary world, there are numerous conflicts among human beings and nations, as we forget ethical values in our pursuit of power and prosperity.

We should contemplate on the role of human consciousness. Does it possess parts for political, scientific and theological thoughts? How far spirituality could be given importance in the business of life. Mahatma Gandhi recalls the pronouncement of sage Ashtavakra. He states that the phenomenal universe is not separate from us but it is a phenomenon inside our consciousness. So there is no question of acceptable and unacceptable. Life is all about peace and prosperity and there is no question of exploitation and conflict. The message that can be shared to the planet is that every doctrine that we follow and every action we pursue should be good for the whole of mankind.

2.4.1.2 Analysis

“The Dream and the Message” is the first chapter of *Ignited Minds*. It is a seminal book by A.P.J. Abdul Kalam which entreats Indian youth to ignite their mind and heart with light of aspirations. The book motivates the youth to innovate themselves to make India a more prosperous and rich country. This is a long process, which requires a drastic change in attitude and aptitude. Though the country is renowned for its riches of manpower and material, the nation needs a peaceful condition to support the creative energies of the youth.

In “The Dream and the Message”, Kalam recollects one of his past experiences when his helicopter crashed. In the impact of this accident and the tranquiliser, he broods over the chaos and violences that humans undergo. Kalam thinks about how the greatest

personalities fought against these divisions and violence.

Kalam tries to get clues from great leaders and innovators like Gandhi, Lincoln, Asoka, Omar and Einstein to make his own conclusions. Coming to the conclusion, he realises that the only method to solve the destructive side in humans is acquiring education. Along with the material opportunities/possibilities involved in education, Kalam advocates the necessity to incorporate spiritual aspects to it. This symbiosis of the spiritual and the material is inevitable to solve the contemporary hurdles of humankind. This balance between the material desires and spiritual pursuits helps a person to achieve peacefulness in his life.

Kalam suggests Indian youth to unleash their inner power to serve their motherland. In this pursuit, he recommends both the scientific temper and spirit of enquiry to take this nation rich with resources into a happier one. To acquire this aim, he recommends adopting the models of exemplary personalities.

2.4.2 “The Open Window” By H.H. Munro

Hector Hugh Munro, often known as H.H. Munro, was a Scottish author of plays, short stories and novels. He writes using the pen name Saki. His writing is distinguished by its use of humour and satire aimed at English society and convention during the Edwardian era. “The Open Window,” arguably Saki’s most well-known short story, first appeared in *Beasts and Super Beasts*, a collection of short stories that was published in 1914 soon before Munro left for World War I. Most people enjoy “The Open Window” for its unexpected conclusion, which reveals that the readers are also misled by the protagonist Vera’s grim tale of death and desperation. The following is the complete version of the short story.



The Open Window

“My aunt will be down presently, Mr. Nuttel,” said a very self-possessed young lady of fifteen; “in the meantime you must try and put up with me.”

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

“I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; “you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.”

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

“Do you know many of the people round here?” asked the niece, when she judged that they had had sufficient silent communion.

“Hardly a soul,” said Framton. “My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.” He made the last statement in a tone of distinct regret.

“Then you know practically nothing about my aunt?” pursued the self-possessed young lady.

“Only her name and address,” admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

“Her great tragedy happened just three years ago,” said the child; “that would be since your sister’s time.” “Her tragedy?” asked Framton; somehow in this restful country spot tragedies seemed out of place. “You may wonder why we keep that window wide open on an October afternoon,” said the niece, indicating a large French window that opened on to a lawn. “It is quite warm for the time of the year,” said Framton; “but has that window got anything to do with the tragedy?”

“Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipeshooting ground they were all three engulfed in a treacherous

piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it.” Here the child’s voice lost its self-possessed note and became falteringly human. “Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing ‘Bertie, why do you bound?’ as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window - “

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance. “I hope Vera has been amusing you?” she said. “She has been very interesting,” said Framton. “I hope you don’t mind the open window,” said Mrs. Sappleton briskly; “my husband and brothers will be home directly from shooting, and they always come in this way. They’ve been out for snipe in the marshes to-day, so they’ll make a fine mess over my poor carpets. So like you men-folk, isn’t it?”

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

“The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,” announced Framton, who laboured under the tolerably wide-spread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. “On the matter of diet they are not so much in agreement,” he continued. “No?” said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention - but not to what Framton was saying.

“Here they are at last!” she cried. “Just in time for tea, and don’t they look as if they were muddy up to the eyes!” Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction. In the

deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?" Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?" "A most extraordinary man, a Mr. Nuttel," said Mrs Sappleton; "could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost." "I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone their nerve." Romance at short notice was her speciality.

2.4.2.1 A Close Reading of the Story

The narrative is divided into three distinct parts, with the first beginning with a chat between Vera and Framton, the second with the appearance of the aunt, and the third with the hunting party's return. To separate these three sections, Munro uses flashbacks, breaking up the present with a story-within-a-story that is motivated by Vera's imagined past. The reader learns that Vera, whose name stands for "veracity" (meaning "truth"), is hilariously anything but truthful in "The Open Window," which, like many of Munro's stories, has a surprising finish.

Munro deceives readers into thinking that Vera is a reliable storyteller just as Vera deceives Framton. The author partially achieves this by turning Vera into a young girl. It was uncommon for a woman to be depicted as "cunning" or "conniving" during Munro's time. Instead, women and girls were typically

shown as the characters that could be trusted, whereas men and boys were the scumbags. Munro breaks assumptions about how young ladies should act by having the troublemaker as a woman in his novel.

Vera, the protagonist of this tale, is portrayed as a troublemaker who performs pranks using her imagination. A careful reader of the story can also learn some things about Vera's genuine character from Munro's portrayal of her. The most notable of these is how Vera is described as a storyteller whose expertise is "romance at short notice." Vera has frequently been interpreted by critics as a personification of narrative "authority" and as a portrayal of Munro himself.

Vera plays a significant role in "The Open Window" by introducing the concept of childhood, which appears in many of Munro's writings. Munro regularly depicts, through his

writings, childhood as a sad situation in which youngsters are imprisoned in a dull adult world. The aunt is a commanding presence from which Vera longs to flee and manages to do so through creative storytelling and cunning. The window is a metaphor for this need to get away. It represents a portal into another realm that Vera can use to enter and create her own unique alternate universe. Vera's fanciful tales serve as an escape from the dull adult reality in this way.

Muro regularly parodies and undermines the norms of the upper-middle-class society of the Edwardian era, of which the author was a part. In "The Open Window," he accomplishes this by disrupting and altering the traditional serene and "country" environment of the house. When the aunt comes in, the story gets even darker since Munro keeps talking about how happy the scene is, despite the aunt's tragically misunderstood intentions. The author subverts the Edwardian sitting room's conventional setting by using terms like "bustled," "whirl" and "cheerfully." To change the settings of the monotonous and dull existence of Edwardian society, this alteration is required.

2.4.2.2 Themes of the Story

Chaos/Wildness vs Order: A usual and uneventful house visit is contrasted here with usual and unusual incidences of ghost presence and fatal death. This turbulence enters the well organised sitting-room scenario through the open window. With wild dogs, dangerous topography and a forest, Munro uses a specific kind of anarchy in this narrative. The author frequently utilises disorder as a way to parody English society's traditions because he finds adult life's monotonous order boring in comparison to anarchy.

A desire to flee: Vera and Framton share a deep desire to run away. Vera uses her

imagination and storytelling to try to get away from the grown-up world she lives in. In an effort to go away and heal from his nerve ailment, Framton is brought to a small town in the countryside. Vera's escape succeeds and is enjoyable, but Framton's is less successful and causes more turmoil than quiet.

The impact of storytelling: In his writing, Munro frequently employs the "story within a story" approach. In "The Open Window," he goes one step further by employing Vera as the storyteller to express a subject about storytelling as a form of art. Both Vera and Munro use the short tale to deceive their audience. Munro, who primarily uses short stories to express his ideas, incorporates the concept of storytelling in this story to convey its harmony with the comic plot.

Rural Peace: The rural calm and the chaos vs. order themes are strongly related. Multiple characters make reference to the apparent tranquillity of the rural area. For example, Framton's doctors advise it as a retreat to soothe his anxiety, and Framton expresses amazement that tragedy could ever happen in such a serene setting.

Comedy: Vera's stories are shown at the end of the story to be magical and hilarious delusions of a child's creation. Therefore, humour is presented as an escape from the serious and stuffy environment and way of life.

2.4.2.3 Window as a Symbol

The window serves as both a representation of Vera's vivid imagination and of the aunt's desire that her husband and brothers will come back. Vera makes use of the window to escape the dull grown-up world and to conjure up a more fantasy one.



2.4.3 “The Blessed Damozel” By D.G Rossetti

The blessed Damozel lean'd out
From the gold bar of Heaven:
Her blue grave eyes were deeper much
Than a deep water, even.
She had three lilies in her hand,
And the stars in her hair were seven.

Her robe, ungirt from clasp to hem,
No wrought flowers did adorn,
But a white rose of Mary's gift
On the neck meetly worn;
And her hair, lying down her back,
Was yellow like ripe corn.
Herseem'd she scarce had been a day
One of God's choristers;
The wonder was not yet quite gone
From that still look of hers;
Albeit, to them she left, her day
Had counted as ten years.

(To one it is ten years of years:
...Yet now, here in this place,
Surely she lean'd o'er me,—her hair
Fell all about my face....
Nothing: the Autumn-fall of leaves.
The whole year sets apace.)

It was the terrace of God's house
That she was standing on,—
By God built over the sheer depth
In which Space is begun;
So high, that looking downward thence,

She scarce could see the sun.

It lies from Heaven across the flood
Of ether, as a bridge.
Beneath, the tides of day and night
With flame and darkness ridge
The void, as low as where this earth
Spins like a fretful midge.
But in those tracts, with her, it was
The peace of utter light
And silence. For no breeze may stir
Along the steady flight
Of seraphim; no echo there,
Beyond all depth or height.

Heard hardly, some of her new friends,
Playing at holy games,
Spake gentle-mouth'd, among themselves,
Their virginal chaste names;
And the souls, mounting up to God,
Went by her like thin flames.

And still she bow'd herself, and stoop'd
Into the vast waste calm;
Till her bosom's pressure must have made
The bar she lean'd on warm,
And the lilies lay as if asleep
Along her bended arm.

From the fixt lull of Heaven, she saw
Time, like a pulse, shake fierce
Through all the worlds. Her gaze
still strove,
In that steep gulf, to pierce
The swarm; and then she spoke, as when

The stars sang in their spheres.
 'I wish that he were come to me,
 For he will come,' she said.
 'Have I not pray'd in solemn Heaven?
 On earth, has he not pray'd?
 Are not two prayers a perfect strength?

'There will I ask of Christ the Lord
 Thus much for him and me:—
 To have more blessing than on earth
 In nowise; but to be
 As then we were,—being as then
 At peace. Yea, verily.

'Yea, verily; when he is come
 We will do thus and thus:
 Till this my vigil seem quite strange
 And almost fabulous;
 We two will live at once, one life;
 And peace shall be with us.'

She gazed, and listen'd, and then said,
 Less sad of speech than mild,—
 'All this is when he comes.' She ceased:
 The light thrill'd past her, fill'd
 With Angels, in strong level lapse.
 Her eyes pray'd, and she smiled.

(I saw her smile.) But soon their flight
 Was vague 'mid the poised spheres.
 And then she cast her arms along
 The golden barriers,
 And laid her face between her hands,
 And wept. (I heard her tears.)

2.4.3.1 Summary of the Poem

The blessed damozel is constrained in heaven. She is leaning against the heavenly gold fence and longingly gazing down at the planet earth. Her eyes are “still” and devoid of emotion; more precisely, they are like deep waters. The thoughts that are hidden in the damozel’s mind are incomprehensible just as it is impossible to perceive what lies beneath the surface of the pond. She has seven stars in her hair and three lilies in her hand.

The damozel’s gown is hanging from her waist to the floor. She doesn’t have a buckle or clasp on. She also doesn’t have any embroidered flowers on her gown. She is wearing a white rose that the Virgin Mary gave her in appreciation of her selfless service. Her back is covered with her ripe-comma-yellow hair.

She feels as though she has just been in heaven for a single day. She sings in the choir and is constantly praising God. Her eyes are still filled with astonishment. She has only recently entered heaven, so she continues to be in wonder of everything there. The people on earth who have lost the blessed damozel are very sad. Time moves slowly, it seems. They have the impression that ten years have gone by.

The damozel’s lover fantasises having her bend over him so he can feel her hair on her face and longs for her. He discovers that the sensation he thought was his lover’s hair was actually a leaf dropping, which likewise denotes the passage of time.

The blessed damozel is positioned on the barrier that God erected around heaven. This rampart represents the beginning of space. The blessed damozel cannot see the sun since it is so far from heaven.

The fact that God’s dwelling is located here



makes heaven special. Outside heaven, there is a large area. It is actually filled with ether, a translucent substance, rather than being empty. The poet compares day and night to oppositely light and dark waves that move forward and backward. The earth is far away and appears to be a minuscule two-winged insect flying in circles as it revolves around the sun and itself.

The blessed damozel is so lost in her own thoughts that she hardly notices what is going on in heaven around her. The recently-ascended souls have made friends with the blessed damozel. The spirits are engaging in friendly and supportive games that encourage fraternity. They are addressing one another by their new names, which reflect the purity they have just attained. The fresh souls are ascending to God's throne. None of these things seem important to the blessed damozel.

The blessed damozel stoops and continues to gaze downward from heaven at the world below. She has been leaning on the heavenly gold bar for a while and her breasts begin to warm the bar. The lilies she is holding have faded even more. It appears as though the lilies are dozing off.

The blessed damozel observes that time begins in heaven and expands throughout the cosmos. Nothing seems to be able to fend off the effects of time. It is likely that the blessed damozel feels anxious about what her sweetheart might have experienced on earth as time passed. She then starts to talk with a voice as sweet as the heavenly or planetary melody.

The crescent moon rises as the sun sets. The moon, according to the poet, has floated across space like a tiny feature. A melodious voice that resembles the melody of the stars is used by the blessed damozel as she starts to speak.

The lover on earth associates the pleasant singing of the saintly damozel with that of birds. He believes that when church bells ring, the blessed damozel is approaching him by ascending the staircase that connects heaven and earth.

The blessed damozel asks God to bring her and her lover back together. The same kind of prayer has also been uttered by her partner. The damozel is sure that God will answer their mutual prayer. She need not give up hope.

The blessed damozel envisions her lover entering paradise dressed in white with an aureole wrapped around his head. He will represent his newly attained status as a blessed soul with an aureole. She offers to accompany him on a hand-in-hand journey to "the deep wells of light," where they would bathe in the divine presence like in a stream.

The blessed damozel suggests taking her beloved to the heavenly shrine. The prayers offered by the believers help the lamps at the shrine burn. When God answers prayers, they dissipate like a little cloud.

The blessed damozel intends to lie with her lover under the Tree of Life, whose fruit is said to grant invincibility to those who consume it. The Dove, a representation of the Holy Ghost, resides among this Tree's leaves. The names of God are boldly spoken by the leaves touched by the dove's feathers.

The blessed damozel intends to impart to her sweetheart all the heavenly and devotional melodies she has so far learned. The lover can be a hesitant student who takes several breaks. But he will learn something new at each break.

The lover claims that the union he once shared with the blessed damozel is no longer there. He believes that she has advanced spiritually much more than he has. Their love

is the one thing they have in common. God is unable to unite them permanently based solely on their mutual love.

The blessed damozel offers to take her beloved to the groves where she might view the Virgin Mary and her five handmaidens, Rosaly, Gertrude, Margaret and Cecily. These young women have the same symphonic good spirit.

Bright birth robes are being woven by the handmaidens for individuals who pass away on earth and are reborn in heaven.

The Virgin Mary's presence could leave the lover speechless and in a state of shock. The blessed damozel will thereafter take the lead. Without any reluctance or sense of modesty, she will place her cheek on his and declare their love for one another in front of Mary. Mary will be touched by her ardent proclamation of love and will give her the opportunity to continue.

The blessed damozel and her lover will be carried by the Virgin Mary to Jesus Christ, who stands before the assembled blessed souls, heads bowed. When angels meet the lovers, they will play their musical instruments, the citherns and citoles, to celebrate their love.

The blessed damozel declares that she will ask Christ to keep her and her partner together in heaven permanently, as they were while they were living on earth.

The blessed damozel finally wakes up from her daydream at this point. She says in her soliloquy that only when her lover enters heaven will she be able to ask God to keep them together there eternally. She believes he will soon enter paradise. She then smiles.

She can be seen smiling in heaven by her earthly lover. Space quickly becomes dark. As there are insurmountable obstacles

standing between the blessed damozel and her sweetheart, she becomes dejected as she stands on the heavenly ramparts. She sobs vehemently while burying her face in her hands. Because there is no indication that her lover will enter paradise.

2.4.3.2 Analysis of the Poem

Context:

The context of a poem serves as the foundation for understanding it. It is essentially about how a poem is impacted by culture, an event, and the historical period in which it is composed. The context of a poem can also include the background information of the poet while composing the poem.

“The Blessed Damozel” tells the story of a young woman in heaven and her devastated lover on earth who longs to be with her. But even at the end of the poem, the couple is still apart—the lover is trapped on Earth, and the damozel is trapped behind the “gold bars” of Heaven.

Themes

A poem's theme is its major topic, subject, or message. The theme of a poem tells what the poem is about, whether it is about nature, love, loss, patriotism, or anything else. Poems can contain various themes as well. Multiple themes can sometimes be related to one another.

The major themes of the poem are: (1) **Love beyond Death:** The affection and desire of the two lovers for each other transcend time and death in “The Blessed Damozel”. The damozel can't be happy in heaven since she keeps waiting for her beloved. (2) **Grief beyond Death:** Damozel's death triggered the poem's emotions of hope, desire, and sadness. According to the poem, she has been dead for ten years, but to the lover who remains on Earth, it feels ten times that long.



(3) **Religion:** The love between the damozel and her lover is depicted more in religious terms than in romantic terms in “The Blessed Damozel.” She imagines that her beloved will come to her and she will take him to Mary to proclaim their love. They will be brought before Christ by Mary, and they will remain forever together in heaven.

Imagery

Imagery is a vivid and dynamic kind of description that engages the senses and imagination of the reader. Despite its meaning, “imagery” refers to the complete range of sensory experiences, including interior emotions and bodily sensations. Some of the common images used in poems are visual imagery, auditory imagery, olfactory imagery, and so on.

Throughout the poem, the poet uses religious imagery (Christian imagery) in portraying the relationship between the damozel and her lover. The depiction of the damozel as a pious woman in heaven longing for her lover, the physical description of heaven, and the image of reunited lovers – all these images reinforce the idea of the ascension of souls who make it to heaven. The poem also mentions that the damozel is confident that she will be able to convince Mary and Jesus to let her lover stay with her in heaven forever whenever he gets there.

Symbols

The use of symbols to depict ideas or meanings is referred to as symbolism. They have characteristics that are often only interpretable in context. In this poem, Virgin Mary gives the damozel a white rose as a sign

of Mary’s favour as well as the damozel’s purity and blessedness. The white rose has long been connected with Mary, Jesus’ mother, in Christian iconography. The colour white represents purity and morality, while the thorns of the rose represent the crown of thorns that Jesus wore before his crucifixion.

Lily is another flower that is frequently used as a Christian symbol. White lilies are traditionally used as a sign of Christ’s resurrection during Easter. The damozel in this poem holds three lilies, which represent the Holy Trinity: Father, Son and Holy Spirit. These strengthen the damozel’s relationship with God and her religious commitment.

Fire comes in a variety of shapes and forms, some subtle, others obvious; yet, the underlying symbolic meaning of fire remains consistent throughout the poem, particularly as the only source of pain in heaven.

Form

The structure of a poem is its form, which includes aspects such as line lengths and metres, stanza lengths, rhyme schemes (if any), and sequences of repetition. The poem “The Blessed Damozel” is divided into 24 stanzas of six lines each. ABCBDB is the recurring rhyming scheme. The metre is iambic tetrameter with four stressed syllables and four unstressed syllables.

Thus, to analyse a poem, one should break it down into its basic elements. Then examine the elements to find out what inner meaning the poem holds. The basic idea behind the analysis of a poem is to assess how the poet and the poem produce an effect on the reader.

Recap

- ▶ Things to check while analysing a literary piece: striking ideas, confusing moments and pattern of the work
- ▶ “The Dream and the Message” as a recollection of Dr A.P.J Abdul Kalam’s past experience, and his thoughts over the chaos and violence
- ▶ Themes in H.H Munro’s “The Open Window”: chaos vs order, rural peace, story-telling, urge to flee and comedy
- ▶ The poem “The Blessed Damozel” as story of a young woman in heaven
- ▶ Themes in “The Blessed Damozel”: love, grief and religion
- ▶ Christian imagery and symbol in “The Blessed Damozel”

Objective Questions

1. Which book of A.P.J Abdul Kalam consists of the chapter “The Dream and the Message.”?
2. In “The Dream and the Message”, APJ Abdul Kalam anecdotes an event in his life which happened on ...
3. Where does APJ Abdul Kalam find himself in the dream?
4. What is the pen name of the writer Hector Hugh Munro?
5. Who is the protagonist of the short story “The Open Window”?
6. Which significant concept is portrayed in the short story “The Open Window”?
7. What stands as a symbol and metaphor in the short story “The Open Window”?
8. Who wrote the poem “The Blessed Damozel”?
9. What does the white lily flower in “The Blessed Damozel” symbolise?
10. Write a theme of “The Blessed Damozel”

Answers

1. Ignited Minds
2. 30 September 2001
3. In a desert
4. Saki
5. Vera
6. Childhood
7. Window
8. Dante Gabriel Rossetti
9. Christ’s resurrection
10. Grief beyond Death



Assignments

1. What were the thoughts of five great thinkers who appear in the dream of Kalam?
2. What is the dream of Kalam to make India a developed nation?
3. How did Kalam differentiate the good struggling and capacity of destruction?
4. What message does Kalam intend to convey in the dream and the message?
5. What message did Mahatma Gandhi convey?
6. What is Abraham Lincoln's philosophy of life?
7. Describe the helicopter mishap that Kalam faced?
8. What were the thoughts of five great thinkers who appear in the dream of Kalam?
9. What is the dream of Kalam to make India a developed nation?
10. How did Kalam differentiate the good struggling and capacity of destruction?
11. What message does Kalam intend to convey in the dream and the message?
12. What message did Mahatma Gandhi convey?
13. What is Abraham Lincoln's philosophy of life?
14. Write about the gender roles and their reversal in "The Open Window"
15. What is the symbolic relevance of the window in "The Open Window"?
16. Comment on the form of the poem "The Blessed Damsel"
17. What are the different themes dealt in "The Blessed Damsel"?
18. Elaborate on the imagery employed in "The Blessed Damsel"
19. Find out the significance of symbols in "The Blessed Damsel"

Suggested Readings

1. Abdul Kalam, A P J. *My Life: An Illustrated Biography*, Rupa, 2015.
2. Fuller, James. "Saki H. H. Munro's the Open Window," Dramatic Publishing Company, 1964.
3. Munro, Ethel M. *The Short Stories of Saki (H.H. Munro)*, Modern Library, 1958.
4. Rossetti, Dante Gabriel. *Collected Poetry and Prose*, Yale U P, 2003.

BLOCK - 03

Language Development

Unit 1

Parts of Speech

Learning Outcomes

Upon the completion of this unit, the learners will be able to:

- ▶ acquire a general insight into the classification of words in the English language
- ▶ identify the different types of words in the English language
- ▶ familiarise themselves with the proper usage of words
- ▶ develop necessary knowledge to frame grammatically correct sentences

Prerequisites

Have you ever noticed the different roles that we play in our lifetime? You might be a son or a daughter in your family, a student and a friend in your college, an artist or a sportsperson. Just like you assume diverse roles, words do have different functions. Let us look at the following sentences:

Kavya plays cricket.

Hari writes a play.

Did you notice any difference? In the first sentence, the word ‘play’ is suggestive of an action. But the same word ‘play’ denotes a literary form, drama in the second sentence. Thus, based on their forms and functions, in traditional grammar, words are classified into eight parts of speech. It includes nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. However modern grammarians have classified words into Form Class and Function Class. Form Class includes nouns, verbs, adjectives and adverbs which have independent meaning and functions. Function class words are those words which are purely grammatical, such as articles, pronouns, prepositions, conjunctions. These words link together the Form class words which are important for the structure of the sentence.

Keywords

Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection

Discussion

3.1.1. Noun

Look at the following words:

Resmi, college, friendship, beauty

These words refer to the name of persons, places or things. They are called nouns. A noun is a naming word.

3.1.1.1 Concrete and Abstract Nouns

Nouns are classified as **Concrete nouns** and **Abstract nouns**. Analyse the following sets of nouns:

Set 1: *Boy, man, India, Kerala, etc.*

Set 2: *Temperature, sleep, poverty, brightness, reality, awareness, sanity, etc.*

The nouns in set 1 are tangible, while the nouns in set 2 do not have a material shape. Those nouns which are tangible or have a real physical existence are called **Concrete nouns**. **Abstract nouns** are those nouns which do not have a material shape but refer to feelings, ideas or qualities.

Concrete nouns are classified into four types:

Proper Noun	Name of a particular person or place. <i>Eg: Gandhi, India, etc.</i>
Common Noun	Names used in common to describe a person or thing belonging to the same class or kind. <i>Eg: man, teacher, nation, city, etc.</i>
Collective Noun	Name of a group of persons or things. <i>Eg: crowd, team, government, etc.</i>
Material Noun	Name of a material, substance or a thing. <i>Eg: coir, soil, wood, gold, etc.</i>

Nouns

Countable nouns are those nouns which can be counted and have a plural form. They are preceded by *a, an* or *the*.

Eg. There is *an apple* on the table.

The lion is the king of the forest.

Uncountable nouns are impossible to count, as they represent abstract ideas like wisdom,

fun, etc. They do not have any plural form and are not preceded by *a, an* or *the*. Some common examples of the same are:

Advice, applause, baggage, weather, work, money, mud, conduct, equipment, footwear, information, luggage, news, poetry, progress, music, milk, traffic, health, laughter, employment, offspring, sugar, water, machinery, courage, dancing, dirt, litter,



heroism, fun, stationery, wisdom, research, patience, leisure, parking, etc.

Certain nouns are countable or uncountable depending on the meaning; *Stone, fruit,*

shampoo, toothpaste, rain, snow, sound, space, abuse, business, language, life, beer, cake, difficulty, fear, character, fish, success, war, etc. Take a look at the following sentences:

- Coffee is good for health. (uncountable)
Please serve three coffees to that table. (countable)
- Chocolate is a sweet food made from cocoa beans. (uncountable)
She has already eaten two chocolates. (countable)
- She has curly hair. (uncountable)
There are a few grey hairs on your head. (countable)
- Keep quiet. Don't make noise. (uncountable)
I heard a strange noise. (countable)

Incorrect	Correct
Here are my luggages.	Here is my <i>luggage</i> .
The teacher gave her many good advices.	The teacher gave her much good <i>advice</i> .
Remya arranged the furnitures in her room.	Remya arranged the <i>furniture</i> in her room.
These baggages are very heavy.	This <i>baggage</i> is very heavy.

3.1.1.2 Compound nouns and Possessive nouns

Set 1	Set 2
Rainfall, policeman, dining table, lunchbox, etc.	Shalini's car, children's magazine, Arjun's bicycle, ladies' bag, etc.

In set 1, the nouns are formed by the combination of two or more words. Such nouns are called **Compound nouns**. In set 2, 's is added to singular and plural nouns to show possession. **Possessive Nouns** indicate ownership or possession. It is to be noted that, for plural nouns ending in *s*, add only an

apostrophe (') towards the end of the word to show possession.

3.1.1.3 Gender

The three distinct genders in the English Language are:

a) Masculine Gender - denotes male sex

Eg: Man, Uncle, Brother, etc.

b) Feminine Gender- denotes female sex

Eg: Women, Aunt, Sister, etc.

c) Neuter Gender- denotes inanimate things

Eg: pencil, box, book, etc.

Masculine Feminine

King	Queen
Nephew	Niece
Heir	Heiress
Peacock	Peahen
Master	Mistress

3.1.1.4 Singular and Plural Nouns

Plurals are formed by:

- ▶ Addition of **-s** or **-es**

Eg: Monkey- monkeys

Pen- pens

Flower- flowers

- ▶ Nouns ending in a consonant and followed by letter **y**: change **y** to **-ies**.

Eg: Story- stories

Company- companies

City- cities

- ▶ Nouns ending in a vowel and followed by letter **y**: add **-s**.

Eg: Valley- valleys

Tray- trays

Key- keys

- ▶ Nouns ending in **-f** or **-fe**: **f/fe** is changed into **-ves**

Eg: Wife- wives

Knife- knives



Leaf- leaves

- Plurals formed by changing the vowels.

Eg: *Goose- geese*

Man- men

Tooth- teeth

- Plurals of Compound nouns.

Eg: *brother- in-law - brothers- in-law*

Manservant- menservants

Girl friend- Girlfriends

- Nouns with the same singular and plural forms.

Eg: *Sheep- sheep*

Deer- deer

3.1.2. Verb

Read the following sentences:

She is *dancing*.

He is *reading* a short story.

The words *dancing* and *reading* indicate an action. A Verb is a term used to indicate an action or state of being or occurrence. Thus, the two terms *dance* and *read* are examples of verbs.

3.1.2.1 Lexical verbs and Auxiliary verbs

Certain verbs such as *learn, eat, sleep, write, etc.* have an independent meaning.

While certain other verbs, such as *am, is, are, was, were, has, have, had, do, does, did, etc.* do not have an independent meaning. The verbs which have an independent meaning are called **Lexical verbs**. Lexical verbs are also known as Main verbs.

Auxiliary verbs or Helping verbs are grammatical words. Unlike lexical words, they do not have an independent meaning. They are *am, is, are, was, were, has, have, had, do, does, did, can, could, will, would, shall, should, being, been, may, might, must, used to, ought to, need, dare etc.*

Auxiliaries are of two types: **Primary auxiliaries and Modal auxiliaries**

Primary auxiliaries	Modal auxiliaries
am, is, are, was, were, has, have, had, do, does, did, being, been.	will, would, shall, can, could, should, may, might, must, used to, ought to, need, dare.

Uses of Primary auxiliaries

Uses of be:

Forms of *be*: *am, is are, was, were, be, being, been.*

- In continuous forms.

Eg: He *is* laughing.

They *are* making dolls.

- In passive forms.

Eg: He *was* helped by his friend.

A bridge *was* constructed.

- Be + *infinitive* is used to suggest a plan or order.

Eg: She *is to guide* these students.

The President *is to address* the nation tonight.

- Be about + *infinitive* is used to denote the immediate future.

Eg: The meeting *is about to start*.

He *is about to leave*.

Be as main/lexical verb is used:

- To indicate a physical or mental condition.

Eg: She *is* delighted.

He *is* angry.

- To indicate age, weight, size, prices, etc.

Eg: She *is* short.

How much *is* this toy?

- To suggest existence.

Eg: He *is* a lawyer.

The morning *is* calm and serene.

- To express requests or commands.

Eg: *Be* bold.

Be kind.

- The form **there is/are/was/were** is used, when the subject of **be** is an indefinite person or thing.

Eg: *There is someone* waiting outside your door.

There are some flowers in the garden.

Uses of have:

Forms of *have*: *has, have, had*.

- *Have + the past participle* is used to form different tenses.

Eg: She *has* sent a letter. (Present perfect)

He *had* written a poem. (Past perfect)

- *Have + object + past participle*. (to engage someone to do something)

Eg: I *had* my rooms cleaned.

I *had* the television repaired.

- *Have to* is used to express obligations.

Eg: I *have to* study well.

I *have to* do my homework.

- *Had better + bare infinitive* (had represents an unreal past)

Eg: I *had better stay* at home.

You *had better leave* that house.

Have as main verb:

- *Have* means to possess or to own something.

Eg: She *has* a red car.

He *has* a piano.

- *Have* is used with *do* to indicate habitual actions.

Eg: Do you *have* heat waves in May?

Do they *have* a tea break at 5 pm?

- *Have* is used to imply 'take a meal', 'give a party', etc.

Eg: They *have* a party tomorrow.

I *have* my dinner at 8 pm.

Uses of *do*:

Forms of *do*: *do*, *does*, *did*.

- *Do/did* + *infinitive* form (for special emphasis)

Eg: She thinks I *didn't* know about it, but I *did* know.

I *do* promise that I will support you.

- To avoid repetition of the main verb.

Eg: She likes reading comic books and so *does* her sister.

They *didn't* attend the function, *did* they?

Note: *Do* is used in short questions to avoid repetition of the lexical verb.

Eg: Do you sing? No, I *don't*.

Did you read the newspaper today? Yes, I *did*.

- In comparisons.

Eg: She runs faster than I *do*.

She dances better than her friend *does*.

- *Do* + *imperative* is used to make a request more effective.

Eg: *Do* join us for the marriage function.

Please *do* help your brother.

Do as main verb:

- *Do* means to perform or to act.

Eg: I *didn't do* it.

Does she *do* it?

- Formal greetings.

Eg: How are you *doing*?

How do you *do*?

- Other uses.

Eg: What does she *do* now? (occupation/employment)

We have nothing to *do* with your promotion. (no role)



Uses of Modal auxiliaries:

Shall

Shall is used:

- With the First-person to express simple futurity.
Eg: I *shall* visit my hometown tomorrow.
I *shall* leave for Kochi tomorrow morning itself.
- With the Second and Third persons to express a command.
Eg: You *shall* not repeat this mistake.
He *shall* leave this place at once.
- Promise and threat.
Eg: You *shall* get a prize if you win this competition.
He *shall* be punished for his carelessness.
- To express determination.
Eg: He *shall* overcome this crisis.
He *shall* execute all the orders of his officer.

Should

Should is used:

- To express duty or obligations.
Eg: You *should* obey your teacher.
You *should* not tell lies.
- To express possibilities or suppositions in Conditional clauses.
Eg: If she *should* come, tell her to meet me.
Should she call, convey my regards.
- To express unreal conditions.
Eg: If I were you, I *should* accept their decisions.
If I were you, I *shouldn't* reject the job offer.
- Used after *lest*.
Eg: We listened to him lest he *should* be angry.
The thief ran away lest he *should* be caught by the police.

- To express possibility or likelihood.

Eg: He *should* be able to complete this task.

You *should* be able to compete with them.

Note 1: Should, as compared to *shall*, indicates less probability.

Eg: He *shall* be happy to hear this news.

He *should* be happy to hear this news.

Note 2: The expression 'should like' indicates politeness in statements. For eg: I should like to tell you that we are yet to finish the current project.

Can

Can is used:

- To express ability.

Eg: He *can* talk Hindi fluently.

She *can* lift this heavy box.

- To give permission. (used in the sense of *may*)

Eg: You *can* sit here.

You *can* watch the play outside now.

Could

Could is used:

- To express possibility or uncertainty.

Eg: You *could* achieve success if you worked hard.

We *could* complete it if we all tried together.

- To ask polite questions.

Eg: *Could* I get a piece of paper?

Could I have a cup of tea?

- To indicate a skill or ability of the past period.

Eg: In my childhood, I *could* easily climb a tree.

Earlier, my grandfather *could* walk without a walking stick.

Would

Would is used:



- To express willingness or determination.
Eg: He said he *would* visit a doctor at the earliest.
My senior officer *would* have his own ways.
 - To express a habitual or customary action in the past.
Eg: After lunch, he *would* sleep for an hour.
He *would* sit in his room and watch his favourite films for hours.
 - To express a wish.
Eg: I *would* like to become a doctor.
She *would* like to meet you.
 - To ask polite questions.
Eg: *Would* you please give me a pen?
Would you like to watch a movie?
 - To express impossible or improbable conditions.
Eg: If I were a minister, I *would* build a new hospital.
If I were a nightingale, I *would* sing melodiously.
- Note: *Would rather* is used to express a choice or preference.
- Eg: He *would rather* read a book than play games.
She *would rather* apologise than pay the fine.

May

May is used:

- To express permission.
Eg: *May* I use your notebook? Yes, you may.
May I help you?
- To express possibility.
Eg: He *may* come this year.
He *may* be happy to hear about your victory.
- To express a wish.
Eg: *May* all your dreams come true.
May God give him the courage to face all troubles.

- To express a purpose.

Eg: Use spectacles so that you *may* read without any strain.

Study well so that you *may* get good marks.

Might

Might is used:

- To express a doubtful possibility.

Eg: He *might* win this election.

He *might* help you.

- To express a gentle rebuke or to indicate extreme politeness in a conversation.

Eg: You *might* thank me later for pointing out this common error.

If I *might* make a suggestion, couldn't we discuss the matter after our meeting?

Ought to

Ought to is used:

- To express a moral obligation or duty.

Eg: He *ought to* help the poor and the old.

He *ought to* help his brother.

- To express necessity.

Eg: He *ought to* buy some utensils.

He *ought to* buy chairs for his new office.

- If *ought to* refers to a past time, it should be followed by the Perfect Infinitive.

Eg: He *ought to* have encouraged his sister.

He *ought not to* have scolded his friend.

Note: '*Ought to*' is more powerful than 'should', but not as powerful as must.

Dare

Dare means to defy:

- As a principal verb.



Eg: He *dared* to call the leader a coward.

He *dares* you to solve this puzzle.

- As an auxiliary verb, *dare* is used with not or in interrogative sentences.

Eg: He *dares* not argue with his father.

How *dare* she blame us?

Must

Must is used:

- To express a strong obligation or duty.

Eg: He *must* take care of his family.

You *must* help the aged.

- To express necessity.

Eg: He *must* find a job at the earliest.

You *must* walk fast to catch the bus.

- To express probability or likelihood.

Eg: He *must* be a fool to do that.

That *must* be his car.

- To express strong determination.

Eg: He *must* qualify for this test.

I *must* go to Manali, no matter how cold the place is.

Need

Need as a principal verb means require.

Eg: He *needs* some food.

You *need* some rest.

Need as an auxiliary verb:

- Used with *not*.

Eg: He *need not* work in that factory.

He *need not* buy such a costly car.

- Used with *hardly*.

Eg: He *needs hardly* earn the money.

I *need hardly* listen the advice.

- Used with *only*.

Eg: He *needs only* say about what he did yesterday.

You *need only* give creative ideas.

- While referring to a past time, *need* should be followed by the Perfect Infinitive.

Eg: He *need not* have acted in that film.

You *need not* have paid all the money then.

3.1.2.2 Regular and Irregular Verbs

Look at the following words:

paint- painted- painted

talk- talked –talked

enjoy- enjoyed- enjoyed

The above lexical verbs have the same Past and Past Participle forms. Lexical verbs with the same Past and Past Participle forms are called Regular verbs (usually formed by the addition of **-d** or **-ed**).

Irregular verbs have different Past and Past Participle forms.

Eg: *sing- sang – sung*

rise- rose- risen

draw- drew- drawn

3.1.2.3 Transitive and Intransitive Verb

Verbs are classified into Transitive and Intransitive based on the requirement of an Object. Subject and Object are two common terms in English grammar. In a sentence, the Subject is the person/thing who does the action and the Object is the person/thing who is affected by the action of the Subject.

Note: A simple way to identify the Direct Object in a sentence is by asking the question ‘what’ or ‘whom’ to the verb. For eg: *Sanju is playing cricket*.

(Here Sanju is the one who does the action and thus he is regarded as the Subject. Cricket is the Direct Object as it answers the question, what is Sanju playing?)

Raju bought mangoes.

Subject: Raju

Object: mangoes

He has directed a film.

Subject: He

Object: a film

Examine these sentences:

Sanju is playing cricket.

Sanju is playing.

In the first sentence, the verb play has linked the subject with the object. A **Transitive verb** is a verb which requires an object. An **Intransitive verb** does not require an object.

Eg: We are *learning English grammar*.
(Transitive verb)

Manu is *speaking* about his friend.



(Transitive verb)

He is *sleeping*. (Intransitive verb)

They are *talking*. (Intransitive verb)

3.1.2.4 Stative and Dynamic Verbs

Look at the following verbs:

Set 1: *Love, feel, know, smell, trust, etc.*

Set 2: *Run, jump, write, say, cook, etc.*

What do you think is the difference between the two sets of verbs? Set 1 refers to verbs which express a state or condition. They are called **Stative verbs**. It is also known as **State verbs**. They are not used in the Continuous Tense forms.

Set 2 represents **Dynamic verbs**. They are also called action verbs. They indicate the beginning, development or end of an action.

Stative Verbs

Love, feel, desire, own, like, want,
understand, suppose, recognize,
know, forgive, possess, sound,
belong, taste, mean, seem, think,
smell, trust, consider, denote,
declare, see, believe, regard,
include, exclude, have(to own), etc.

Dynamic Verbs

Run, write, fall, build, draw, perform, measure,
look, eat, go, grow, watch, work, learn, read,
sleep, talk, type, jump, call, sit, swim, open,
break, melt, listen, say, hit, cook, etc.

3.1.2.5 Linking Verbs

Look at the following verbs:

be, look, feel, seem, appear, turn, grow, remain, become, etc.

These verbs are commonly used to link the Subject with its Complement. They are called Linking verbs. For eg:

Shiju *is* an architect.

She *turned* happy.

They *became* friends.

He *looks* brave.

Note: A Complement is either a noun or an adjective or a pronoun which describes the Subject.

3.1.2.6 Finite and Non-finite Verbs

Read the following sentences:

She *swims* fast.

They *swim* fast.

Note the change in the form of the verb *swim*. Finite verbs are those verbs which change their forms with a change in number and person of the Subject. They have different

forms in different tenses. Non-finite verbs are verbs which do not change their forms with a change in number and person of the Subject.

Eg: She wants *to sing* a song.

They want *to sing* a song.

Non-finite verbs

Non-finite verbs are of three types:

1. The Infinitive
2. The Participle
3. The Gerund

1. The Infinitive

The Infinitive is of two types; *to infinitive* and *bare infinitive*.

Eg: He *wants to* enjoy his holidays. (to-infinitive)

He can *enjoy* his holidays. (bare infinitive)

(a) *To-infinitive* is used:

■ As Subject:

Eg: *To win* the title is his only aim.

To give up smoking is what the doctor advised him.

■ As Object:

Eg: She wants *to withdraw* money from her account.

They have decided *to do* exercises regularly.

■ As Adjective:

Eg: That was a brilliant game *to watch*.

It is time *to switch* off the lights.

■ As Adverb:

Eg: She is eager *to talk* to you.

It is good *to hear* that from you.

■ As the Complements of Verbs:

Eg: He is *to reach* that place before Monday morning.

She wanted me *to leave* her house.



(b) Bare infinitive is used:

- After modal auxiliaries and do forms:

Eg: I don't *like* them.

She can *help* you.

Note: If *dare* and *need* are used as main verbs, they are to be followed by *to-infinitive*.

Eg: Did he *dare to* do it?

We *need to* talk about the incident.

- After main verbs, such as *make, bid, let, hear, have, etc.*

Eg: Let him *talk* first.

She *made* me do it.

- After *rather* and *had better*:

Eg: I would *rather sleep* than be awake.

You *had better stop* smoking.

- After prepositions like *except, but, save, than*:

Eg: She does nothing *but plays* online games.

What can I do *except accounting*?

2. The Participle

The Present Participle or **-ing** form indicates an ongoing action and Past Participle indicates a completed action. Past Participle usually ends in **-d** or **-ed** or **-en**.

Use of Present Participle:

- As Adjective:

Eg: A *rolling* stone gathers no moss.

A *sleeping* cat can't catch a rat.

- As Subject Complements:

Eg: Working a night shift is *exhausting*.

The theme of that film is *interesting*.

- As Object Complements:

Eg: Manasi was seen *crying*.

I found him *talking* with our manager.

- To form the Continuous or Progressive tense:

Eg: They are *digging* a well.

She is *standing* in the shade of a tree.

Use of Past Participle:

- To form the Perfect Tense:

Eg: They have *reached* their destination.

She has been *invited* to our home.

- As Adjective:

Eg: *Fallen* leaves from trees are cleared from the ground.

Eat some *boiled* eggs to stay healthy.

- As Subject Complement:

Eg: He felt *dejected*.

That little girl looks *delighted*.

- As Object Complement:

Eg: They saw him *excited*.

The police found the statue *destroyed*.

3. The Gerund

The Gerund, also known as Verbal Noun, is formed by adding -ing to the base form of the verb.

Eg: *Dancing, telling, flying, moving*, etc.

Uses of Gerund:

- As Subject of a Verb:

Eg: *Drinking* alcohol is injurious to health.

Flying kites is an interesting activity.

- As Subject Complement:

Eg: She enjoys *dancing*.

His favourite activity is *riding* bicycles.

- As Object of a Verb:



Eg: Do you enjoy *working* in this field?

They denied *burning* the building.

- As the Objects of Prepositions, such as *at, by, for, about, in, on*, etc.

Eg: He is capable *of achieving* his goals.

This wood is suitable *for building* a house.

- In apposition to a noun:

Eg: Her job, *editing documents*, is difficult.

3.1.3. Adjectives

Read the following sentences:

He is a *smart* boy.

Munnar is a *beautiful* hill station.

Analyse the two words *smart* and *beautiful*. Here, these two words are used to qualify a noun. A word which qualifies a noun is called an adjective. Thus, *smart* and *beautiful* are examples of adjectives.

3.1.3.1 Kinds of Adjectives

- Adjective of Quality – describes the quality of the nouns.

Eg: *clever* boy, *beautiful* woman, *small* box, etc.

- Adjective of Quantity – shows the quantity or the amount.

Eg: *much, many, few, whole, some*, etc.

- Demonstrative adjectives – used to refer to nouns or point out things.

Eg: *this, that, those, some, such*, etc.

- Possessive adjectives – used to show ownership or possession.

Eg: *my, our, your, his, her, its*.

- Participial Adjectives - formed by the addition of **-ing/- ed/ -en** to the verbs.

Eg: *shining* diamond, *defeated* players, *fallen* leaves

- Distributive adjective- refers to each person/ thing in a group.

Eg: *each, every, neither, either*

- Compound adjectives- formed by joining two or more adjectives.

Eg: *short-tempered* person, a *part-time* job, *long-lasting* friendship

3.1.3.2 Correct usage of some special adjectives

Is there any difference between *little* and *a little*? Is *later* same as *latter*? Let us see:

(a) Later, latter, latest, last

Later: suggests an indefinite time in future.

He is planning to visit us *later*.

Latter: suggests position or order.

Meena and Seena are cousins. The *latter* is studying abroad.

Latest: means a recent happening.

He is talking about his *latest* book.

Last: suggests a position or a point.

He is sitting on the *last* bench.

(b) Little, a little, the little

Little: means nil.

He has *little* money in his hand. (used in a negative sense)

A little: means some.

He has *a little* money in his hand. (used in a positive sense)

The little: a small amount, but all that was there.

The *little* money he had was lost on the train.

(c) Few, a few, the few

Few: means none/nil.

Few chocolates are left in the box. (negative)

A few: means some.

There are *a few* chocolates in the box. (positive)

The few: all that was there.

He took *the few* chocolates left in the box.

(d) Elder, eldest, older, oldest

Elder: only used to refer to members of the same family.

Karthik is the *elder* of my two sons.



Eldest: only used to refer to members of the same family.

Karthik is my *eldest* son.

Older: used for comparison of persons or things.

Karthik is *older* than his friend.

Oldest: used for both persons and things.

This is the *oldest* monument in India.

(e) Farther, further

Farther: denotes distance.

Bangalore is *farther* from my home.

Further: means additional.

The court has ordered a *further* investigation into the corruption case.

(f) Many, a great many, many a, much

Many: represents a large number, used with countable nouns.

There are *many* books in the library.

A great many: a large number

A great many boys watched the match.

Many a: means several.

Many a soldier was killed in the war.

Much: used to represent quantity.

Hurry up! We don't have *much* time.

3.1.3.3 Position of Adjectives: Attributive and Predicative

Analyse the position of the following adjectives:

The *generous* king.

The king is *generous*

An adjective which precedes the noun modifying it is called an Attributive adjective.

For eg: *A violent mob, sincere officer, snow-clad mountains, hot soup, cold climate*, etc.

An adjective which occurs after the verb or which occurs in the Predicate is called a

Predicative adjective.

Eg: The soup is *hot*.

The child seems *happy*.

Note 1: Adjectives used only in attributive position: *old friend, elder son, eldest daughter, main problem, major surgery*, etc.

Adjectives used only in predicative position;

He is *asleep*.

She is *afraid*.

Note 2: When a noun is modified by a number of adjectives, follow the order: number or quantity; quality; size or weight; colour.

Eg: Manju has *long, thick, black hair*.

We saw *two beautiful red butterflies*.

3.1.3.4 Degrees of comparison

Look at the following sentences;

Sam is *tall*.

Sam is *taller than* Sanju.

Sam is the *tallest* boy in our class.

The adjective tall in these sentences have three forms: *tall, taller, tallest*. It is known as its Degrees of Comparison. The adjective *tall*, the simplest form, is said to be in the Positive Degree. *Taller* is in the Comparative Degree. Comparative Degree is used for the comparison of two units. *Tallest* is in the Superlative Degree, the highest degree of quality. It is used when three or more units are compared. Thus, the three Degrees of Comparison of an adjective are **Positive Degree, Comparative Degree and Superlative Degree**.

3.1.3.5 Construction of sentences with comparisons

Positive form: *as...as* and not *as/ not so...as*

Comparative form: *than*

Superlative form: *the...in/of*

Eg: The Ganga is the *longest* river in India. (Superlative Degree)

No other river in India is *as long as* Ganga. (Positive Degree)

Ganga is *longer than* all other rivers in India. (Comparative Degree)



Gangais *longer than* any other river in India. (Comparative Degree)

Venus is the *hottest* planet in the solar system. (Superlative Degree)

Very few planets in the solar system are *as hot as* Venus. (Positive Degree)

Most other planets in the world are *not so hot as* Venus. (Positive Degree)

Venus is *hotter than* most other planets in the solar system. (Comparative Degree)

3.1.3.6 Determiners

Read the following phrases:

This lady, These pens, Many books, My son, Several children, Five kilometers

The above-italicized words have either specified an amount or quantity or illustrated what the noun is referring to. Such words are called determiners. Determiners are a set of words which function as adjectives. They are usually placed before nouns.

Different types of determiners are:

1. **Articles-** *a, an, the.*

Eg: *A* lemon, *an* elephant, *the* sun

2. **Demonstratives-** *this, that, these, those.*

Eg: *This* document, *that* table, *these* girls

3. **Possessives-** *my, our, his, her, your, its, their.*

Eg: *Our* college, *his* uncle, *your* car

4. **Quantifiers-** *few, little, much, more, less, most, several, many, etc.*

Eg: *a few* students, *many* customers, *some* drawings

5. **Numbers** (both cardinal and ordinal)- *one, two, etc, first, second, etc.*

Eg: *First* prize, *two* lions.

Articles

Articles are classified as:

1. The Definite Article - *the*

2. The Indefinite Article - *a, an*

Uses of the Indefinite article:

- The Indefinite article **a** is used before the words which begin with a consonant sound and **an** is used before the words which begin with a vowel sound.

a chair, a girl, a lion, a pencil

an apple, an elephant, an hour, an honest child

However, there are certain words such as European, union, university, etc., which have consonant sounds, though they begin with a vowel letter. So, the Indefinite article **a** is used before them.

A European, a union minister, a university, a one-rupee coin Similarly, a yard, a year, etc.

- ▶ Used before Singular Nouns which are countable.
a notebook, a box, an actor
- ▶ Used with Nouns which refer to a class.
An ox is used for ploughing in the field. (All oxen are used for ploughing.)
A frog can live in land and water. (All frogs can live in land and water)
- ▶ Used before certain expressions of quantity, number, price, speed, etc.
A lot of questions were asked in the interview.
Will you buy me *a dozen* of bananas?
The train is running at *a speed* of 80km/hr. (80km an hour)
He visits his homeland once *a year*.
- ▶ Used in exclamatory sentences before a singular countable Noun.
What *a marvellous victory!*
Such *an entertaining show!*
- ▶ Used in the sense of *one* and *every*.
There is *a piece* of cake on the table.
I need *an hour* to finish this work.
She spends Rs.1000 *a month*.
You have to pay Rs.500 *an hour* for riding this car.

Note: A/an is not used before Plural Nouns and Uncountable Nouns. Instead, a little/little is used before Uncountable Nouns and a few/few is used before Plural Nouns.

Add *a little sugar* to this tea.

Only *a few students* have enrolled in this course.

Uses of the Definite article:

- ▶ Used before certain Nouns which are very unique, such as:
The moon, the earth, the sky, the universe, the world, etc.
- ▶ Used before a Noun which was already mentioned before.
She wrote *a new story* and the story is a thought-provoking one.
- ▶ Used before Adjectives in the superlative degree.



She is the shortest girl in our class.

Mr. Narayan is the richest man in our village.

- ▶ Used before certain words like *next, last, ultimate, first, second, etc.*
Nehru was the first Prime Minister of India.

We visited Hampi on the last day of our tour.

- ▶ Used before Nouns which represent a class.
The snake is a venomous reptile

The hen lays eggs.

Note: The Definite article **the** is not used before the word **man** when it represents the human race.

The man is the only animal who can talk. (Incorrect)

Man is the only animal who can talk. (Correct)

- ▶ Used before Adjectives to indicate a class of people.
The rich- rich people

The honest- honest people

The illiterate- illiterate people

- ▶ Used before the names of mountain ranges, island groups, rivers, canals, oceans, seas, gulfs, straits, etc.

The Alps, the Ganga, the Red Sea, the Bering Strait, the Gulf of Mannar, the Arabian Sea, etc.

- ▶ Used before the names of newspapers, holy books, epics, etc.

The Ramayana, The Bible, The Hindu, The Hindustan Times, etc.

- ▶ Used before the names of deserts, forests, trains, hotels, etc.

The Great Indian desert, the Gir forest, the Island Express, the Hyacinth hotel, etc.

Omission of the Definite article:

- ▶ Before the name of a single mountain, peak, island.
Sri Lanka, Everest, Nanda Devi, Nanga Parbat, etc.

- ▶ Before the names of places.
India, Mangalore, Rajasthan, etc.

- ▶ Before Abstract Nouns.
Honesty is the best policy.

- ▶ Before the Nouns, such as *church, hospital, school, college, etc.*, when they are visited for the purpose for which they are constructed. However, when one visits

any of these places for any other purpose, *the* should be used.

She went to school. (to study)

He is admitted to a hospital. (as a patient)

She went to the school to visit the principal.

He went to the hospital to meet Mr. Rajeev.

- ▶ When the word *work* is used to indicate a place of work.

She is on her way to work.

- ▶ When the word *home* is used alone. But when the word *home* is described by a phrase or word, *the* should be used.

We went home together.

The home for the disabled.

- ▶ When a person speaks about his/her own town.

We are going to town to buy some vegetables.

- ▶ Before certain idiomatic expressions like *at sea, at noon, at night, on foot, by hand*, etc.

- ▶ The Definite article *the* is not used before institutions that are named after places or persons.

Cambridge University, Oxford University, Kerala University, etc.

But if the term *University* is followed by a name of any place, *the* is used.

The University of Kerala, The University of Cambridge, etc.

3.1.4. Adverbs

Read the following sentences:

Sandhya laughs *loudly*

She is a *very* clever officer.

Let us analyse the two words *loudly* and *very*. In the first sentence, the verb *laugh* is modified by the word *loudly*. Similarly, the adjective *clever* is modified by the word *very*. Words such as *loudly* and *very* are called Adverbs. Adverbs are words which modify a verb, or an adjective. It is also used to modify another adverb. For eg:

She walked even more rapidly.

(The adverb *more* is modified by the word *even*)

Adverbs are usually formed by adding **-ly** to the adjectives.

Eg: *Respect- respectfully*

Kind- kindly

High- highly

Angry- angrily



Adverb of time	Soon, lately, early, recently, never, ever, yet, still, ago, already, etc.
Adverb of place	Here, there, away, everywhere, nowhere, inside, outside, up, down, etc.
Adverb of manner/quality	Bravely, sadly, carefully, well, thus, so, etc.
Adverb of frequency	Usually, always, occasionally, never, seldom, often, etc.
Adverb of degree	Fairly, entirely, very, enough, totally, almost, etc.
Interrogative Adverb	When, why, how, how often, etc.
Relative Adverb	Where, when, how

3.1.4.2 Position of Adverbs

Adverbs of Manner

- ▶ If the verb is intransitive, the adverbs of manner are usually placed after it.
Eg: She walked carefully.
She sang loudly.
- ▶ If the verb is transitive, the adverbs of manner are placed after the object.
Eg: She opened the door gently.
She ate the sweets hurriedly.
- ▶ If the adverbs, such as *stupidly*, *generously*, *foolishly*, *kindly*, etc. (adverbs related to character) are placed before the verb, it applies to the action. However, there occurs a change in meaning if it is placed after the verb or object.
Eg: She talked to the poor lady kindly.
She kindly talked to the poor lady.
- ▶ The adverbs of manner, *badly* and *well* are placed before the verb or the object in the active voice and before the past-participle in the passive.
Eg: She treated her friend badly.
Her friend was badly treated.

Adverb of Place

- ▶ Adverbs of Place, such as *here*, *there*, *nowhere*, *somewhere*, *away*, *everywhere* etc.

are placed after the object if the verb is transitive.

Eg: *She searched her spectacles everywhere.*

She kept her books there.

- If there is no object, the adverbs of place are usually placed after the verb.

Eg: *She sits there.*

She walked away.

- *Somewhere* and *anywhere* (used in the same way as that of *some* and *any*).

Eg: *She has gone somewhere.*

She hasn't gone anywhere.

- *Here* and *there* can be followed by verbs such as *go* and *come*.

Eg: *Here comes my friend.*

There goes my bus.

Adverb of Time

- Adverbs of time, such as *now*, *recently*, *soon*, *afterwards*, *eventually*, *lately*, etc., are placed either at the beginning or end of the clause.

Eg: *Recently she bought a new bicycle.*

Her article was published recently.

- Adverbs of time, such as *before*, *early*, *late*, *immediately*, etc. are usually placed at the end of the clause.

Eg: *She came immediately.*

She has not been to Mumbai before.

- *Since* and *ever since* are usually placed at the end position.

Eg: *She left her home in 1995. We haven't heard from her since.*

We met in 1990. We have been friends ever since.

- *Yet* is usually placed after the verb or verb+ object. But if the object has many words, *yet* is placed before the verb.

Eg: *She hasn't met her teacher yet.*

She hasn't yet completed the work which I have given to her two weeks ago.

Note: *Yet* refers to 'until the present time' and *still* implies continuous action.

Eg: *She hasn't called me yet.*

She still doesn't call me.

Adverb of Frequency

- Adverbs of frequency such as *ever*, *never*, *hardly*, *rarely*, *seldom*, *always*, *frequently*, *occasionally*, *usually*, *often*, *once*, etc., are placed after the be form of the verb.



Eg: *She is usually optimistic and bright.*

She is never late.

Note: The above-mentioned adverbs are usually placed after the auxiliary+ subject in interrogative sentences.

Eg: *Has she often been overtired?*

Exception: These adverbs are usually placed before *used to* and *have to*.

Eg: *She often used to watch movies with them.*

They often have to cook food for themselves.

- If there is no auxiliary verb, frequency adverbs are usually placed before the Main Verb.

Eg: *She occasionally visits her grandmother's house.*

She often helps her friend.

- If the adverbs, such as *hardly*, *ever*, *rarely*, etc., occur at the beginning of the sentence, then the main verb must be inverted.

Eg: *Scarcely ever did she try to please him.*

Seldom have I heard such a foolish opinion.

Note: Adverbs such as *hardly*, *no sooner*, *never*, etc., are placed at the beginning of the sentences to give emphasis.

Eg: *Hardly* had she reached the airport, when the flight took off.

No sooner did she reach the airport, than the flight took off.

Never before has he behaved so arrogantly.

Adverbs of Degree

- Adverbs of Degree, such as *quite*, *almost*, *absolutely*, *barely*, *enough*, *rather*, *completely*, etc. modify an adjective or another adverb and are placed before it.

Eg: *She is quite humble.*

She had almost reached Calicut.

- Adverbs of Degree, such as *almost*, *barely*, *enough*, etc. modifies verbs.

Eg: *She almost fell down from the ladder.*

She could barely see the lane.

- ▶ *Just* and *only* are placed before the word it applies to.
Eg: She wrote *only* one poem.
She has *just* finished her task.
- ▶ *Fairly* is used in a positive sense while *rather* is used in both positive as well as negative sense.
Eg: She played *fairly* well in the tournament.
She is *rather* too naïve.

3.1.4.3 Order of Adverbs

When a sentence has two or more adverbs in it, follow the order:

Manner- place-time

Eg: She talked *cheerfully in the meeting* for ten minutes.

The children prayed *silently in the assembly hall* for some time.

Note: *Away, back, down*, etc., are placed before adverbs of manner.

Eg: She went *silently* back. (wrong)

She went back *silently*. (correct)

3.1.5 Pronouns

Read the following sentences:

Annie is an architect. *Annie* is working in a private company. *Annie* is a very hardworking person.

Here instead of writing *Annie* every time, the noun *Annie* can be replaced by the word *she*. Thus, the sentence can be modified in the following way:

Annie is an architect. *She* is working in a private company. *She* is a very hardworking person.

Now let us look at another example:

Raju built a palatial house. *He* is a rich man.

She and *he* are called Pronouns. Pronouns are words which are used as substitutes for nouns.

Personal Pronouns depict 'persons' in many forms.

- ▶ First-person: refers to the person who is speaking.
I, We



- ▶ Second person: refers to the person who is spoken to.

You

- ▶ Third-person: refers to the person being spoken about.

He, she, it, they

Personal Pronouns	Subjective Case	Objective case	Possessive case
First-person	I	me	my/mine
First-person	we	us	our/ours
Second person	you	you	Your / yours

Third-person	he	him	his
Third-person	she	her	her
Third-person	it	it	its
Third-person	they	them	their

Uses of *it*:

- ▶ To refer to non-living things or animals.
Eg: Look at that picture. *It* is beautiful.
This is a whale. *It* is the largest animal on earth.
- ▶ To express time and distance.
Eg: *It* is 5 am.
It is only 2 kilometers from here.
- ▶ To represent a previously mentioned person or thing.
Eg: He drinks alcohol and his wife doesn't like *it*.
This is a diamond necklace. *It* is very costly.

- ▶ Introductory *it*.
Eg: *It* was Hema who helped me to write this letter.
It is not easy to solve this mathematics problem.
- ▶ *It* as a subject for impersonal verbs.
Eg: *It* seems that he is busy.
It appears that he is losing his consciousness.
- ▶ The pronoun *it* is used as a substitute for child and baby.
Eg: The baby is crying. *It* might be hungry.
The child itself has done *it*.
- ▶ Reflexive pronouns are used when the subject and object of a sentence are the same. They are formed by adding –self/selves to personal pronouns.

Personal pronoun	Reflexive pronoun
I	Myself
We	Ourselves
You	Yourselves
She	Herself
He	Himself
It	Itself
They	Themselves

- ▶ The reflexive pronouns must be placed only after the verb or the object.
Eg: You should not hurt *yourself*.
The team blamed *themselves* for their failure in the match.

Note: Emphatic pronouns



Reflexive pronouns used for emphasis are called emphatic pronouns. They are used to emphasize both the subject and object.

Eg: The Chairman *himself* congratulated him.

He carried the heavy box *himself*.

- **Interrogative pronouns** are used to ask questions.

Who, whom, whose, what, which

Eg: *Who* is your favourite author?

What is your aim?

Uses of **Interrogative pronouns**:

- *Who, whom* and *whose* are used only with persons.

Eg: *Whose* bottle is this?

Who is the author of the book *Oliver Twist*?

- *What* is used only with things.

Eg: *What* is the matter?

What happened to your car?

Note: *What + be...like?*

Eg: *What* does he *look like*? (asking about someone's appearance)

Also note: *What* is he? (asking about someone's profession)

- *Which* is used both with persons and things.

Eg: *Which* is your pen?

Which of these plants is native to India?

- **Distributive pronouns** are used to indicate members of a group separately.

Each, either, neither

Distributive pronouns take singular verbs.

Eg: *Each* of you will be given a notepad.

Neither of them is sincere.

- *Neither* and *either*

Neither and *either* are used to talk about two persons or things. *Neither* means 'not the one and not the other person or thing'.

Either means 'one or the other of two persons or things.'

Eg: *Neither* of them was invited to the function.

Either of you can sing a song.

■ *Neither...nor* and *either...or*

Eg: He is *neither* optimistic *nor* intelligent.

Either he *or* his sister is responsible for this callous act.

► **Reciprocal pronouns** are pronouns which indicate a reciprocal relationship.

Each other, one another

Each other is used to refer to two persons or things

Eg: The brothers loved *each other*.

These two kings fought against *each other*.

■ *One another* is used to refer to more than two persons or things.

Eg: We can all trust *one another*.

All the people in my village know *one another*.

► **Indefinite pronouns** are used to refer to persons or things in a general way.

Everybody, everyone, nobody, nothing, all, every, each, many, few, one, some, both, etc.

Eg: *One* of my students has passed the exam.

Nothing is impossible.

■ **Each, every, both**

Each and *every* take a singular verb. *Both* takes a plural verb.

Eg: *Each* player knows the rules.

Both players know the rules.

■ *Some* and *any*

Some and *any* are usually used with plural nouns. However, *some* is used in a positive sense and *any* is used in a negative sense.

Eg: She has bought *some* vegetables.

She hasn't bought *any* vegetables.

Note: Some and *any* are used with singular nouns to refer to something which is not specific, as in the following cases.



Eg: *Some* intellect has done this.

Any fool will easily solve this puzzle.

Both...and is suggestive of a combination.

Eg: He is *both* clever *and* bold.

He likes *both* coffee *and* tea.

Compounds of *some*, *any* and *none* such as *somebody*, *someone*, *nobody*, *no one*, *anybody*, *anything*, etc. take a singular verb.

Eg: *Somebody* cleaned the table.

Anyone can draw a picture of a flower.

► The use of *One*

Personal pronouns like *he* or *she* should not be used to replace the indefinite pronoun *one*.

Eg: *One* should love his country. (Incorrect)

One should love *one's* country. (Correct)

One should obey her parents. (Incorrect)

One should obey *one's* parents. (Correct)

- **Demonstrative pronouns** are used to point out a specific person or thing.

This, that, these, those

Eg: *This* is the actor who won the National award.

These are the boys who played the game in the classroom.

- **Demonstrative Pronouns** can function as adjectives.

Eg: *These* students are very creative.

This book is very interesting.

- When demonstrative pronouns are used as adjectives, they agree with the nouns in terms of their

number.

Eg: *This* girl is a dancer.

These girls are dancers.

- **Demonstrative pronouns** are sometimes used for emphasis. (also called double possessives)

Eg: *This* pen of mine. (instead of my pen)

This bag of yours. (instead of your bag)

- **Relative Pronouns** are pronouns which describe the nouns that are mentioned before it.

Who, when, where, which, that

Eg: This is the boy *who* is interested in directing an action film.

These are flowers *which* were brought from Chennai.

- **The use of Relative pronouns *who, which, that*.**

- *Who* is used for persons.

Eg: He is the one *who* has cooked the food.

She is the woman *who* is interested in teaching.

- *Which* is used for animals and things

Eg: This is the park *which* we used to visit in our childhood.

He has written a book *which* is yet to be published.

- *That* is used for persons and things.

Eg: This is the book *that* I was searching for.

The box *that* was kept on the table is found missing

3.1.6 Prepositions

Read the following sentences:

The examination will be conducted *on* Monday.

He is working *in* a bank.

What do you think is the purpose of the italicised words? The words *on* and *in* indicate the relation of a noun or pronoun to other words in a sentence. They are called **Prepositions**. They are usually placed before nouns or pronouns.

3.1.6.1 Simple Preposition and Phrase Preposition

Simple Prepositions are single-word prepositions.

Eg: *in, at, on, above, up, with, since, between, besides, of, within, without.*

Phrase Prepositions are certain word-groups which function as prepositions.

Eg: *along with, instead of, because of, due to, apart from, owing to.*

3.1.6.2 Use of Prepositions

1. Prepositions used to express time

► **At** denotes exact time.

at nine, at midnight, at dawn, at the beginning of the meeting, etc.

Eg: The party will begin *at* 7 pm.

We reached our destination *at* noon.

Note: *At* is also used before festivals.

Eg: Maya saw her nephew *at* Christmas.

► **On** is used for days, dates or part of any day.

on the evening of 10 June, on the morning, on the afternoon, etc.

Eg: Can I meet you *on* Monday?

Her birthday is *on* 23 March.

Note: *On* is not used if 'day' is preceded by an adjective.

Eg: The old man visits the mosque every day.

► **In** is used for

a) a period of time

Eg: You should submit the report *in* the evening.

b) months and years.

Eg: I am going to Kashmir *in* December.

c) to indicate the total length of time taken to complete an activity.

Eg: This bus will take you from Kottayam to Kochi *in* an hour.

Note: He is *on time*.

Here *on time* refers to a scheduled time. He is *on time* indicates that he reached at the scheduled time, not early or late.

He came back *in time* for my wedding.

Here *in time* means not late.

He arrived *in good time*.

Here *in good time* means without the risk of being late.

► **Within** denotes an action which was/will be completed *within* a certain time period.

Eg: The teacher ordered the students to finish their project work *within* a month.

The articles for the college magazines should be sent *within* a week.

► **For** is used to denote the duration



of an action.

- Eg: She had been living in Dubai *for* years.

Sita was playing online games *for* hours.

- **Since** indicates a point of time in the past.

Eg: The child has been missing *since* Monday.

I have not been working *since* last year.

- **During** is suggestive of duration.

Eg: The kids were playing *during* break time.

Krishna learned cooking *during* the summer holidays.

- **After** means at a later time.

Eg: Meet me *after* your examination.

Can we talk *after* lunch?

- **From** is used to indicate the starting time of something.

Eg: The shop is open *from* 10 am to 5 pm.

He was deaf *from* birth.

- **Until** is used to denote the continuance of an action to a certain time.

Eg: They played tennis *until* it got dark.

Please wait here *until* I come back.

Note: *Till* is used as a variant of *until*.

2. Prepositions used to denote place

- **At** is used to indicate a particular place or location.

Eg: He is standing *at* the railway station.

Taj Mahal is located *at* Agra in Delhi.

Note: He is *at* work. Here, *at work* denotes a place of work.

He is *at/in the* office. Here, *at/in the* office means to hold an official position.

- **In** is used to indicate places in general: names of countries, continents, large towns, capital cities, etc.

Eg: Sudha lives *in* Chennai.

Merlin was born *in* Australia.

Note: *In* is used before the words *village* and *town*

Eg: He likes to stay *in* a village.

- **On** is used, if the place of work is not a building.

Eg: The villagers are working *on* a plantation.

My brother is employed *on* an estate.

3. Prepositions used to denote movement

- **To** is used to denote direction or destination.

Eg: He is going *to* the library.

Into is used to denote entry into a particular space.

Eg: The warden came *into* our room.

- **Through** is used to indicate the passage from one point to another.

Eg: We walked *through* the woods.

- **Up** indicates movement towards an elevated point.

Eg: The fireman climbed *up* the ladder.

- **Down** is used to denote movement from a higher position to a

lower position.

Eg: The puppy fell down the stairs.

- *From* is used to denote the beginning or starting point of a movement.

Eg: Are you coming *from* your college?

- *Over* is used to denote the movement above the top of something.

Eg: The eagle is flying *over* the clouds.

- *Across* denotes movement from one side to another.

Eg: The Sardar Sarovar dam is built *across* the river Narmada.

- *Under* refers to below or beneath something.

Eg: He is hiding *under* the bush.

3.1.6.3 Usage of other Prepositions

- *Between* and *among*

Between is used when two things or persons are referred to.

Eg: The Palk Strait is situated *between* India and Sri Lanka.

- *Among* is used when more than two things or persons are referred to.

Eg: Sam is the wisest man *among* us.

- *Beside* and *besides*

Beside means by the side of.

In is used to denote:

Eg: Please sit *beside* me.

Besides means in addition to.

Eg: *Besides* these toffees, we need a cake.

- *In front of*, *opposite* and *beneath*

In front of means a position ahead of someone or something.

Eg: A tall boy is standing *in front of* me.

- *Opposite* means on the other side. (facing each other)

Eg: He took a seat *opposite* her.

- *Beneath* is used to indicate a lower position.

Eg: The money was hidden *beneath* a pile of books.

- *With* and *by*

With is used for instruments.

Eg: He drew the picture *with* his favourite pen.

By is used for agents or doers of an action.

Eg: *Macbeth* is written *by* Shakespeare.

- *Up to*

Up to indicates a limit for doing something.

Eg: He spent *up to* Rs. 20000 monthly for his family.

- *In* and *into*

Position	Maya is a clerk <i>in</i> a school.
Dress	She looks gorgeous <i>in</i> that traditional attire.
Surroundings or condition	The children were playing <i>in</i> the rain



Into is used to denote:

motion or direction	The swimmer jumped <i>into</i> the pool.
change in state	The wooden pulp is converted <i>into</i> paper.

Note: Certain prepositions are used after several verbs, nouns and adjectives.

For eg:

Agree to someone	Resemblance to someone
Depend on something	Fondness for something
Apply for an interview	Desire for something
Anxious about the results	Progress in something
Busy with work	Compete with someone
Proud of something	Angry with a person
Suitable for someone	Jealous of someone
Interest in something	Obligated to someone
Love for music	Grateful for something
Devoid of something	Similar to something

3.1.7 Conjunctions

Look at the following sentences:

He was not well, *so* he went to hospital.
Meet me *after* the class.

What do you think is the function of the above-italicised words? Here the words *so* and *after* are used to connect a group of words. Such terms which are used to connect words or groups of words together are called **Conjunctions**. They are considered connectives or linkers.

Eg; *And, but, because, however, neither... nor, either...or, though, etc.*

3.1.7.1 Types of Conjunctions

1. Co-ordinating Conjunction

Co-ordinating Conjunctions are words which join units of equal importance.

And, but, so, still, for, yet, then, or, etc.

Eg: The doctor advised the patient to take rest, *and* to take medicines on time.

She danced well, *but* she could not win the prize. What do you want; tea or coffee?

He is interested in medicine, *so* he joined the MBBS course.

2. Subordinating Conjunction

Subordinating Conjunctions are words which connect the main clause with a subordinate clause. Some of the Subordinating Conjunctions are: *Because, however, since, if, before, after, that, since, lest, though, till, when, whenever, while, even, although, as if, despite, in spite of*, etc.

Eg: He is angry *because* his friends teased him.

I have not *even* heard about such a place.

We can go to the museum *if* you are free tomorrow.

You should practise well *lest* you should fail.

He is so brilliant *that* he can easily complete the task.

Maya talked *as if* she knew everything.

It is a difficult task; *however*, you have to finish it soon.

Though it was raining, we went to play cricket.

Although she is rich, she leads a simple life.

When we were kids, we used to play together.

While we were walking to our home, we saw an elephant.

In spite of his hard work, he failed the entrance test.

Despite the cold weather, we all went swimming.

Note: A main clause is a group of words which has a subject and a verb. Subordinating clauses are groups of words which depend upon another clause to get a complete meaning

3. Correlative Conjunctions

Correlative Conjunctions are co-ordinators used in pairs: *Either...or, neither...nor, both...and, not only...but also, no sooner...than, hardly/scarcely...when, whether...or*, etc.

Eg: He is *neither* too happy *nor* too sad.

No sooner had she heard the news, *than* she rushed to her home.

She is *not only* optimistic *but also* graceful.

You can *either* spend this money *or* deposit it in a bank.

Both Teena *and* Kavya are selected for this job.

This soldier is brave *as well as* generous.

3.1.8. Interjection

Analyse the following underlined words:

Hurrah! We won the championship.

Ouch! It hurts.

Oh! I forgot to take the key.

Interjections are words used to express sudden emotions or feelings. They help us to understand the emotion of the speaker. Interjections are usually used at the beginning of a sentence. They do not have any grammatical relation with any other part of the sentence.

3.1.8.1 Interjections are of different types

- Interjections indicating happiness: *Hurrah!*, *Wow!*, *Yippee!*

Eg; *Hurrah!* My son cleared the entrance examination.

Wow! What a thrilling victory!



- Interjections indicating praise or approval: *Well done!*, *Brilliant!*, *Bravo!*

Eg: *Well done!* You got the promotion.

Brilliant! She settled the dispute in a short time.

- Interjections indicating surprises: *Eh!*, *Oh!*, *What!*, *Ah!*, *Gosh.*

Eg: *What!* You got a gift from your teacher.

Oh! He got appointed as chairman.

- Interjections indicating pain or grief: *Alas!*, *Ouch!*, *Ah!*, *Oh!*

Eg: *Alas!* We lost the main documents.

Ouch! I cut my finger and now it is bleeding.

- Interjections indicating doubts: *Hmm*, *Uh*, *Er*

Eg: *Uh*, Shall we go?

Hmm, Is everything alright?

Recap

- Verbs
- Lexical verbs
- Auxiliary verbs
- Primary auxiliary
- Modal auxiliary
- Adverbs
- Kinds of adverbs.
- Position of adverbs.
- Order of adverbs.
- Pronouns.
- Types of pronouns.
- Prepositions.
- Simple and Phrase prepositions.
- Uses of prepositions.
- Conjunctions.
- Types of conjunctions.
- Interjection.
- Types of interjections.

Objective Questions

1. What is a verb?
2. What are lexical verbs?
3. What are auxiliary verbs?
4. Which verbs are also known as helping verbs?
5. Which are the two different types of auxiliaries?
6. Write any two examples of primary auxiliary verbs.
7. Write any two examples of modal auxiliaries.
8. What are adverbs?
9. Which are the different kinds of adverbs? (Write any two)
10. What are pronouns?
11. Which type of pronouns are used to point out a specific person or thing?
12. Which type of pronouns are used to depict persons in many forms?
13. What are relative pronouns?
14. What are reciprocal pronouns?
15. What are interrogative pronouns?
16. What are prepositions?
17. What are phrase prepositions?
18. What are conjunctions?
19. Which are the different types of conjunctions?
20. Write any two examples for subordinating conjunctions.
21. What is an interjection?
22. Write an example for an interjection indicating happiness.

Answers

1. A verb is a term which indicates an action or state of being or occurrence.
2. The verbs which have an independent meaning.
3. Grammatical words which do not have an independent meaning.
4. Auxiliary verbs.
5. Primary auxiliary and modal auxiliary.
6. Am, is
7. Will, shall
8. Adverbs are words which modify a verb, an adjective or another adverb.
9. Adverbs of place, adverbs of time.
10. Words which are used as substitutes for nouns.
11. Demonstrative pronouns.
12. Personal pronouns.
13. The pronouns which describe the noun that is mentioned before it.
14. The pronouns which indicate a reciprocal relationship.
15. Interrogative pronouns are used to ask questions.
16. Words which indicate the relation of a noun or pronoun to other words in a sentence.
17. Word-groups which function as prepositions. Eg: *along with, because of*.
18. Words used to connect a group of words.
19. Co-ordinating Conjunctions, Subordinating Conjunctions and Correlative Conjunctions.
20. Because, however.
21. Words used to express sudden emotions or feelings.
22. Hurrah!, Yippee!

Assignments

1. Given below is a list of nouns. Categorize them into different groups.

Malini, Germany, committee, village, Taj Mahal, team, crowd, cat, teacher, Brazil, man, table, panel, soil, jury, silver, tea, school, building, England, family, egg, sand.

Proper nouns	Common nouns	Collective nouns	Material nouns

2. Fill in the blanks with suitable articles.

1. He is actor.
2. She bought umbrella.
3. He is tallest boy in our class.
4. Can you give me..... one-rupee coin?
5. There is..... notebook on the table.
6. Poland is..... European country.
7. There is..... egg in the basket.
8. Simon bought..... pair of shoes.

Suggested Readings

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Unit 2

Sentences

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ acquire a basic familiarity with different types of sentences
- ▶ correctly identify all kinds of sentences
- ▶ gain the skill to construct meaningful sentences
- ▶ determine the importance of different types of sentences

Prerequisites

What do you think is the purpose of a language? Most obviously, communication. While we are communicating with someone, we ask questions, we make statements, sometimes we make a request. In fact, we are able to distinguish whether someone is asking a question or making a request.

Imagine that you are asked to write an article for a newspaper. What techniques will you use to communicate with your readers? How can your reader understand whether you are asking a question or expressing your anxiety or anger? Let us see.

Keywords

Sentences, Subject, Predicate, Assertive, Imperative, Interrogative, Simple, Compound, Positive and Negative sentences

Discussion

Read the following sentences.

He is cooking food for the guests.

He is cooking food for the guests!

Is he cooking food for the guests?

Do you think that all the above-mentioned

sentences have the same meaning? If not, what makes each one of them different from the other? Note down your observations.

3.2.1 What is a Sentence?

Read the following list of words given below.

scientist Mohan is a.

What do you think about it? Is it a sentence? No, it is only a group of jumbled words. Now let us rewrite the above list of words in such a way that it conveys a meaning.

Mohan is a scientist.

Now you might have understood that every group of words is not a sentence. A sentence is a group of words which expresses a complete thought. When a set of words are put together to convey a meaning, it is called a sentence

Eg: *Mohan is a scientist.*

Which book is Mohan reading now?

Please give me Mohan's address

Hurrah! Mohan's team won the match.

3.2.2 Subject and Predicate

Look at the following sentence and answer the questions.

Mohan is a scientist.

What is the name of the person that we are talking about?

Ans: Mohan

What is Mohan's profession?

Ans: Mohan is a scientist

Subject and Predicate are two main components of a sentence. The Subject is the naming part in a sentence. It names the person, place or thing that we are talking about. It includes all the words which describe the Subject. The Predicate is that part of the sentence which tells something about the Subject.

Eg: *Mohan is a scientist.*

Subject: *Mohan*

Predicate: *is a scientist.*

Eg: *Mohan is living in a palace.*

Subject: *Mohan*

Predicate: *is living in a palace.*

Eg: *That man wearing a red shirt is working with Mohan.*

Subject: *That man wearing a red shirt*

Predicate: *is working with Mohan.*

3.2.3 Types of Sentences

Sentences are divided into four classes based on their word order and meaning.

3.2.3.1 Assertive Sentence

Action speaks louder than words.

Delhi is the capital of our country.

The above-cited sentences express certain facts. A sentence which explains a fact or makes a statement or an assertion is known as an Assertive Sentence. It is also known as a Declarative Sentence. It ends with a full stop.

3.2.3.2 Interrogative Sentence

What is your ambition?

Are you going to town?

Generally, sentences which begin with question words are called questions. An interrogative sentence is a sentence which asks a question. It should end with a question mark (?).

Interrogative sentences are classified as;

► Yes or No Interrogatives

Are you happy?

Can you write well?

What are your answers to the above questions? Probably, Yes or No.



Yes or No Interrogatives are questions which demand a Yes or no answer.

► **Wh-interrogatives**

What is your name?

Where are you studying?

Unlike the Yes or No Interrogatives, the above-mentioned questions ask for information. Questions which begin with question words, such as *who, what, where, whose, which, when, how*, etc. are termed as **Wh- interrogatives**.

Question Tags

Look at the following sentence:

You have a sister, don't you?

In the above sentence, a statement is followed by a short question which is asking for confirmation. Now read the following sentence:

He is very happy today, isn't he?

Here the short question *isn't he* is used to emphasize the statement. Such short questions which are used to emphasize a statement or to express an opinion, probability etc. are called Question tags or tag questions. It consists of an auxiliary verb and a pronoun. If there is no auxiliary, the **do** form of the verb is used in the question tag. Rules of question tags are as follows:

General rule regarding the question tag is that, if the statement is positive, tag is negative and if the statement is negative, tag is positive.

Eg: *He is a pilot, isn't he?*

They are helping the poor man, aren't they?

She doesn't have a car, does she?

He walked through the forest, didn't he?

She can sing well, can't she?

Note: If a sentence has the following semi-negative or negative words, the tag is positive

Hardly, scarcely, barely, seldom, few, little, no, none, neither, nothing, etc.

Eg: **He rarely visits his home, does he?**

- The Question tag for an imperative sentence is ***will you?*** But ***won't you?*** is used to indicate urgency.

Eg: *Please, lend me a book, will you?*

- For suggestions or proposals beginning with ***Let us***, the tag is ***shall we?***

Eg: *Let us go for a movie, shall we?*

- The tag for sentences beginning with ***I am*** is ***aren't I?*** The tag for sentences beginning with ***I am not*** is ***am I?***

Eg: *I am reading, aren't I?*

I am not very greedy, am I?

- ***Didn't*** is the tag used for sentences which have ***used to*** in them

Eg: *They used to play hockey in their school, didn't they?*

She used to draw well, didn't she?

- For sentences beginning with ***this*** or ***that***, the pronoun ***it*** should be used in the tag.

Eg: *This is a wonderful idea, isn't it?*

That was your old car, wasn't it?

Note: If the subject of the statement is ***there***, the tag must have the same subject ***there***.

Eg: There were many flowers in my garden, weren't there?

If the subject of the statement is any one of the following, *they* is used in the tag;

Somebody, someone, anybody, anyone, nobody, none, neither, none of, no one, etc.

Eg: *Anyone can solve this problem, can't they?*

If the subject of the statement is *one*, the tag must have the same subject *one*.

Eg: One should believe in one's ability, shouldn't one?

3.2.3.3 Imperative Sentence

Read the following sentences.

Get out of the room.

Please help me to clean the room.

The former sentence is an example of a command and the latter is a request. A sentence which makes a command or wish or request is known as an Imperative sentence.

3.2.3.4 Exclamatory Sentence

Sometimes we express our sudden feelings or emotions in a few words like:

What a huge building!

Oh! What a nice idea!

A sentence which expresses a sudden feeling or an emotion is known as an Exclamatory sentence. It ends with an exclamation mark (!).

3.2.4 Transformation of one sentence type to another.

3.2.4.1 Statements to Questions

Statements can be converted into questions in different ways:

a) *He can study well.* (Statement)

Can he study well? (Question)

Terrorism is a crime. (Statement)

Is terrorism a crime? (Question)

The above statements are converted into questions by inverting the word order.

b) *London is the capital of England.* (Statement)

Which is the capital of England? (Question)

He is staying at my aunt's house. (Statement)

Where is he staying? (Question)

Here we have used question words for the conversion of statements to questions.

c) *He loves travelling.* (Statement)

Does he love travelling? (Question)

He built a new house. (Statement)

Did he build a new house? (Question)

Using *do* forms is another method of conversion.

3.2.4.2 Questions to Statements

Is it good to revise your topics before the examination? (Question)

It is good to revise your topics before the examination. (Statement)

Why don't you try to help him? (Question).

You should try to help him. (Statement)

Why couldn't you go to sleep earlier? (Question)

You should go to sleep earlier. (Statement)

Why are you wasting your time by playing online games? (Question)



You should not waste your time by playing online games. (Statement)

3.2.4.3 Exclamatory Sentences to Assertive Sentences

What a lovely scene it is! (Exclamatory)

It is a lovely scene. (Assertive)

What a hot climate it is! (Exclamatory)

It is a hot climate. (Assertive)

Wow! What a delicious dessert! (Exclamatory)

It is a delicious dessert. (Assertive)

How clever she is! (Exclamatory)

She is very clever. (Assertive)

What a thrilling experience it was! (Exclamatory)

It was a thrilling experience. (Assertive)

3.2.4.4 Assertive Sentences to Exclamatory Sentences

He behaves like a child. (Assertive)

How childish he is! (Exclamatory)

The park is very crowded. (Assertive)

How crowded the park is! (Exclamatory)

It is a haunted place. (Assertive)

What a haunted place it is! (Exclamatory)

This flower is beautiful. (Assertive)

What a beautiful flower it is! (Exclamatory)

He is making a lot of noise. (Assertive)

What a noisy person he is! (Exclamatory)

3.2.4.5 Imperative Sentences to Interrogative Sentences

Speak louder. (Imperative)

Will you speak louder? (Interrogative)

Keep the books on the shelf. (Imperative)

Will you keep the books on the shelf? (Interrogative)

Take him to hospital. (Imperative)

Will you take him to hospital? (Interrogative)

Talk properly. (Imperative)

Will you talk properly? (Interrogative)

Walk fast. (Imperative)

Will you walk fast? (Interrogative)

3.2.4.6 Imperative Sentences to Assertive Sentences

Let him take some rest. (Imperative)

He should be allowed to take some rest. (Assertive)

Don't tell lies. (Imperative)

You should not tell lies. (Assertive)

Listen carefully. (Imperative)

You should listen carefully. (Assertive)

Don't play with fire. (Imperative)

One should not play with fire. (Assertive)

Obey the laws of the government. (Imperative)

One should obey the laws of the government. (Assertive)

3.2.5 Simple, Compound, Complex Sentences

Based on the Clause structure, sentences are classified into Simple, Compound and Complex.

Note: What is a Clause?

A group of words which contains a subject and a predicate and forms part of a sentence is termed as Clause.

Eg: When it rained, they stopped playing.

The two clauses in the above sentence are *when it rained* and *they stopped playing*.

Clauses are of two types;

- a) Main clause/ Principal clause- Clause which contains the main idea of the sentence.
- b) Subordinate clause/ Dependent clause- Clause which does not have an independent meaning, but depends upon another clause to convey a complete thought.

Eg: When it rained, they stopped playing.

Main clause: *They stopped playing*.

Subordinate clause: *When it rained*.

3.2.5.1 Simple Sentence

Look at the following sentences:

Radha is a smart girl.

Did she arrive yesterday?

She went to church to pray.

All these sentences have only one Main clause, i.e., a clause which contains the main idea of that sentence. Such a sentence which has only one Main clause is termed as Simple sentence.

3.2.5.2 Compound Sentence

Look at the following sentence:

Radha went to the bookstall and bought some new books.

The above sentence has two parts;

- *Radha went to the bookstall.*
- *She bought some new books.*

These two parts are joined by the conjunction **and**. Each of these parts has an independent meaning. In other words, the above sentence has two Main clauses. A sentence which has two or more Main clauses is termed as Compound sentence. In a compound sentence, the clauses are mainly joined by co-ordinating conjunctions like *and*, *but*, *or*, etc.

Eg: *She was very sick, so she took medicines.*
She is a short girl, but she runs fast.

3.2.5.3 Complex Sentence

Look at the following sentence:

As she was a brilliant student, she answered all the questions.

The above sentence has two clauses;

- *As she was a brilliant student.*
- *She answered all the questions*

The above-cited sentence has one Main clause and a subordinate clause. A sentence which has only one Main clause and two or more subordinate clauses is termed as Complex sentence.

Eg: *Although she is tired, she chose not to take rest.*

While she was cooking food, all her friends were watching television.



3.2.6 Positive and Negative Sentences

Read the following sentences:

He is a thief.

He is not a thief.

How is the first sentence different from the other? The negative word *not* changes the entire meaning of the above-mentioned sentences. A Positive sentence is an affirmative sentence without any negative words, such as *not, no, never, neither...nor, not at all*, etc.

Eg: *The sun sets in the west.*

India won the first T-20 world cup.

A Negative Sentence is a sentence which has any of the following negative words; *no, not, never, none, nothing, nowhere, neither...nor, no one, hardly, scarcely, barely* etc.

Eg: *He has done nothing to win the election.*

Recap

- ▶ Sentences
- ▶ Subject
- ▶ Predicate
- ▶ Types of sentences.
- ▶ Assertive/declarative sentences.
- ▶ Interrogative sentences.
- ▶ Types of Interrogatives.
- ▶ Imperative sentences.
- ▶ Exclamatory sentences.
- ▶ Change of one sentence type to another.
- ▶ Clause
- ▶ Two types of Clauses.
- ▶ Sentence classification based on the Clause structure.
- ▶ Simple sentence
- ▶ Compound sentence
- ▶ Complex sentence
- ▶ Positive sentences
- ▶ Negative sentences

Objective Questions

1. What is a sentence?
2. Which of the following group of words can be considered as a sentence?
 - a. The doctor apple keeps away a day an.
 - b. Living he in my city.
 - c. Gandhiji is regarded as the Father of our Nation.
3. Frame a sentence from the following group of words.

he singer talented is a
4. Identify the subject and predicate in the following sentence.

Ram is riding a bicycle.
5. What is an Assertive sentence?
6. Which of the following is an example of an Interrogative sentence?
 - a. What are your plans for future?
 - b. Open the windows.
 - c. He is living in an island.
7. What is an Imperative sentence?
8. What is an Exclamatory sentence?
9. What is a Simple sentence?
10. What is a Complex sentence?
11. What is a Compound sentence?
12. What is a Positive sentence?
13. What is a Negative sentence?
14. Change into Assertive.

Open the doors and windows.
15. Change into Question.

He is a professor.
16. Which of the following is a negative sentence?
 - a. He hates watching news.
 - b. Hurry up! We have hardly one hour left.
 - c. She is jealous of her friend.

Answers

1. A sentence is a group of words which express a complete thought.
2. Gandhiji is regarded as the Father of our Nation.
3. He is a talented singer.
4. Subject: Ram
Predicate: is riding a bicycle
5. A Sentence which explains a fact or makes a statement or an assertion is known as an Assertive sentence.
6. What are your plans for future?
7. Imperative sentences are commands, wish or requests.
8. A sentence which expresses a sudden feeling or an emotion is known as an Exclamatory sentence.
9. A sentence which has only one Main clause.
10. A sentence which has only one Main clause and two or more Subordinate clauses.
11. A sentence which has two or more Main clauses.
12. Positive sentences are affirmative sentences without negative words.
13. Sentences with any negative word.
14. You should open the doors and windows.
15. Is he a professor?
16. Hurry up! We have hardly one hour left.

Assignments

1. What is a sentence? What are the different types of sentences?
2. Identify the subject and predicate in the following sentences.
 - a) They are making a kite.
 - b) This beautiful dress is stitched by my mother.
 - c) Children are playing in the ground.
 - d) Raji is driving a car.
 - e) Asia is the largest continent in the world.

Suggested Readings

1. Martin, H. and P. C. Wren. *English Grammar and Composition*, S. Chand Publishing, 2015
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Unit 3

Concord

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ construct grammatically correct sentences
- ▶ learn the usage of correct verb forms for different subjects
- ▶ develop necessary knowledge to frame grammatically correct sentences
- ▶ hone speaking and writing skills

Prerequisites

Have you ever heard about product license agreements? You might have come across this term when you had tried to download an application on your mobile phone. What do you think is the purpose of such an agreement? It means that we are allowed to use that particular product only according to that agreement.

Similarly, we have to follow certain rules while we are using the English language. We never use the following expressions:

I are coming. He were going.

Let us learn about the appropriate use of different subjects with different verbs in a sentence.

Keywords

Concord, Grammatical Concord, Notional Concord, Concord of Proximity

3.3.1 Concord

The word *concord* means agreement. An agreement refers to a contract between two or more individuals. Sometimes agreements are signed between two or more organisations or

even between two countries. In terms of law, an agreement is a legal contract. What do you think is *concord* in English grammar? Well, in English grammar the term *concord* refers to Subject-Verb agreement. In other words, the

Subject and Verb in a sentence should agree with each other.

Types of Concord

There are three types of Concord:

1. Grammatical Concord
2. Notional Concord
3. Concord of Proximity

1. Grammatical Concord

Grammatical concord incorporates Concord of person and Concord of number.

► Concord of Person

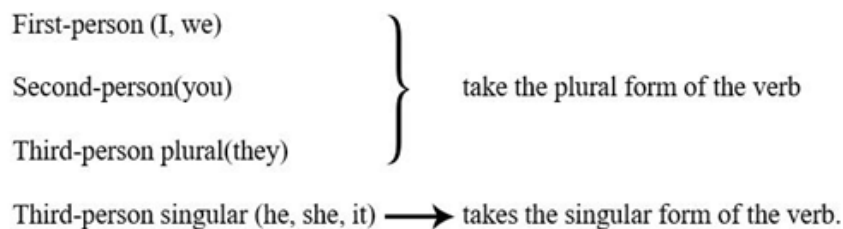
Look at these sentences:

He *is* a chemist.

They have changed a lot.

The subject *he* is followed by the verb *is* and *they* is followed by the verb *have*.

According to Concord of Person:



Eg: *I don't* agree with him.

You don't need to speak in English.

It was a thrilling event.

Use of *be* forms:

<i>I</i>	<i>am/was</i>
<i>We</i>	<i>are/were</i>
<i>He/she/it</i>	<i>is/was</i>
<i>They</i>	<i>are/were</i>
<i>You</i>	<i>are/were</i>

Note: Usually, the Subject **I** is followed by **am/was**, but in conditional clauses, **I** is followed by **were**.

Eg: I wish **I were** a butterfly.

If **I were** a billionaire, I would build a palatial house.

► Concord of Number

She is doing research work.

They have already submitted the report.

In the above-cited sentences, the singular subject *she* is followed by a singular verb and the plural subject *they* is followed by a plural verb *have*. Concord of number states that if the subject is singular, the verb is singular and if the subject is plural, the verb is also plural.

Eg: *This film* is based on a true-life incident.

They are making kites.

2. Notional Concord

Notional concord refers to the agreement of the subject with the verb based on the meaning of the sentence rather than the syntax.

- When a collective noun is taken as a single unit, a singular verb is used and when taken separately, a plural verb is used.

Eg: The council has submitted its report.

The jury were divided in their opinion

Collective nouns: class, crew, commission, assembly, family, staff, team, committee, council, jury, army, audience, band, cabinet, government, etc.

Note: Police, cattle, vermin, poultry, gentry,

people are followed by plural verbs.

Eg: The cattle are grazing in the meadows.

The police are assigned to protect the public.

Singular verbs are used with the **plural expression of height, weight, amount, quantity, distance and time**.

Eg: Rs. 100 *is* just enough for that gift.

250 kilometers *is* not a short distance.

When phrases which express amount or quantity are taken as separate units, the verb should be plural.

Eg: 60 gold coins *were* collected from the old palace.

70 percent of players *were* selected from the competition.

Fraction and Percentage followed by a singular noun takes a singular verb. If it is followed by a plural noun, the verb should be plural.

Eg: Two-third of the tumbler *is* empty. 50 percent of doctors *are* on strike.

3. Concord of Proximity

The word *proximity* means closeness. Concord of Proximity refers to the principle that the verb should agree with the nearby noun rather than a distant noun in the sentence.

When two subjects are connected by *as well as, as much as, with, along with, together with, more than, rather than, besides, in addition to, except*, the verb agrees with the first subject.

Eg: The mother *as well as* her children *has* visited us.

The students *along with* their teacher *are*

going for a picnic.

When two subjects are connected by *or*, *either...or*, *neither...nor*, *not...but*, *not only...but also*, *one or two*, *more...than* the verb agrees with the nearby noun.

Eg: *Either* the leader *or* the workers *have* come.

Neither the sons *nor* the old woman *is* ready to leave the house.

3.3.2 Important Rules of Concord

- ▶ When two or more subjects are connected by *and*, a plural verb must be used.

Eg: Meenu *and* Ajayan are doctors.

Sita, Krishnan *and* Vimal have qualified the test.

- ▶ When two subjects are connected by *and*, conveying a single idea, the verb must be singular.

Eg: Bread *and* butter is my breakfast.

Age *and* experience brings wisdom.

Note: My cousin *and* friend is coming. (the same person)

My cousin *and* my friend are coming. (two different persons)

- ▶ In the case of sentences starting with *there*, the verb depends on the subject that comes after *there*.

Eg: *There* is no need to criticize him.

There were twelve mangoes in the basket.

- ▶ Nouns such as *species*, *gallows*, *innings*, *deer*, *sheep*, *means*, *series*, *aircraft* etc. have the same singular and plural forms. Thus, the verb can either be singular or plural.

Eg: Several *species* of animals are now extinct.

A new species of frog was discovered in the Western Ghats.

<i>Plurals with no singular forms</i>	<i>Same singular and plural forms</i>
Goods, manners, oats, odds, outskirts, riches, earnings, savings, contents, funds, clothes, steps, surroundings, thanks, etc.	Gallows, sheep, swine, deer, means, innings, crossroads, headquarters, aircraft, barracks, species, corps, offspring, etc.

- ▶ Some nouns which denote pairs, such as *spectacles*, *scissors*, *trousers*, *pants*, *shoes*, *pliers*, *binoculars*, etc. are considered as plural and thus plural verbs should be used.

Eg: My spectacles *are* broken.

These scissors *are* brought from her shop.

Note: A pair of/ one pair of + singular verb

Two/three...pairs of + plural verb



Eg: A pair of shoes costs Rs. 500.

Certain nouns, such as names of books, organisations, diseases, countries appear to be plural in form, but singular in meaning. Such nouns should be followed by singular verbs.

Eg: *Sons and Lovers* is a book written by D.H. Lawrence.

Rickets is caused due to the deficiency of Vitamin D.

The United States is a part of the North American continent.

Generally, the names of subjects, such as *Politics, Mathematics, Statistics, Economics, Physics*, etc. are considered singular nouns and thus singular verbs should be used.

Eg: Politics is an interesting subject.

Mathematics is not my favourite subject.

Note: In general use, plural forms are preferred.

Eg: Statistics show that the gap between the rich and poor are widening.

Her politics is different from mine. (political opinions)

One of, each of, every one of, either of, neither of, the number of are followed by plural nouns and singular verbs.

Eg: *One of* the members has attended the seminar.

Either of them is smiling.

Many a, more than one are followed by a singular noun and a singular verb.

Eg: *Many a* soldier was killed in the battle.

More than one craftwork was selected for the exhibition.

A number of, a small number of, a large number of, a good number of, a great number of, a good many, a great many, a minority of, the majority of, both, few, several, many are followed by plural nouns and plural verbs.

Eg: *Both of* them are intelligent.

Many people have attended her wedding.

When *a lot of, most of, some of, none of, plenty of, a good deal of, a great deal of, the greater part, the greatest part, all, any*, etc. are followed by an uncountable noun, the verb is singular and when followed by a countable noun, the verb is plural.

Eg: *Plenty of* toys are available in the shop.

A lot of money was wasted on decorating the house.

Each, every, either and neither are followed by singular nouns and singular verbs.

Eg: *Each worker is tired.*

Either girl is cheerful.

Someone, somebody, everyone, everybody, anyone, anybody, no one, nobody, nothing, anything are followed by a singular verb.

Eg: *Someone has to take responsibility.*

Nobody is interested in this program.

Recap

- ▶ Concord
- ▶ Subject-verb agreement
- ▶ Types of concord
- ▶ Grammatical Concord
- ▶ Concord of Person
- ▶ Concord of Number
- ▶ Notional concord
- ▶ Concord of Proximity

Objective Questions

1. What is concord?
2. What are the three different types of concord?
3. What is Grammatical concord?
4. What is the agreement of a subject with a verb based on the meaning of that sentence rather than the syntax known as?
5. Which concord states that the verb should agree with the nearby noun?
6. Write down the types of verbs (singular or plural) which agree with the following subjects:
We, he, she, they
7. Identify the correct sentence.
 - a) I are a student.
 - b) I am a student.
 - c) I is a student



8. Identify the correct sentence.
- He was absent on that day.
 - He am absent on that day.
 - He were absent on that day.
9. Spot the error in the following sentences.
- A pair of spectacles are on the table.
 - More than one girls are playing on the ground.
 - Somebody have taken my bottle.
 - Each song of the film are melodious.
 - A good number of artists is coming to the biennale.
 - A tennis player and a coach has attended the function.

Answers

- Subject-verb agreement.
- Grammatical concord, notional concord and concord of proximity.
- Singular subject takes a singular verb, a plural verb is used with plural subjects.
- Notional concord
- Concord of Proximity.
- We- plural verb He – singular verb She- singular verb They- plural verb
- I am a student.
- He was absent on that day
 - A pair of spectacles *is* on the table.
 - More than one *girl is* playing on the ground.
 - Somebody *has* taken my bottle.
 - Each song of the film *is* melodious.
 - A good number of artists *are* coming to the biennale.
 - A tennis player and a coach *have* attended the function

Assignments

1. Match the following using the rules of concord

Seventy years	Are	to pay the fine.
The children	Is	decided to organize a strike.
Either Ram or his friends	Has	happy.
The minister along with the party workers	Have	not a short time period.
Smitha	Is	a kind woman.

2. Fill up the following details about yourself. Remember to follow the rules of concord.

- I (name).
- My hometown
- I(work)
- My family.....
- My hobbies.....
- I..... (likes)
- I..... (dislikes)
- My ambition
- My friends
- My best friend.....
- I wish.....
- Ithankful to.....

3. Fill in the blanks.

- Mary along with her son to church. (goes, go)
- Neither Sarath nor his friends won a prize. (has, have)
- The Police..... threatened the thief. (has, have)
- Twenty-five percent of workers..... willing to sign the contract. (is, are)



4. Spot the error in the following sentences.
- a) Krishnan and Kamal is good friends.
 - b) Angel with his relatives are going to the park.
 - c) Ram has not only a bike but car.
 - d) My spectacles has been broken.
 - e) A number of labourers is working in that factory.
 - f) He stay in a hostel.

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- 4. Swan, Michael. *Practical English Usage*, 4th edition, OU Press, 2017.

Unit 4

Tenses

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ learn the use of different verb forms for different tenses.
- ▶ identify the correct time of occurrence of an action in sentences.
- ▶ gain effective communication and writing skills.

Prerequisites

Time and tide waits for none. You might be familiar with this old proverb. It explains the importance of time in our life. Have you ever noticed that the topic *time* comes in almost all the subjects that you have studied in your school days? Whether it be physics, mathematics or history, *time* has a key role. Have you ever come across the same topic, *time* in your study of the English language? Well, let us see.

Keywords

Past tense, Present Tense, Future Tense, Non-Conclusive verbs

3.4.1 What is Tense?

Read the following sentences:

He talks to her. (present time)

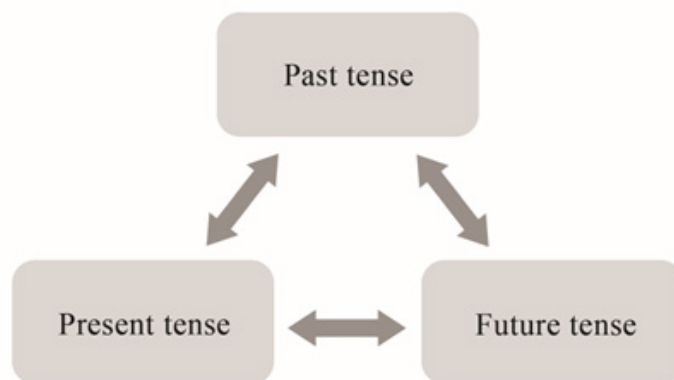
He talked to her. (past time)

He will talk to her. (future time)

The above-mentioned sentences indicate actions performed in different time periods. In English grammar, tense denotes the time of an action, whether the action has occurred in the present, the past or will happen in the future.

The three main tenses are:





Four distinct forms for each of the three tenses:

Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Past	Simple Past	Past Continuous	Past Perfect	Past Perfect Continuous
Future	Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous

3.4.1.1 The Present Tense

The Simple Present Tense

Look at the following sentences:

He plays football.

They play football.

In the Simple Present tense, the verb is either in the base form or in the **-s/es** form. The base form is used with all plural Subjects and the **-s/es** form is used with every singular Subject. It is to be noted that only the base form is used with *I* and *You*. Thus, the form of the Simple Present tense can be simply written as:

Subject + verb's base/or base +s or -es

Uses of the Simple Present Tense

- To denote a recurrent or habitual action.

Eg: *He wakes up early in the morning.*

He watches movies every Sunday.

- To denote a universal truth or a proverb.

Eg: *Slow and steady wins the race.*

The moon revolves around the earth.

- To denote a permanent state.

Eg: *He has two children.*

The Taj Mahal stands on the Yamuna.

- To express scheduled or planned future action.

Eg: *He starts his new work on Monday.*

The Prime Minister comes to Kerala next month.

- In Imperative and Exclamatory sentences.

Eg: *How honest he is!*

Please, listen to him.

- In newspaper headlines.

Eg: *The Kerala High Court issues notice to the government on the Kochi metro case.*

The UN peace talks with the Taliban fail.

- For sports commentaries and dramatic narratives,

Eg: *Dhoni finishes off in style. A magnificent strike into the crowd and India lifts the World Cup after 28 years.*

The curtain rises, the beautiful Bella sings a song. Suddenly she notices something strange in her room.

- Formal declarations.

Eg: *I declare the athletic meet open.*

I declare the above-mentioned information is true.

- To introduce quotations.

Eg: *Shelley says, "If winter comes, can spring be far behind".*

The advertisement says, "Buy one, get one free".

- To introduce promises.

Eg: *He promises never to drink alcohol.*

I promise to do my duty.

- Used in suggestions with *why don't you?*

Eg: *Why don't you take me out?*

Why don't you post a picture of your child?

- In Subordinate Clauses (to refer to future)

Eg: *He will call us when breakfast is ready.*

He will go to the shop when he finishes his work.



- To give instructions and directions.

Eg: *How do you get to the shopping mall ? You go straight and then turn right...*

How to prepare chicken cutlets? Wash the chicken and then soak it in buttermilk...

- Used in sentences that begin with **here** and **there**.

Eg: *There is no substitute for hard work.*

Here comes my sister.

Time words

Time words are words which are often found with a particular tense. The following Adverbs and Adverb phrases are used with Simple present tense:

Always, usually, generally, occasionally, frequently, daily, annually, barely, hardly, rarely, seldom, often, every month, every day, every year, every week.

The Present Continuous Tense

Read the following sentences:

Ancy is drawing pictures.

They are drawing pictures.

The form of the Present Continuous tense is as follows:

Subject + is/am/are + (verb) ing

Uses of the Present Continuous Tense

- To express an action that is progressing at this moment.

Eg: *Ancy is reading a novel.*

Ancy is sleeping now.

- To denote a definite future action.

Eg: *Ancy is coming home tomorrow.*

Ancy's brothers are leaving for the USA next month.

- To denote an action happening about this time, but not necessarily at the moment of speaking.

Eg: *Ancy is preparing a speech for a conference.*

Ancy is teaching commerce.

- To suggest that situations or actions are temporary.

Eg: *Ancy, my friend, is staying with me this week.*

Ancy is repairing her umbrella.

- To indicate a developing or slowly changing situation.

Eg: *My son is getting taller every day.*

The weather in my village is getting colder day by day.

- To refer to repeated actions or events happening around the moment of speaking.

Eg: *Ancy is reading a lot of magazines these days.*

Why is she beating her child?

- Used with always, constantly, continuously, forever, perpetually, etc., to indicate frequent repetitions.

Eg: *Ancy is continuously complaining about her job status.*

The house owner is always demanding more rent.

- To indicate an action which begins before a particular point of time and probably continues after it.

Eg: *At seven, I am watching news.*

At nine, they are playing cards.

Note 1: Words such as *always*, *continuously*, and similar words can

be used with progressive forms to mean very often.

Eg: *He is always losing his temper.*

He is always getting phone calls.

Note 2: Non-Conclusive verbs

There are certain verbs which are not used in the Continuous tenses. They are usually used in the Simple tenses as these verbs describe actions which cannot be started or stopped at our will. They are:

1. **Verbs of senses:** see, hear, smell, taste, notice, etc.

Eg: *He hears a loud sound.*

This cough syrup tastes bitter.

2. **Verbs of thinking:** think, imagine, guess, know, understand, believe, remember, forget, mean, trust, differ, agree, feel, disapprove, regard, etc.

Eg: *I think you are mistaken.*

3. **Verbs of feeling (likes and dislikes):** want, desire, wish, like, love, dislike, need, prefer, hate, wish, etc.



Eg: *He needs some coffee.*

He doesn't like her.

4. Verbs of possession: have, possess, own, belong to, etc.

Eg: *He owns a car.*

This house belongs to him.

5. Verbs of appearing: appear, look, seem, resemble, etc.

Eg: *He resembles his father.*

This kid looks sick.

* Certain verbs, such as lack, owe, deserve, depend, concern, consist of, contain, matter, include, involve, signify, mind, cost, etc. are also not used in the Continuous Tense.

Eg: *This box contains gifts for children.*

Your success depends on your ability to work hard.

* The verbs which are not used in the Present Continuous Tense are not used in the Present Perfect Continuous too.

Note 3: However, in some exceptional cases, certain above-mentioned verbs can be used in the continuous form. For eg:

1. **Expect:** We are expecting some good news. (to await something)
2. **Taste:** The chef is tasting the kebab to see if it is cooked well. (to ascertain the taste of something)
3. **See:** I am seeing my lawyer tomorrow. (meeting someone by appointment)
4. **Hear:** The court is hearing the case next week. (listen formally to)
5. **Think:** I am thinking about starting a new business. (to consider about something)
6. **Feel:** I am feeling very energetic today. (suggestive of a mental condition)
7. **Smell:** She is smelling the flower. (to perceive the scent)

► Time words

Now, right now, still, today, at present, and at this moment.

The Present Perfect Tense

Study the following sentences:

Sid has visited this palace thrice.

They have visited this palace thrice.

The form of the Present Perfect tense is as follows:

Subject+ has/have + past participle of verb

Uses of the Present Perfect Tense:

- ▶ To denote a recent action for which time is not mentioned.

Eg: *Sid has finished writing the examination.*

Sid has just come out.

- ▶ To denote something that is continuing from the past up to the present moment.

Eg: *Sid has prepared for the civil service examination since 2018.*

Sid has lived in this village for twenty years.

- ▶ To denote a completed activity or occurrence, which extended from some point of time in the past up to the present.

Eg: *Sid has written two essays since morning.*

Sid has corrected many documents since midnight.

- ▶ To denote an action that was completed in the past, but the result of that action can still be perceived.

Eg: *Sid has bought a washing machine.*

Sid has learned his lessons.

- ▶ To denote habitual actions.

Eg: *They have always helped each other.*

I have always finished my work on time.

- ▶ **Time words**

Just, just now, already, recently, lately, till now, up to now, so far, yet, ever, never, since, for, this month, this morning, this evening, this afternoon.

The Present Perfect Continuous Tense

Look at the following sentences:

He has been living in this town for the last ten years.

They have been living in this town for the last ten years.

The form of the Present Perfect Continuous tense is:

Subject + has been/have been + (verb) ing



Uses of the Present Perfect Continuous Tense:

- ▶ To denote an action that began in the past and is still progressing in the present.

Eg: *He has been teaching in this college for the last five years.*

They have been doing business since 1990.

- ▶ To denote actions that are already completed. The results of such actions can still be noticed in the present.

Eg: *Why do you look so tired? I have been practicing skating.*

Have you had your lunch? No, I have been cleaning my room.

Time words

Since - denotes a point of time.

Eg: *I haven't seen him since Tuesday.*

For - denotes a period of time.

Eg: *I haven't seen him for two weeks.*

3.4.1.2 The Past Tense

The Simple Past Tense

Read the following sentences:

I went to Calicut yesterday.

They lived in Calicut in 2020.

The above-mentioned sentences represent two past events. i.e, they are in the Past tense.

The form of the Simple Past tense:

Subject + past form of the verb

Uses of the Simple Past Tense:

- ▶ To denote a past action completed at a particular time.

Eg: *I met him yesterday.*

Gandhi was born in 1869.

- ▶ To denote a habitual action in the past.

Eg: *When I was a child, I played basketball every day.*

I always went to school by bus.

- ▶ To denote an action which occurred at a moment or a period of time in the past.

Eg: *I met P.V. Sindhu on our visit to Delhi.*

I lived in Chennai for five years.

- ▶ In conditional clauses.

Eg: *If I had money, I would build a new house.*
If I tried, I could easily win the race.

Time words

Yesterday, ago, previous week, last month, last week

The Past Continuous

Analyse the following sentences:

She was singing a Hindi song.
They were singing a Hindi song.

From the above-mentioned sentences, you might have observed that the Past Continuous tense can be formed by:

Subject + was/were + (verb) ing

Uses of the Past Continuous:

- ▶ To denote continuity of an action that took place in the past.

Eg: *She was working on the field all day.*
She was cooking all morning.

- ▶ To represent two different actions happening at the same time.

Eg: *I was watching television while she was reading.*
She was sleeping while her sister was studying.

- ▶ To denote an action that was progressing in the past when another action happened.

Eg: *When she came, you were sleeping.*
She hid behind the door when they were playing hide and seek.

- ▶ Used with always to denote a recurrent action.

Eg: *She was always guiding me to perform well.*
They were always arguing with their manager.

The Past Perfect Tense

Read the following sentences:

Sam had gone to office.
They had gone to office.

The Past Perfect tense is formed by:



Subject + had + past participle of verb

Uses of the Past Perfect Tense:

- ▶ When two actions occurred in the past, the Past Perfect tense is used to denote that action which was finished first and then to denote the second action, the Simple Past tense is used.

Eg: *When Sam arrived home, his mother had gone to sleep.*
The magic show had begun before we reached the auditorium.

- ▶ Used with *till, until, before, etc.*, to suggest that an action is completed.

Eg: *Sam waited there until his father had arrived.*
Before Sam had walked to his home, he heard some good news.

- ▶ In Subordinate Clause (to suggest something impossible to happen).

Eg: *If Sam had practiced more, he could have qualified for the finals.*
If you had told me earlier, I would have helped you.

The Past Perfect Continuous Tense

Look at the following sentences:

She had been studying for three hours.
They had been studying for three hours.

The Past Perfect Continuous tense can be formed by:

Subject + had been + (verb) ing + object

Uses of the Past Perfect Continuous Tense:

- ▶ The Past Perfect Continuous tense denotes an action that began in the past, continued for a certain time and then ended in the past itself.

Eg: *She had been working as a gardener before she joined government service.*
She had been laughing for half an hour.

- ▶ To denote a repeated action in the past when the number of occurrences is not mentioned.

Eg: *She had been ringing the bell for some time*

She had been announcing your name for a long time.

3.4.1.3 The Future Tense

In English grammar, there are several ways to indicate the notion of futurity. Apart from the future tense (*will* and *shall*), the Simple Present tense, the Present Continuous tense, etc., are used **to denote futurity**.

Our future activities are often influenced by certain factors such as our willingness, likelihood, etc. But there are certain pure future events such as:

My grandmother will be 80 in December.

The Simple Future Tense

Look at the following sentences:

He will visit your home tomorrow.

I shall visit your home tomorrow.

The Simple Future tense takes the form:

Subject + will/shall + base form of verb

Uses of the Simple Future Tense:

- To denote an action that will happen in the future.

Eg: *He will buy a new car.*

I shall meet her the next day.

- To express opinions or assumptions about the future.

(Most often verbs, such as *afraid*, *believe*, *hope*, *suppose*, *think*, *wonder*, etc. and adverbs, such as *perhaps*, *surely*, *probably*, etc., are used along with it.)

Eg: *I am sure he will clear all his debts.*

We will surely get there on time.

- To indicate habitual actions which we think will occur in the future too.

Eg: *The nightingale will sing in the forest.*

Flowers will bloom in spring.

- To depict formal announcements of future, weather forecasts, etc. in newspapers and news broadcasts.



Eg: *The Prime Minister will inaugurate the new stadium tomorrow.*
Rain will persist for two more days.

The Future Continuous Tense

Read the following sentences:

Laila will be giving you a gift tomorrow.
I shall be giving you a gift tomorrow.

The form of the Future Continuous tense is as follows:

Subject + will/shall + (verb) ing

The Future Continuous Tense is used to indicate a continuous action in the future.

Eg: *Laila will be attending the webinar tomorrow.*
Laila will be watching the news around 9 am tomorrow.

The Future Perfect Tense

Analyse the following sentences:

Anju will have completed the course by next year.
I shall have completed the course by next year.

The form of the Future Perfect tense is:

Subject + will/shall + have + past participle of verb

The Future Perfect Tense is used to denote an action which will be completed within a certain future time.

Eg: *Anju will have read two books by Saturday.*
They will have left London by the time you reach there.

The Future Perfect Continuous Tense

Study the following sentences:

By 2025, Maria will have been living in Kolkata for five years.
By 2025, I shall have been living in Kolkata for five years.

The form of the Future Perfect Continuous tense is:

Subject + will/shall + have been + (verb)ing

The Future Perfect Continuous Tense is used to denote an ongoing action which will be finished within a certain time in the future.

Eg: *By 2025, Maria will have been working on this project for four years.*
By next June, I will have been learning English Literature for three years.

Recap

- ▶ The tense
- ▶ Tenses in English grammar
- ▶ The Simple Present tense
- ▶ The Present Continuous tense
- ▶ Non-conclusive verbs
- ▶ The Present Perfect tense
- ▶ The Present Perfect continuous tense
- ▶ Time words
- ▶ The Past tense
- ▶ The Simple Past tense
- ▶ The Past Continuous tense
- ▶ The Past Perfect tense
- ▶ The Past Perfect Continuous tense
- ▶ The Future tense
- ▶ The Future Continuous tense
- ▶ The Future Perfect tense
- ▶ The Future Perfect Continuous tense

Objective Questions

1. What is tense?
2. Which are the three different tenses in English grammar?
3. Which tense is used to denote a universal truth or proverb?
4. Which tense is used to express an action that is progressing at this moment?
5. Which tense is used to denote a recent action for which time is not mentioned?
6. What is the form of the Present Perfect Continuous tense?
7. Spot the error in the following sentences:
 - a. She is going to market daily.
 - b. He has reading newspaper now.



8. Which tense is used to denote a past action completed at a particular time?
9. Which tense is used to denote the continuity of an action that took place in the past?
10. What is the form of the Past Perfect tense?
11. What is the form of the Past Perfect continuous tense?
12. Which tense is used to denote an event which will occur in the future?
13. Which tense is used to express an ongoing action in the future?
14. Spot the error in the following sentences:
 - a. He had write a play.
 - b. We believe that we will have win this game.

Answers

1. Tense denotes the time of an action.
2. The Present tense, Past tense and Future tense.
3. The Simple Present tense.
4. The Present Continuous tense.
5. The Present Perfect tense.
6. Subject + has been/have been + (verb) ing
7. a. She goes to market daily.
b. He is reading newspaper now.
8. The Simple Past
9. The Past Continuous
10. Subject + had + past participle of the verb
11. Subject + had been + (verb) ing + object
12. The Simple Future
13. The Future Continuous
14. a. He had written a play.
b. We believe that we will win this game.

Assignments

- Based on your learning of Tenses, fill up the incomplete boxes.

Simple present	sub + base form of verb/ -s/-es of verb	Manu watches football.
Present continuous		Manu is watching football
	sub+ has/have + past participle of verb	Manu has watched football.
Present Perfect Continuous		Manu has been watching football.
Simple Past		Manu watched football.
	Sub + was/were + (verb) ing	
Past perfect		
		Manu had been watching football.

Simple future		Manu will watch football.
	Sub + will/shall + (verb)ing	
Future Perfect		
Future Perfect Continuous	Sub+ will/shall + have been + (verb)ing	

2. Use the correct tense forms of the verbs given in the brackets:
- Heto temple daily. (is going, goes)
 - Imy cousin lately. (did not see, have not seen)
 - He your point. (is understanding, understands)
 - They the matter soon. (will discuss, discuss)
 - Vinayto London last year. (goes, went)
 - We believe that he this test. (passed, will pass)
 - Her son there for five years. (living, has been living)
 - By 2022, Leenain Delhi for twenty years. (will live, will have been living)
 - I her yesterday. (meets, met)
 - By tomorrow evening, I the matter with my manager. (will have discussed, will discussing)
 - Raju badminton every weekend. (plays, have played)
 - When I came in, you were..... to your mother. (talking, talked)
 - The President the crowd this evening. (will addressed, will be addressing)
 - The bus.....when he the bus station. (reached, reach, has left, had left)

Suggested Readings

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BLOCK - 04

Basics of writing in Communication

Unit 1

Fundamental Approach to Writing

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ familiarise with the basic concepts of writing process
- ▶ determine the different types of writing
- ▶ acquire the details regarding the different elements of writing
- ▶ give information regarding the basic approach to the writing process

Prerequisites

Human beings live in society. So, to exist, humanity must communicate. The individuals used vocal sounds and gestures to communicate in the past. However, when intelligence advanced, individuals began to communicate and convey their thoughts through pictures, as exemplified in cave drawings.

Drawings became obsolete as time passed. As a result, people eventually began to build phonetic symbols and alphabet to communicate, giving rise to the origins of the writing system. The first writing attempts were produced around six thousand years ago in Egypt and Mesopotamia.

What we see now is the result of meticulous observations and historical study. The writing process made this work simpler because what writing intends is to communicate, and communication leads to knowledge. We would not have learned much about the past, or about other locations or people if the writing had not been developed. We would have continued to live in complete isolation from one another in our secluded communities.

Writing has now grown into an extremely sophisticated cognitive activity in which the writer must exhibit control of several factors at the same time. A person's chances of success may improve if they have strong writing abilities. Writing is an important aspect of language. Often students require good writing skills to complete their school and employment obligations.

Keywords

Content, Form, Structure, Style, Prewriting, Organising, Drafting, Editing, Revising

Discussion

Writing is one of four abilities in language learning: LSRW (listening, speaking, reading, and writing). It is a written sign system that represents the sounds, syllables, or words of language through various methods, such as capitalization, spelling, punctuation, word form, and function. A systematic understanding of writing ensures successful writing outcomes. In addition to this, it will help a learner in acquiring a secondary set of language-related abilities, such as an understanding of grammar and lexical structures, a logical association of ideas, an apt selection of style and register, and a more comprehensive approach to writing tasks and contextualisation.

Writings can be generally classified into two categories. Creative writing and non-creative writing. Creative writing is any sort of writing that is unique and expressive of the author. That is, it should be a type of creative composition that is not restricted by established rules and employs a wide variety of components in its content. Its function is to reveal rather than to inform. A highly creative writer meditates on either tangible world events or abstract concepts such as love or divinity and then expresses his/her feelings or thoughts via writing. Works of poetry, short story, novels, personal essays, etc. are some examples of creative writing.

Non-creative writing deals with concepts and is intended to instruct. Its purpose is to add to and broaden one's knowledge. This category includes books about history, religion, science, and so on. To attain the finest outcomes for this goal of informing, the writers must be analytical in approach and express their points logically and lucidly

so as writing can be easily understood. Even though writing can be divided into creative and non-creative based on the subject matter, a highly imaginative writer can produce non-creative work in a creative manner.

4.1.1 The aspects/elements of writing

There are four basic elements of the writing process. They are the content, form, structure, and style.

4.1.1.1 Content

It is the essence of the writing process. It is basically the experience that the writers gain from their life or from their surroundings through close observation. For instance, when a writer wants to write a story with a specific event as its centre, a specific set of characters, and a specific set of elements that had once accrued in the writer's mind and that had undergone strange alterations within the writer, will begin to spill out of their own accord. The details of the writing must approximate reality; otherwise, the writing will lack credibility and authenticity.

4.1.1.2 Form

Form relates to how and where a piece of writing will appear. It determines how authors choose a particular language, tone, and structure in writing a text. In other words, it is the name of the text type a writer uses for the depiction of his/her ideas. For instance, screenplays, sonnets, novels, and so on. A writer can utilise any of these genres to portray his thoughts, feelings and emotions. The form of a text is significant because it reveals the writer's objectives, characters, or essential ideas.



4.1.1.3 Structure

It is the organisational form of written material. The structure is all about outlining the structure of a piece/text, including its order of events, how they are delivered, and how they are all interwoven together. To develop a structure, the writer must first organise his material, that is by deciding how much of what should be included in the work and in what sequence it is to be arranged. Logic, common sense, and knowledge gained through extensive reading will be useful here. One cannot continue detailing the story's setting for seven pages, at the same time saving all of the action and resolution for the final page, while organising the content of a text. In terms of sequencing, the Aristotelian 'beginning-middle-and-end' is a tried-and-tested method. But sometimes writers do make variations and produce brilliant works as well.

4.1.1.4 Style

Style in writing is described as the manner in which a writer writes. It is a strategy used by a single author in his writing. It differs from author to author and is determined by syntax, word choice, and tone. It is the author's thumbprint - a distinct and lasting imprint on the work's voice and personality. It is conceivable for two works created on the same subject or with the same theme to be structurally fulfilling yet stylistically superior to one another. Style refers to how one expresses one's ideas and feelings in words. It is the product of a long-cultivated awareness of words and sentences, of how a writer links one sentence to the next.

4.1.2 Basic approaches to the writing process

Writers must comprehend the writing process and learn how to incorporate their knowledge and thoughts into their work. There

are some basic methods/approaches that one can follow to make the writing legible. They are planning/prewriting, organising, writing/drafting, editing, and revising.

4.1.2.1 Planning/Prewriting

The planning or prewriting step includes conceptualising which takes one's writing purpose and aim into consideration. During the planning stage, a writer should consider who their readers will be and what the objective of their work will be. Planning ahead of time allows for more comprehensive thinking and organised writing.

4.1.2.2 Organising

It is not uncommon for a writer to struggle with picking the most significant pieces of information from the ideas generated during the planning stage. As a result, once the writers have developed their writing strategies, it is time to arrange their thoughts. A writer should elaborate on the concepts created during the planning step throughout this procedure. Then, he/she has to assess what information, if any, is still required to complete the gaps. Finally, the writer has to organise the facts and concepts such that they flow together and make sense.

4.1.2.3 Writing/Drafting

A writer should create a rough draft in the early writing stage using the ideas developed during the planning step. During the first writing phase, the writer must combine continual cognitive demands, such as merging planned ideas with new ideas, remembering the objective of the document, following acceptable grammatical standards and considering the target audience.

4.1.2.4 Editing

This writing method includes a thorough examination of the initial version. At this point,

a writer should double-check the grammar, spelling and punctuation. The writer should also consider if the concepts meant were clear and whether the aim was met. The writer might proceed to the revision stage of writing after analysing the work.

or remove the stuff to improve the flow and usefulness of the article. Before delivering a final result, the writer should go through this process at least once to confirm that the new ideas contributed to accomplish the goal and increase the clarity of the text.

4.1.2.5 Revising

Revision requires changing the work in response to criticism and a comprehensive review. Along with rectifying structural issues in the text, it also lets the writer to locate and wrap up loose ends. The writer can also add

Recap

- ▶ Writing is one of the four abilities in language learning: LSRW.
- ▶ A systematic understanding of writing ensures successful writing outcomes.
- ▶ Acquire a secondary set of language-related abilities
- ▶ Creative writing and non-creative writing
- ▶ Creative writing function - to reveal rather than to inform
- ▶ Non-creative writing function - to add to and broaden one's knowledge
- ▶ There are four basic elements of a writing process.
- ▶ Content is the essence of a writing process.
- ▶ Form relates to how and where a piece of writing will appear.
- ▶ The structure is the organisational form of a written material.
- ▶ Style in writing is described as the manner in which a writer writes.
- ▶ There are five basic approaches to the writing process.
- ▶ The planning or prewriting step includes conceptualizing.
- ▶ One should arrange their thought in the organising part of writing.
- ▶ While drafting, a writer must combine continual cognitive demands.
- ▶ A writer should double-check the draft during the editing stage.
- ▶ Revision requires changing the work in response to criticism.

Objective Questions

1. What will help a learner in acquiring a secondary set of language-related abilities?
2. What are the classifications of writing?
3. What is creative writing?
4. What is the function of creative writing?
5. What are some creative writing examples?
6. What is non-creative writing?
7. What is the purpose of non-creative writing?
8. What are some examples for non-creative writing?
9. What are the basic elements of writing process?
10. What is the essence of the writing process?
11. What is form in writing process?
12. What are the examples of form in writing process?
13. What is structure?
14. What is style?
15. What are the basic approaches to writing process?
16. Arrangement of thoughts happens in which stage of writing process?
17. What precedes after the editing stage in the approach to writing process?

Answers

1. A systematic understanding of writing
2. Creative writing and non-creative writing
3. Creative writing is any sort of writing that is unique and expressive of the author.
4. Its function is to reveal rather than to inform.
5. Works of poetry, short story, novels, personal essays, etc
6. Non-creative writing deals with concepts and is intended to instruct.
7. Its purpose is to add to and broaden one's knowledge.
8. Books about history, religion, science etc
9. Content, form, structure and style
10. Content
11. Form relates to how and where a piece of writing will appear.
12. Screenplays, sonnets, novels, etc
13. It is the organisational form of written material.
14. Style in writing is described as the manner in which a writer writes.
15. Planning or prewriting, organising, writing or drafting, editing and revising
16. Organising
17. Revising

Assignments

1. Compare and contrast creative and non-creative writing with examples.
2. Trace the origin of writing and elucidate with examples why should a person need to write.
3. Attempt to write an essay on a public issue keeping in mind the approach to the writing process.

Suggested Readings

1. Bello, Sumbo. “The Writing Process: A Seven-Step Approach for Every Writer”, *EDGY*, 21 March 2021, <https://edgy.app/writing-process>
2. Indeed Editorial Team, “10 Tips To Improve Your Writing Skills”, *Indeed*, 7 June 2021, <https://in.indeed.com/career-advice/career-development/writing-skills>
3. Stover, Michael. “7 Fundamentals of Writing, Simple Ideas, Deeply Understood”, *medium.com*, 1 July 2020, <https://medium.com/swlh/7-fundamentals-of-writing-f3df5a6ef9>.

Unit 2

Process involved in Answering Questions

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ familiarise with the process involved in answering questions
- ▶ acquire an idea on writing electronic responses
- ▶ become conscious of the professional responses to emails

Prerequisites

In our day-to-day life we are bombarded with numerous questions like ‘where do you live?’, ‘what would you like to eat today?’, ‘what is your ambition?’, etc. We encounter questions in written and spoken contexts. When you answer any question, it is necessary that you should organise your thoughts and present your answers in an orderly and structured way.

Currently most of the formal communications, including the written correspondence, take place through email. Majority of us get at least a few emails or any other modes of written communication each day, regardless of the type of work we do or the post we hold. In such situations, knowledge of the skills required to reply through written communication professionally is a desirable quality. In this unit, let us work on improving the effective skills needed for answering questions through written communication.

Keywords

Answering, Email Response, Automated Response, Approving Application

A perfect response to a question is an art that effectively addresses the matter that is raised in front of the respondent. It is more or less a psychological response. In order to influence and satisfy the questioner, his situation should be taken into consideration. Based on the

nature of the question and the questioner, the modes of answers may vary. When job-seekers and students answer questions, they need to consider the possible psychological conditions of the examiners and evaluators. If a student writes everything that he knows

when addressing a question which has a direct answer, the evaluator may be led to develop a negative impression on his ability to answer questions.

4.2.1 Process of Answering Questions

The following are some of the important processes involved in answering questions which need to be considered when you write an answer.

1. **Take Thinking Time:** Take time before you rush headlong to answer questions. Make a pause which will provide you time for thinking about your reply or answer. This is also a gesture of respect to the question providing it a due consideration.
2. **Understand the Question:** Before you answer questions, make yourself confident that you have understood the question. If you attempt answers without understanding the questions, you might be led to answer the questions in an inappropriate way.
3. **Address the Question:** Answering questions should not be vague. Impressive answers address the issues that the questions highlight. In order to answer the questions appropriately, you need to brood over the line of thought introduced in the question.
4. **Structure the Answer:** You need to structure your answer in your mind before you write it down in the paper. The structures of the answers differ on the basis of their types, like short answer and essay questions. In the case of an essay, the topic of discussion will be introduced in the introduction paragraph, and the conclusion will be given in the last paragraph. In the paragraphs between the introduction and conclusion,

paragraphs are allotted for elaboration, example and comparison.

5. **Use Simple Language:** When you answer questions, the language employed should be simple in order to avoid confusion due to ambiguous sentences.
6. **Chunk your Answer:** Divide your answers into different sections so as to answer the question accurately. This method of answering is suitable if the answer is a lengthy one or if the answer needs to focus on different aspects of an issue.
7. **Take a Balanced Approach:** When you write an answer, you need to adopt a balanced approach in your response to the question. You are not supposed to present unjustifiable arguments, immature and vague statements. Instead, stick to the balanced approach taking different viewpoints into consideration.
8. **Revisit the Answer:** When you complete your writing of the answer, you need to revisit the answer in order to ensure that you have satisfactorily answered the question. You need to check whether more points or aspects need to be incorporated into the answer.

4.2.2 Answers Through Email

In today's scenario, formal written communications are mainly processed through emails. The ease of accessibility and the speed of delivery make them the best choice for both personal and professional communication. Henceforth, this unit mainly focuses on the methods and techniques which make some types of responses and replies made through well-written, informative and professional emails.

A reply email is a written communication that answers another email. This kind of



email will be required for daily practices both on personal and professional levels. This could be a mail acknowledging a meeting, approving a job application, responding to a query, or denying an invitation or agreement, etc. As a result, the recipients of the written response might be anybody that one comes into contact with at work, including one's partner, clients, managers, and co-workers. Such replies to emails or any other forms of written communication must always be written effectively. Along with that, keeping high standards in business communication reflects professionalism. Responses that are poorly organised and unprofessional may even cause a firm to fail. So, how do you respond to written communication, especially email?

4.2.2.1 Types of Acknowledgements for Inquiry Emails

Following the various types of communications, we can classify emails into different categories. The response emails, thus, can be classified into two broad kinds: Auto reply and Personal reply.

Automated Email Reply

Today, you no longer have to email each customer individually to let them know you've accepted their mail. You now can send automated responses with the aid of new applications. The recipients can infer from the automated types of response that you cannot possibly respond right away, but you are working on it.

Even though the automated replies are sent automatically to the recipient without human involvement, it has to be felt as a reply sent by a human. Suppose a customer or an applicant sends a mail requesting help, and he or she receives an automated response without much involvement from the recipient, the situation

will surely make the sender feel insulted. Therefore, it is essential to consider the mail sender's feelings before setting an automatic response.

By considering the above-mentioned elements, let us discuss a suitable way to compose content for auto-reply emails.

a. Give a suitable subject line by adding the most appropriate part of your reply. By reading the subject line itself, the recipient should get an idea of what would be in the body of the mail. Simultaneously, the subject line should also be framed in a way that would urge the recipient to open the mail. We send auto-replies at first to assure our clients the help from our side. An auto-reply informs them that though we are unable to respond to the mail immediately, it indirectly tells them not to get worried and that we will surely work on their needs.

b. The opening of the body content is usually a greeting for the reader. What do you think is the most attractive word that influences the reader? It is, of course, the name of the person who reads the mail! However, there are limitations in an automated reply through gmails or any other mailing platforms to add the name of the recipient since the content of the mail would have to be set as a common reply suitable for every recipient of the mail. Hence, greeting salutations like "Dear" can be used.

c. Adding a "Thank you" phrase in the mail body is an etiquette of email response whether automated or manual. If one client complains, it is possible that several others are experiencing the same issue without notifying you. This implies that making one customer happy could simultaneously make many other clients happy. So, it would be a timely response if you would include a word of appreciation in the automated reply mail to your client. Some

of the samples of appreciation are: “Thanks for getting in touch”, “Thank you for reaching out”, and “Thanks for the email”!

d. The body of your automated email should be arranged to inform the clients that their request was received and that you would provide a thorough response to assist them shortly. The content will reassure the client that the recipient of the email has taken his or her email on a priority basis, though it

would be resolved only after a few hours. The customer’s expectations regarding how and when to hear back from you are outlined in this section of the email. For instance, in the body part, you can highlight the special business hours for your support.

A sample of an auto-reply email is given below:

We have got it - Reg- Issuing of the Insurance Card

Dear customer

Thank you so much for getting in touch! This auto-reply is intended to inform you that your email has been received, and a customer support response will be sent to you within a few hours, often between 10 am and 6 pm. We might take a little longer on the weekends and in the evenings.

If you have general inquiries regarding our insurance service, you can find demos and answers to frequently asked questions on our website.

Please feel free to reply to this email if you have any further information that you believe will be useful in helping us to help you. We look forward to speaking with you soon!

Happily,

Team Gateway Insurance

Personal Response

We really need to practise writing emails for manually composing responses. Professional email etiquette for organising replies in business situations has to be followed. Remember to include the same components as discussed in the automated email responses while writing Personal Response. They are the subject line, the opener, the body and the ending. However, while composing the personal response, the writer has the liberty to customise the email content separately for each recipient in accordance with the context.

Think of a response to an email of inquiry as the first step to building a potential partner in the future. Hence, a personal response email has great significance in the building of a rapport with clients. Because of this, you must master the art of writing an effective inquiry response. A badly prepared mail response would create a poor impression and cause them to miss the opportunity of building a relationship with the client. You should therefore handle every inquiry carefully and respectfully. The following paragraphs detail the way of writing a personal email response.

You can frame the opening part of the



response mail in accordance with the need and context. Creating a positive impression for your client through a well-crafted opening line makes the objective of the mail run more efficiently. Then, let them know about the topic you're discussing in the body. The opening sentence of the content can be written as follows: *We appreciate you asking about our product or service.*

Next, compose a reasonably effective body for your inquiry reply. Keep in mind that providing the necessary details is a major element in the body part. Also, do not write in a complicated style and never keep a customer waiting to get the answer. Instead, enter into the main point quickly. Include a description of how you send the details needed for the client, such as a link below, an attachment in the letter, or another method. One instance for this is: *This email includes an attachment in response to your question.* Additionally,

you can provide more information if it is appropriate.

In conclusion, leave a positive note in your response to the query. Following the completion of the necessary information, you should write one or two sentences. In this final section, write in a kind and amiable manner. It enables the client to experience your politeness while still remaining at ease. If a call or meeting is required, kindly suggest it in the conclusion part. Let them know that you are there to assist at any time if they need it. You may also include your contact information so that they know how to get in touch with you. An example of a polite conclusion in the response email is as follows: *If you would like further information, we would be pleased to set up a call and a meeting to extend our service on this matter.*

A sample reply mail to an inquiry of a business product is given below.

Re: ReRaise Company | Product inquiry: Purified Milk Products

Dear Mr. Roy

We would like to thank you for your interest in our purified milk products. Based on your request, we are delighted to provide you our wholesale pricing list and the brochure for purified milk products. The brochure contains all the details you requested, so please refer to the same. You can find both items attached with this email.

Along with that, we have also sent a catalogue of purified milk products (showcasing the various milk varieties that are supplied) and our logistics rules for this particular product. We think this will be beneficial to you.

Yours sincerely,

Amana Narghees.

Sales Department | ReRaise Company.

4.2.3 Approving or Declining an Application

Similar to the requisites discussed in a personal mail section, the email letter approving an application, for instance a job application, also has to be written in the structure detailed above. Thus, the first email response to inform the applicant about the approval of his or her application has to strictly contain the main objective of the email: informing the applicant about the acceptance

of the application. It can also include the appreciation of the applicant and/or the sharing of the happiness on the acceptance of the application. The email can also have a short bio-description of the company or the institution. Convey the recipient the nature and designation of the job or new assignment. Try to build a rapport with the applicant in the email itself and offer all support from the side of the company or the institution. A sample email response of approving an application is given below:

Sub: English Master | Application to Trainer Post; Acceptance Mail

Hello Ms. Smitha

Welcome! Your application to the English Master programme has been accepted. We are delighted to have you among our new Communicative Faculty.

Ms. Smitha, as we have stated in previous emails, it is our goal at English Master to be placed among the top websites for giving students all around the world the opportunity to practise speaking English through online. Our platform requires excellent trainers with persistence and passion to meet the goals and satisfaction of our learners. Obviously, we hope that you will be the one of our applicants to accomplish this.

Your login information is as follows:

Username: Smitha Harish

Password: smitha@master123

We'll get in touch with you soon with further information on your duties and compensation. The complete English Master team is eager to collaborate with you in a cordial and effective manner. Please feel free to contact us if you need any help or information. Thank you.

Best,

Team English Master.



Unfortunately, sometimes it is necessary to say “no” to some applicants who ask you to do something or approval of a job or project application. However, some essential etiquettes have to be maintained even at the time of refusal response letter. When you put together a refusal be sure to include:

1. An opening compliment. Say something positive to break the ice.

2. A definite “no” that leaves no doubt about your position of declining the position.
3. A statement that keeps the door open to business or relationship in the future.
4. A good-luck wish for success in the venture you are refusing to join.

A sample letter of declining a job application is given below:

Re: Carry Logistics | Job Application Status

Dear Sandra

Thanks for the application to the post of Logistics Coordinator. Your working experience and skills meet a high level of excellence. Unfortunately, I have to decline your job application because of the absence of the vacant position. I’m unable to take on any additional processes on your application right now.

If you need to know about the future openings in our company, I will surely let you know. Please let me know if you want any other information.

I wish you all the very best for your future.

Best regards,

Abdul Malik,

Manager,

Carry Logistics

Recap

- ▶ A perfect response to a question is an art.
- ▶ It is more or less a psychological response.
- ▶ Modes of answers may vary- on the basis of the questioner.
- ▶ Process involved in answering questions
- ▶ Take time for thinking - understand the question
- ▶ Address the question - structure the answer
- ▶ Use simple language - Chunk your answer.
- ▶ Take a balanced approach - revisit the answer.
- ▶ Currently - formal written communications are mainly processed through emails.
- ▶ A reply email is a written communication that answers another email.
- ▶ Two types of acknowledgements for inquiry emails
- ▶ Automated email reply - Personal reply
- ▶ Approving or Declining an Application

Objective Questions

1. What should you have in your mind before you write the answer down on paper?
2. What level of language should be used when you answer questions?
3. What should you do after completing the first draft of the answer?
4. Through which platform is formal written communication mainly processed nowadays?
5. Which type of email response do we use for the instant email response sent without human involvement?
6. What is usually included in the opening line of the body part in an email reply?
7. How can you give details about your company or institution in a response email?
8. Where would you place the following sentence in an email response: *If you would like further information, we would be pleased to set up a call and a meeting to extend our service on this matter.*
9. What would you include in the opening line of a job declining response email?
10. What would you include in the closing line of a job declining response letter/ email?



Answers

1. Structure of answer
2. Simple language.
3. Revisit the Answer
4. Email
5. Automated email reply
6. Greeting
7. Attachment or link
8. Conclusion
9. Compliment
10. Good-luck wish

Assignments

1. Why is answering questions an art?
2. What are the processes involved in answering questions?
3. What is the relevance of email responses?
4. What are the two types of email responses? Explain with examples.
5. Give an example of a personal response to an email.
6. Elaborate on the approving and declining of applications with proper examples.

Suggested Readings

1. Bly, Robert W. and Regina Anne Kelly. *The Encyclopedia of Business Letters, Faxes, and E-Mail*, The Career Press, Inc., Franklin Lakes, 2009.
2. Butterfield, Jeff. *Written Communication: Illustrated Course Guides*, Cengage Learning, 2012.
3. Freeman. *Written Communication In English*, Orient BlackSwan, Hyderabad, 1977.
4. Roman, Kenneth and Joel Raphaelson. *Writing that Works; How to Improve Your Memos, Letters, Reports, Speeches, Resumes, Plans, and Other Business Papers*, HarperPaperbacks, New York, 1995.

Unit 3

Use Vocabulary to Express Thoughts

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ realise the importance of vocabulary in language
- ▶ become conscious of the role of vocabulary in expressing thoughts
- ▶ familiarise with the appropriate use of vocabulary

Prerequisites

The ability to communicate efficiently, both in our personal and social situations of life, enables us to share our thoughts, feelings and ideas to others. This would strengthen our relationship, fulfil our needs and make our life stress-free. Our efficiency of using language is greatly dependent on our active vocabulary. Building vocabulary does not ideally mean memorising a long list of unfamiliar, complex words. In our daily life, there are plenty of chances to enrich our word power. The ability to use the right words in the appropriate context is an essential skill of an individual. People who can use language with precision have an advantage over others in the competitive professional circles.

Keywords

Vocabulary, Thought, Emotional Vocabulary

Discussion

4.3.1 Definition of Vocabulary

As Collins English Dictionary defines “vocabulary is the total number of words... in a particular language”. Vocabulary is an essential part of language. In the absence of

vocabulary, written or spoken communication is impossible. So learning vocabulary is as important as learning language structures and sound systems. Our understanding of a language can be categorised into two: our vocabulary knowledge and our understanding of how to use that vocabulary in sentences.



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Vocabulary can be divided into Active and Passive categories. Active vocabulary refers to the words which appear in users' spoken and written contexts. It is a productive side of the language. A user of language can use his active vocabulary confidently because he knows its meanings and usage. In order to ensure the proficiency of the written and spoken languages, a learner should add new vocabulary to his existing collection of words. Users of a language can use their active vocabulary in its right position, recall it easily, and apply it in a grammatically accurate way. In the case of speech, they can employ it fluently with accurate pronunciation.

Passive vocabulary refers to words which can be understood by users when they appear in the speeches and writings of others. But the passive vocabulary does not appear in the spoken and written expressions of the learner. It is a vocabulary that works only on a receptive level. An efficient communicator can change his passive vocabulary to active vocabulary. In the course of time, a learner can change his passive vocabulary into active vocabulary if he is enthusiastic and passionate in language learning.

4.3.2 Vocabulary and Thought

Vocabulary has a direct effect on thought. Both could be considered as two sides of the same coin. There are debates like whether language determines thought or thought determines the language. The discussion on this link between language and thought dates back to the Greeks.

As it could be easily understood, language functions as a vehicle to transfer the thoughts of one individual to another. Even a simple statement like "the orange tastes great" will have a profound influence on the thought-process of the listener. Most human

communications through language modify ideas, thoughts and attitudes of others.

Words can influence human thoughts and actions. According to a Russian proverb, "A spoken word is not a sparrow. Once it flies out, you can't catch it", which indicates the need for carefulness in the usage of words. Understanding meanings of the words that we use is inevitable, along with its positive and negative implications. So it is necessary to control the vocabulary that we use, otherwise it may humiliate, inflict and discomfort others. There is an energy, positive or negative, involved in every word. Once we use a word, we accept its energy and transmit it to others.

4.3.3 Frequency of Vocabulary Usage

The categorisation of words in terms of its frequency of usage is to prioritise some words over others for the language learning purpose. A general classification of words into high, mid, and low will help approach these categories independently rather than taking into account each word's frequency individually.

1. High Frequency Vocabulary

High frequency vocabulary or general vocabulary are words employed in everyday life. This category consists of the most frequent 3000 words. Such words recurrently happen in day-to-day communication and literary works. The capacity to use such vocabulary is instrumental in deciding the efficacy of the written and spoken languages of a user. The mastery over these vocabulary is essential for the purposes like reading comprehension, descriptive skills, and using language in contexts. High frequency vocabulary could be seen in any text, irrespective of genres and styles. It consists of a lot of functional words

and content words carrying information and having high coverage of usage.

2. Mid-frequency Vocabulary

Mid-frequency words range from 3001 words to 9000 words. The category coming under mid-frequency vocabulary covers a range of vocabulary between the high frequency and low frequency vocabulary.

Generally, some technical and academic vocabulary come under mid-frequency vocabulary. Mid-frequency words are essential to pursue education at the university level where a certain competency in the English language is compulsory.

3. Low Frequency Vocabulary

The vocabulary that comes under low-frequency is commonly considered vocabulary beyond the frequency level of 10,000. Low-frequency words occur only infrequently so that it is worthless to spend classroom time on it. These are words which learners can learn themselves if they know the vocabulary learning strategies.

4.3.4 Building Emotional Vocabulary

Building sufficient vocabulary is very important to express the thoughts and feelings of an individual through language. The capacity to express our emotions accurately through language is essential to improve our communication skills and reduce miscommunications. Emotions are closely connected with our thoughts. Emotions of an individual may vary from time to time in response to various situations that he encounters. You may become happy if your situation is pleasant. When you are in a difficult situation, you may feel annoyed and appear sad. To express your emotions in a balanced and proper way, you are required

to have a wide range of vocabulary. The sufficient amount of emotional vocabulary at your disposal may save you from over-reactions and consequent problems.

Here are some categories of emotional vocabulary:

1. Vocabulary to Express Happiness

Words to express happiness are to be judiciously employed in accordance with its required level. If you are only mildly happy, you can say things like “I am comfortable,” “I am glad,” “I am pleased,” “I am gratified,” etc. You might use phrases like “I’m joyful,” “cheerful,” “in great spirits,” etc. if your happiness is moderate. If your joy is intense, words like elated, euphoric, delighted, enthusiastic, overjoyed, thrilled, etc., may be used.

2. Vocabulary to Express Sadness

vocabulary to express sadness are to be properly selected in accordance with its required emotions. If the feeling of sadness is mild, some of the words that can be used are down, disappointed, uncomfortable, etc. If it is moderate, the possible words that can be used are distressed, fed up, upset, sorrowful, regretful, crestfallen, etc. If the feeling of sadness is intense, the choice of words can be depressed, dejected, woeful, desolate, etc.

3. Vocabulary to Express Angry Mood

If your anger is mild, some of the words that you can use are *irritated*, *resentful*, *impatient*, etc. If your anger is moderate, the words that you can use are *annoyed*, *ill-tempered*, *spiteful*, etc. If the anger is intense, the words that can be employed are *furious*, *outraged*, *infuriated*, *belligerent*, *vengeful*, etc.



4. Vocabulary to Express Loneliness

If your feeling of loneliness is mild, some of the possible words that you can employ are *detached, withdrawn, separated* etc. If the loneliness felt is moderate, it can be expressed as *excluded, neglected, isolated, estranged*, etc. If the loneliness is intense, words like *abandoned, deserted, shunned, outcasted*, etc., can be used.

5. Vocabulary to Express Fear

If your fear is mild, then you can use the words *disquieted, anxious*, etc. If your fear is moderate, you may use words like *fearful, scared, tense*, etc. If your fear is intense, words like *frightened, horrified, terrified* etc., can be used.

4.3.5 Vocabulary Development Tasks for Learners

Stuart Redman suggests four tasks for improving vocabulary power of a learner

1. Keeping Vocabulary Records

A learner of vocabulary can keep his notebook for recording vocabulary. He can follow different methods and techniques to remember new words: Picturise, graphically represent, find out pronunciation, provide its opposite words, and write down associated words.

2. Word Grammar

In addition to learning the vocabulary of a

language, the grammar related with vocabulary can also be mastered so as to avoid mistakes in writing and speaking. In order to use words appropriately, we need to understand the types or categories of words, such as nouns, verbs, adjectives, adverbs, etc.

3. Taking Risk with Vocabulary

If we use only a minimum amount of words and ideas in our communication, our language will not improve. It is better we take risks rather than following easy methods. If we want to improve our active vocabulary, we need to take risks by using new words to share new information.

4. Using Dictionaries

A Dictionary can help a long way in improving vocabulary. Referring to a dictionary is necessary to understand the proper meaning of a word which can be used in different situations with different meanings. Look at the two sentences given below:

Johnson has been working at a coal *mine* since March.

This is your bag, not *mine*.

In the first example, *mine* is a noun which means a place underground from where minerals are extracted. In the second example, *mine* is a possessive pronoun which is used in the sentence in order to show the possession.

Recap

- ▶ Ability to communicate - share feelings, thoughts and ideas
- ▶ Strengthen relationship - life stress free
- ▶ Right words in appropriate context
- ▶ Using language with precision - advantages over others
- ▶ Thoughts of an individual - create his life
- ▶ Negative and positive energy of words
- ▶ Words and thoughts - two sides of a coin
- ▶ Classification of vocabulary 1) Basic, 2) High Frequency, 3) Low Frequency
- ▶ Building emotional vocabulary
- ▶ Happiness, sadness, angry mood, loneliness, fear
- ▶ Vocabulary development tasks
- ▶ Keeping vocabulary records
- ▶ Word grammar
- ▶ Taking risks with vocabulary
- ▶ Using Dictionaries

Objective Questions

1. What is active vocabulary?
2. What is passive vocabulary?
3. What is meant by high-frequency vocabulary?
4. What is meant by mid-frequency vocabulary?
5. What is meant by low-frequency vocabulary?
6. Why is taking risk preferable in studying vocabulary?

Answers

1. Words which appear in users' spoken and written contexts
2. Words which can be understood by users when they appear in the speeches and writings of others
3. These are general vocabulary employed in everyday life
4. It is range of vocabulary between the high frequency and low frequency
5. Low-frequency words occur only infrequently
6. To improve learners' vocabulary power



Assignments

1. Define vocabulary.
2. Differentiate between the active and passive vocabulary.
3. Explain the reciprocity between words and thoughts.
4. Explain emotional vocabulary.
5. What are the classifications of vocabulary?
6. Write some of the important tasks to enhance vocabulary for learners.

Suggested Readings

1. Quinley, Elliott. *Vocabulary: Everyday Living Words*, Saddleback, 2002.
2. Mc Carthy, Michael and Felicity O'Dell. *English Vocabulary in Use*, Cambridge, 1999.

BLOCK - 03

**Summary, Essays
and Reports**

Unit 1

Summary Vs Précis

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ recognise the difference between summary writing and précis writing
- ▶ learn tips to develop condensed writing style for summary and précis

Prerequisites

The art of condensation is crucial not just for a student, but also for a professional. It is all about writing ‘to the point’ – brief and concise. It not only saves time and energy, but also makes you professional in dealing with language and content. For a student, it is an essential skill that must be acquired as it helps you to retain the information you are collecting from eclectic sources. Moreover, those with good practice in condensation art will master the skill to write in clear, direct and simple English over the course of time. The major forms of condensation include summary, précis, abstract, paraphrasing and synopsis. In this lesson, we will be focusing on the first two methods.

Keywords

Condensation, Retain Information, Saves time, Professional

Discussion

5.1.1 Summary Writing

Suppose one of your friends is asking you about a book that you have read recently or a movie that you watched earlier, how will you tell them about it? Obviously, you can’t narrate each and every instance in the book

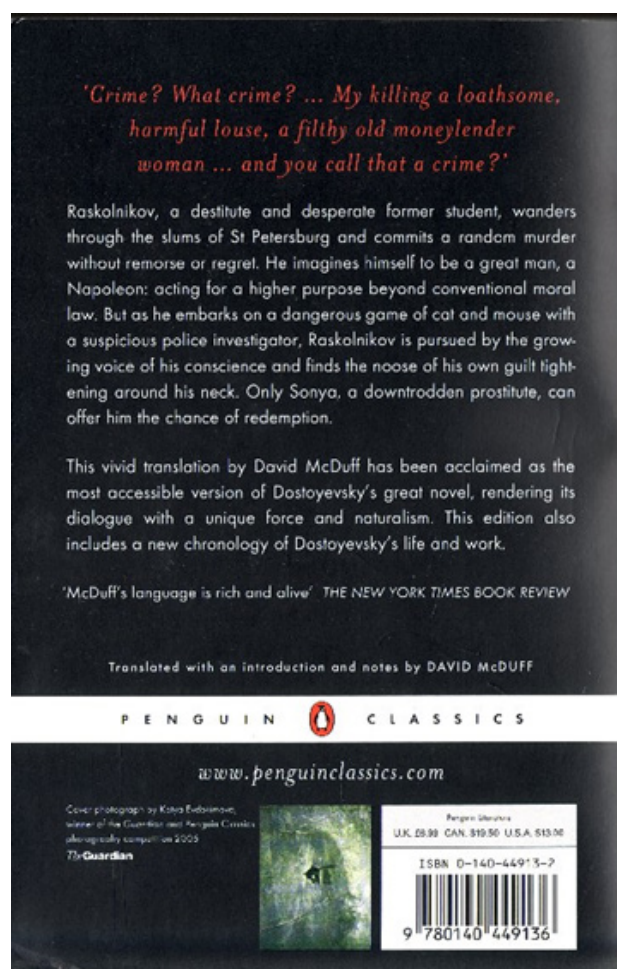
or the movie, rather you would give them a summarised version of the text covering the most interesting and important aspects. Similarly, think of a lecturer in a college taking class on a narrative text. She/He will be providing a summary of the text after including the major points and concepts and guide you through the text. Hence summary

writing is an important technique employed by all of us in our day-to-day life knowingly or unknowingly.

Let us now look at the definition of the term 'summary'. To put it simply, summary is the condensed form of a long text, sharing the same meaning. It gives an overview of the text, usually in not more than a page. Normally, summaries are written either at the beginning of the chapter or text or at the end of it.

Now, let us discuss the purposes of writing a summary.

1. Imagine you are a novelist and you have finished writing a brilliant work. How will you convince the readers to buy it and read? It is through the summary of the book that the reader will get a glimpse of what the book is all about and now if it suits their interests, they will surely buy the book and read it. For example, given below is the image of the back cover of Fyodor Dostoyevsky's book *Crime and Punishment*:



5.1.1 Summary of *Crime and Punishment* in the back cover of the book

From this short description, the outline of the story can be understood and the reader can choose for himself or herself whether to read it or not.

As a student, you are often asked to do assignments or make presentations. Now will you copy down the entire websites you surf for information? Or will you succinctly state the key aspects in an orderly manner? No doubt, you will go with the second option. Or else, you will be charged for plagiarism.

Another situation is, consider you have only one week left for your examination. And you have a number of subjects to study. Is it possible to study every text from one end to the next within such a short time? Or, would you study the summary of each text and the highlighted points? The most ideal practice is the second one, since it helps your memory to retain maximum information.

It also improves your reading skills, as you will learn how to do skimming and scanning of the given text.

Professionals use the technique of summary to briefly summarise the key findings of a report or a survey.

5.1.1.1 The Process of Writing a Summary

As beginners, let us look at some tips to be followed for writing a summary:

1. Read the text thoroughly.
2. Stay focused about your objective.
3. Identify the important points. You can underline or highlight them for better understanding.
4. Write down the summarised version of the longer text using keywords. You can avoid examples, illustrations, similes, metaphors.

Strike off unnecessary expressions, if you want. However, follow the right sequence while presenting the ideas as in the original text.

5. Remember that while writing a summary, do not add or develop any idea of your own, which means don't add your personal opinions while writing a summary.

6. Be careful not to reproduce the statements from the original text, but write down in your own words in simple English. Thus it helps you to improve your vocabulary as well.

7. Another important point to keep in mind is the length of the summary. The ideal length is one third of the original passage. Avoid too many specific details.

8. Also remember that summarising is not just a rephrasing of the original text, but involves analysing the information to identify the key aspects.

Let us now look at a few examples. To start with, let us take the masterpiece novel of Maxim Gorky, *Mother*. Go through the summary given below:

Maxim Gorky's *Mother* is written in the backdrop of socialism, talking about the revolutionary factory workers' attempt to end class struggle. The central character is the Mother of Pavel Mikhailovich, a young revolutionary factory worker – Pelageya Nilovna Vlasov. After the death of her drunkard and abusive husband Mikhail Vlasov, Nilovna raises her son Pavel. But to her dismay, Pavel too followed his father's path in drinking. However, he suddenly abandoned drinking and started engaging in revolutionary activities. Soon he started bringing political and revolutionary books that were forbidden in the Tsarist reign, to home and began to get engaged in study circles. The anxious mother

later decides to stand with her son who is working for the betterment of the proletariat's working condition. When Pavel got arrested, mother continued his work. Finally, she is caught at a railway station on her mission to distribute the leaflets of her son's speech at the court, she is arrested and beaten and choked to death. Nilovna stands as the mother figure of all the comrades.

Let us consider another example. Given below is the first paragraph of the first chapter from Herman Melville's *Moby Dick*:

Call me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen and regulating the circulation. Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.

Summary: The narrator Ishmael has a habit of going sailing whenever he is mentally or financially down. It gives him time to philosophically speculate his actions. He

believes the other sailors also share this same feeling towards the sea.

Let us deal with one more example. The passage given below is taken from a sample question paper. For your ease of understanding, the important points are given in Bold font.

Artificial intelligence (AI) is making a difference to how legal work is done, but it isn't the threat it is made out to be. AI is making impressive progress and shaking up things all over the world today. The assumption that advancements in technology and artificial intelligence will render any profession defunct is just that, an assumption and a false one. The only purpose this assumption serves is creating mass panic and hostility towards embracing technology that is meant to make our lives easier.

Let us understand what this means explicitly for the legal world. The ambit of AI includes recognizing human speech and objects, making decisions based on data, and translating languages. Tasks that can be defined as 'search-and-find' type can be performed by AI.

Introducing AI to this profession will primarily be for the purpose of automating mundane, tedious tasks that require negligible human intelligence. The kind of artificial intelligence that is employed by industries in the current scene, when extended to the law, will enable quicker services at a lower price. AI is meant to automate a number of tasks that take up precious working hours. Lawyers could be devoted to tasks that require discerning, empathy, and trust- qualities that cannot be replicated by even the most sophisticated form of AI. The legal profession is one of the oldest professions in the world. Thriving over 1000 years; trust, judgement, and diligence are the pillars of this profession. The most important pillar is the relationship of



trust between a lawyer and clients, which can only be achieved through human connection and interaction.

While artificial intelligence can be useful in scanning and organising documents pertaining to a case, it cannot perform higher-level tasks such as sharp decision making, relationship-building with valuable clients and writing legal briefs, advising clients, and appearing in court. These are over and above the realm of computerization.

The smooth proceeding of a case is not possible without sound legal research. While presenting cases lawyers need to assimilate information in the form of legal research by referring to a number of relevant cases to find those that will favour their client's motion. Lawyers are even required to thoroughly know the opposing stand and supporting legal arguments they can expect to prepare a watertight defence strategy. AI software that operates on natural language enables electronic discovery of information relevant to a case, contract reviews, and automation generation of legal documents.

AI utilises big-data analytics which enable visualisation of case data. It also allows for creation of a map of the cases which were cited in previous cases and their resulting verdicts, as per the website Towards Data Science. The probability of a positive outcome of a case can be predicted by leveraging predictive analytics with machine learning. This is advantageous to firms as they can determine the return on investment in litigation and know whether an agreement or arbitration should be considered.

Summary: The advancement in the field of Artificial Intelligence (AI) can be made useful in the legal world. Although it cannot help with in-person interaction tasks like decision

making, advising clients, writing legal briefs and appearing in courts, it helps to automate tedious tasks like collecting data, organising documents, etc. AI makes use of Big Data analytics and predictive analytics, which are advantageous to legal firms.

5.1.2 Précis Writing

Cambridge Advanced Learner's Dictionary defines précis as a “short form of a text which gives only the important part.” Often used as an adjective, the French word précis means ‘precise, definite, accurate’. It is a short and concise description of an original text giving only the important points. Now you may think, then what is the difference between summary writing and précis writing.

To put it simply, a summary gives all the points in brief, whereas a précis gives only the precisely and absolutely important points. Summary does not cater to a heading except for the purpose of reference, but a précis must have an apt heading. Summary can be either written or spoken (think of how you will explain a film story to your friend), while précis will be always in a written format. Similar to a summary, in précis also the writer should not convey his/her personal opinions.

Writing a précis improves one's analytical skill as it helps to distinguish the essential and the inessential. It also improves our vocabulary skill as we learn to express the detailed meaning in minimum words as possible. For example, let us take the famous statement by Mark Twain: “I have had a lot of worries in my life, most of which never happened.” This can be shortened as “I overthink.”

5.1.2.1 The Process of Précis Writing

The steps involved in writing of a precis of a work are the following:

- ▶ Read the passage thoroughly.
- ▶ Highlight the most essential points.
- ▶ Give a suitable title for the passage based on the central idea dealt with.
- ▶ A précis should have brevity, clarity and grammatical accuracy.
- ▶ Prepare a first draft by arranging and connecting the key points.

Critically review the first draft, edit and revise it. Prepare the final draft by revising the first draft. The ideal length of a précis is one-third of the original passage. Ideally, a précis should contain only one paragraph. Note that the précis should not contain any ideas that are not in the original passage.

Now, see the following passage:

In this age of hustle culture, a breed of new-age professionals are on the rise, and are called social media influencers. They are the cool-looking, working-from-home smart individuals who lure the youngsters to join the ranks. Fame, money, success, you name it! They have it all.

But what real ability do they have to influence others? That's a million-dollar question.

The fact is, most of these influencers are studying in college, dumped college, or passed college only to become an influencer.

Earlier it was considered that to influence you have to first learn, then you have to implement, and then you might come in front of the public to present your opinion and experiences. We would have thought of influencers as mostly social activists, intellectuals, politicians, or change-makers in society. Not that those people ever claimed

to make an influence on the ordinary but they had the natural ability in them to make an impact on others.

Gone are the days! Now is the time of the self-proclaimed influencers. Buy a cheap bookshelf and 50 books from Amazon and become a book reviewer on YouTube. Start writing on LinkedIn and claim yourself as a writer. Put some of your brilliantly filtered photos on Instagram and inform people that you are a model, a blogger, or whatever. And yes, you are there! You are an influencer.

It doesn't matter what influence you have as long as you have a bunch of followers who keep liking and commenting on your posts, and brands approach you to endorse products. These days becoming a "public figure" is not that difficult, thanks to social media. Anyone can label themselves as a public figure on Instagram.

It's good to see the young generation flourish and prosper on their own. But here's the thing — do they realise the goal should not be to influence others? To specialise in a field should be the motto.

Being an influencer could be a lucrative choice for many, but if they are not educated enough, their influence on others might do more harm than good.

Martin Luther King said, "Not everyone can be famous but everyone can be great because greatness is determined by service. You only need a heart full of grace and a soul generated by love." With the help of social media, being famous seems far easier these days.

Everyone is striving to be famous, no one wants to be great. The amount of work you need to put in to become great is a tough ordeal, especially for a generation that enjoys



instant gratification!

We have to reflect seriously on the advice the real “influencers” of the past gave us or we will have a growing number of people meddling with our minds without doing any good to us or the society in general.

(Source: Ishita Ganguly, “The Rise of Social Media Influencers”, *The Hindu*, 20 February 2022.)

First Draft of precis:

What Influences the Social Media Influencers?

The new age social media influencers of today’s hustle culture have everything one can dream of. Unlike the real “influencers” of the past who made great impacts on other people’s lives with their wisdom and service-mindedness, the newbies are self-proclaimed influencers with no distinct vision. Their lack of vision can do more harm. Martin Luther King has pointed out the difference between being famous and great. Anyone who has a service mind and a loveable soul can become great. Hard work is necessary to be great, which is tough for a generation that enjoys instant gratification. We must critically analyse and follow the advice given by the true influencers of the past.

Final Draft of precis:

What influences the Social Media Influencers?

Today’s social media influencers have everything. Unlike the “real” influencers of the past who impacted others with their greatness, the newbies are self-proclaimed influencers with no distinct vision, which can be harmful. Martin Luther King states that anyone with a service mind and a loveable soul can become great. But a generation of instant gratification

does not have the alacrity to work towards it. Therefore, we must reflect on the advice given by the true influencers of the past.

Let us look at one more example.

In today’s scenario, mass media, specifically visual media, plays a pivotal role in creating an atmosphere of awareness in society. Media refers to different communication channels or ways through which knowledge and information is conveyed to the viewers or the readers. Visual media refers to the media that conveys knowledge and information to the viewers through their eyes; it includes television, cinema, posters, etc. Whatever is supplied through the visual media has an instant and longer lasting effect on the minds of the viewers.

With rapid development of information and technology, the visual media, in the shape of cable TV, with multitudes of domestic and foreign channels has reached almost every house, playing a vital role in moulding public opinion in various ways. It plays a very crucial role in educating, and entertaining the masses. Cable TV has changed the means and modes of entertainment and education.

Sitting before a TV, one can pass and enjoy his free time listening to music, viewing movies, learning techniques of bodybuilding, hearing sermons of religious saints, learning about lives of wild animals, birds, water creatures, knowing about space, and whatnot.

During the election, one can know the electoral positions of political parties and their leaders, from all parts of the country and their impact on the election campaign and all facts of electioneering, just sitting before the TV.

Youngsters and teenage students are seen viewing the channels as per their likings; if

some are viewing the music channels, some are seen quenching their thirst for knowledge viewing channels like 'Discovery' or 'National Geographic' or 'History' etc. The image on the small screen thus creates a significant impression on all, more particularly on the gullible children and on the teens. The young mind takes the reel as real and thus is more often and more easily moulded and motivated by the visual media.

The present day fashion, hairdressing, sexual liberties, dating and awakening towards the rights of the youth, awareness among the women of their rights are because of the role visual media is playing in society. In a hysterical effort to excel others, some channels are showing such scenes and images which are of no importance or have an adverse effect on the minds of viewers.

Showing of sexual and rape cases, with minute details by the anchor and showing brutal scenes of murder, the channels have crossed the limit of ethics and morality. The TV coverage of the massacre creates feelings of hatred among communities and motivates others to wreak vengeance. Obsessed by the sole aim of making a fast buck, the channels are competing with one another to stoop to any kind of absurdity, without considering even for a minute as to what effect such visuals have on society.

(Source: "Study Guru Pathshala")

First Draft of precis:

Effects of Visual Media

Visual Media conveys knowledge to the viewers through their eyes and creates awareness. It bears an instant and long-lasting effect on society. Cable TV, an important visual

media, plays an important role in educating, entertaining and moulding public opinion. One can watch anything they like just by sitting before the TV which includes music, movies, sermons, election results, etc. It also helps to create awareness on fashion, sexual liberties, the rights of youth and women. However, it has certain harmful effects, especially on teenagers and youngsters. They may be misguided by perceiving the reel as real. The sole motive of profit-making and unhealthy competition by TV channels makes it worse. They do not care about ethics and morality.

Final Draft of precis:

Effects of Visual Media

Visual Media conveys knowledge to the viewers through their eyes and creates awareness, bearing instant and long-lasting effects on society. Of all, cable TV plays an important role in educating, entertaining and moulding public opinion. One can watch anything they like just by sitting before the TV. It creates awareness about fashion, sexual liberties, the rights of youth and women. However, it has certain harmful effects, especially on teenagers and youngsters. They may be misguided by their perception of the reel as real. The sole motive of profit-making and unhealthy competition by TV channels makes it worse.



Recap

- ▶ The art of condensation
- ▶ Writing to the point - brief and concise
- ▶ Saves time and energy
- ▶ Helps students retain information
- ▶ Master skill to write in clear, direct and simple language
- ▶ Summary - a condensed form of a long text
- ▶ Shares the same meaning
- ▶ Usually not more than a page
- ▶ Can be in written or spoken form
- ▶ Will help improve reading skills
- ▶ The process of writing a summary
- ▶ Précis writing - a short form of a text which gives only the important points
- ▶ Improves analytical and vocabulary skills
- ▶ Differences between summary and précis
- ▶ The process of précis writing

Objective Questions

1. What is the condensed version of a long text, covering the essential information within it called?
2. Does a summary have a heading?
3. Is summary always in written form?
4. What gives only the precise and absolutely important points?
5. In what form will a précis be always in?
6. What will a précis have at the beginning?
7. Can personal opinions be added while making a summary or a précis?
8. Writing a summary helps improve which skill?
9. What helps in improving analytical and vocabulary skills?
10. How does the art of condensation help people?

Answers

1. Summary
2. No
3. No, it can be in spoken form also.
4. A précis
5. Written form
6. A heading
7. No
8. Reading skill
9. Writing a précis
10. It helps in saving time and energy.

Assignments

1. Attempt writing a summary of the last movie that you watched or a book that you read recently.
2. “Writing précis does not mean resorting to a pale imitation of the original but involving yourself in a creative process.” Do you agree with this view? Discuss.
3. Read the following passage and write a précis:

The ongoing pandemic and unpredictable weather systems are signs of a planet in peril. Here's taking a look at climate change and its possible fallouts. If there's one thing 2020 has taught us, it is to wake up and smell the pollution. Climate change is no longer the looming threat that it once was. It is as real as it can be and the toll that it has taken on our planet is for everyone to see. Which is why, it is high time we rose to take action. Is COVID 19 the jolt we all needed to sit up and take notice? This is because climate change is crippling the planet that we call home.

More than ever, 2020 has been a turning point for the majority of us. It took a pandemic of this magnitude to teach people basic sanitary practices. Here are some of the other environmental challenges to consider.

With more than 50% of the total population earning their livelihoods through agriculture, India cannot afford to turn a blind eye to the practices that are dominant in this sector. World over, agricultural practices are not sustainable. It's time to reflect on how much we are complying with the sustainable development goals set by the United Nations to ensure sustainable food production systems and implement resilient



agricultural practices.

This is as much a burning issue as the smog-causing fires around the NCR region. It is vital to act upon this as it is reported to be one of the augmenting factors of the coronavirus impact. Apart from various cardiopulmonary ailments caused by particulate matter (PM 2.5, PM 10), the WHO states that worldwide around 4.2 to 7 million people die each year from air pollution and that 9 out of 10 people breathe air that contains high levels of pollutants.

As world consumerism continues to grow rapidly, so does plastic pollution. In 65 years, from 1950 to 2015, plastic consumption increased from 2 to 419 million tonnes, out of which 11 million tonnes went directly into the oceans. This has been lethal to marine life and the ecosystem. If we don't rethink our practices it will cause untold damage to our environment.

About one-third, nearly 1.3 billion tonnes of food, is lost or wasted. Food waste and losses account for annual greenhouse gas emissions of 4.4 gigatons. In a developing country like India, which already ranks poorly (94) in the Global Hunger Index, 40% of food waste occurs at the post-harvest and processing levels.

Policy makers have for long been urged to strictly tax greenhouse gas emitting activities and push for innovation of low-carbon procedures. One such practice is the implementation of the National Carbon Tax by countries like Europe, Japan, and Canada. The Paris Agreement states that countries need to drastically reduce greenhouse gas emissions. Since it is a voluntary agreement, there is a need for something more concrete.

Governments need to significantly expand support for green innovation. A study found that it would take until 2033 to stop global warming if all greenhouse gas emissions were halted in 2020. The time to act is now.

(Source: Sudarshan Gurjar, "Environmental Crisis: A Grim Reality", *The Hindu*, 11 December 2020.)

Suggested Readings

1. Kumar, Sanjay and Pushp Lata. *English for Effective Communication*, Oxford UP, 2013.
2. Robert, Barraas. *Students Must Write*, Routledge, 2006.
3. Bailey, Stephen. *Academic Writing*, Routledge, 2006.

Unit 2

Writing Abstract

Learning Outcomes

After completing this lesson, you will be able to:

- ▶ understand the key features of an abstract
- ▶ write an abstract on your own
- ▶ differentiate between an abstract and summary

Prerequisites

In the first unit, we learned about two methods of condensed writing - summary and precis. In this unit, we will look into another method: how to write an abstract. In order to write it, we should have an idea about what we are going to present, its relevance and timeliness. An ideal abstract should contain the research aim, the methodology used, the results found during the research and a conclusion. It thus becomes a miniature of the larger document. As students as well as aspiring professionals, you will also come across a number of moments, when you have to present an abstract. For example, a paper presentation in a conference, publishing an article in a journal, or writing a dissertation. So in this unit, we will focus on how to accomplish the skill of writing an abstract.

Keywords

Abstract, Summary, Structured Abstract, Unstructured Abstracts, Process, Tips

If you had read a research thesis, you would have come across a short paragraph titled 'Abstract'. It is a brief summary or write-up that gives an overview of the given text. Usually, we write an abstract for a dissertation/thesis, research papers, books, journals or sometimes

to apply for research grants. The purpose is to have an understanding about the text that follows it. This enables a reader to decide whether to read the text or not, depending on reading the abstract.



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Discussion



Image credit: From the book *Abstracts and Writing of Abstracts*

An abstract is different from the usual introduction we write for papers. In an introduction, we provide a detailed discussion on the background of the work, the aims and the objectives of conducting the study. An introduction prepares you for reading the further content of the work. On the other hand, an abstract is “a brief, comprehensive summary of the contents of the paper” (American Psychological Association [APA], 2020, p. 38).

However, writing an abstract within the stipulated word limit is a serious task. It is shorter than a summary and it must highlight the purpose, scope of the study, and significance of the original document. It should not be a mere extract from the original work, but a self-contained text. It helps the readers to remember the key points of the text. Therefore, there should not be any compromise on the clarity of the content.

Features of a Good Abstract:

- An abstract is a stand-alone text and comprehensible enough with-

out any external references.

- It should summarise the original text with maximum efficiency, clarity and economy of words.
- It functions as a screening device, helping potential readers to understand the importance of the text in their work.
- It includes indexing terms (key-words or key phrases) used for providing indexing, searches and retrieval mechanisms, in an era of information explosion. That is, the title, abstract, and keywords employed are used by the search engines. This makes your work easily accessible and findable. So what you write in your abstract is crucial for helping other potential readers to find out their desired information in your paper during their searches.

Let's now see how an abstract differs from a summary.

Abstract	Summary
Does not generally exceed 300 words	Lengthier than an abstract
More relatable to people from the same domain of knowledge	Meant for interested general readers
Presents only the crux of the text	Presents the entire text in a nutshell
Cannot help in taking decisions	Can help in taking quick decisions, if required
Does not include illustrations	May include illustrations

Format of an Abstract

There is no fixed format for an abstract. However, for ease of understanding, two general formats are widely accepted - “structured” and “unstructured.”

Although both are similar in their content, style and organisation, structured abstracts explicitly label these arrangements under sub-sections, for example, background, objective, methods, results and conclusions. One of the major advantages of structured or sectioned abstracts is that it helps to find the desired information quickly. Also, a structured abstract can remind oneself of keeping the word limit. Disciplines coming under ‘science’ generally employ this type of format while writing abstracts.

On the other hand, unstructured or traditional abstracts have no well-demarcated subsections. It summarises all the above-mentioned sections in just one paragraph. Generally, disciplines under ‘humanities’ fall into this category. However, you need to check the guidelines before submitting your abstract.

The Process of Writing an Abstract

The specifications for writing an abstract may vary according to the disciplines. However, the general guidelines to be followed while writing an abstract are given below:

- ▶ If you plan to write an abstract for a given text, then read the text thoroughly.
- ▶ If you have to write an abstract for your thesis, then finish your thesis first and then write the abstract. So it is the last thing you write because an abstract is the summarised version of what you did so far. But after having finished writing the abstract, you don’t forget to place it before your detailed work, that means, it is the first thing that a reader will see after the title and acknowledgement pages.
- ▶ An abstract must include relevant information such as the purpose of the text, its scope of the study, methodology used, the major findings, and essence of the text.
- ▶ While defining the purpose of your work, you need to ensure that this part is written in the simple present or past tense, and not



in the future tense, as the work is already completed.

- ▶ Concentrate on the central argument of the text.
- ▶ The length of an abstract is to be very short. Ideally, it should not exceed 300 words.
- ▶ Also remember to include the keywords after writing the abstract, which ensure easy access to the work. However, you don't forget that misleading keywords can adversely affect the integrity of your work.
- ▶ Avoid long sentences and complicated syntax while writing. It should be concise and precise.
- ▶ It is preferable to use inanimate subjects (This paper suggests....., The findings of this research....., etc) instead of human subjects (I, We, etc.) to highlight the significant takeaways of your work. For example, "The paper shows the reality of gender equality in schools".

Tips for Writing an Abstract:

- ▶ Read abstracts written by other researchers or that got published in journals, as much as you can. It will help you to understand the structure and style of writing an abstract.
- ▶ Make your abstract concise and clear. Avoid detailed descriptions, obscure jargon, and unnecessary words that make sentences lengthier. Each sentence should communicate a point.
- ▶ Check the guidelines and follow the stipulated formatting style, such as APA format, MLA format, etc., as recommended by the submitting authority.
- ▶ As an abstract is your brainchild, you must avoid citing sources.



Image credit: From the book *Abstracts and Writing of Abstracts*

A Few Examples of Abstracts:

1. This paper examines the role of silent movies as a mode of shared experience in the US during the early twentieth century. At this time, high immigration rates resulted in a significant percentage of non-English-speaking citizens. These immigrants faced numerous economic and social obstacles, including exclusion from public entertainment and modes of discourse (newspapers, theater, radio).

Incorporating evidence from reviews, personal correspondence, and diaries, this study demonstrates that silent films are an affordable and inclusive source of entertainment. It argues for the accessible, economic and representational nature of early cinemas. These concerns are particularly evident in the low price of admission and in the democratic nature of the actors' exaggerated gestures, which allowed the plot and actions to be easily grasped by a diverse audience despite language barriers.

Keywords: silent movies, immigration,

public discourse, entertainment, early cinema, language barriers.

Source: Shona McCombes, "How to Write an Abstract, Steps and Examples". 28 February 2019.

2. Short-eared owls (*Asio flammeus*) are capable of crossing long stretches of open water and have been successful colonizers of islands. In the central and western Pacific, two established populations (on Hawai'i and on Pohnpei in Micronesia) seem to be the foci of repeated dispersal events. The paper reviews the historic and linguistic record for the occurrence of short-eared owls on the scattered atolls of the Marshall Islands, the easternmost group of Micronesia.

Keywords: short-eared owls, population levels, Micronesian islands.

Source: A 2004 letter titled "The Occurrence of owls in the Marshall Islands" from an ornithology journal.

Recap

- ▶ Abstract - a brief summary or write-up that gives an overview of the given text
- ▶ Write an abstract for a dissertation/thesis, research papers, books, journals
- ▶ Decide whether to read the text or not, depending on reading the abstract
- ▶ It is shorter than a summary-highlight the purpose, scope of the study, and significance
- ▶ It is a mere extract from the original work, but a self-contained text



Objective Type Questions

1. What is an abstract?
2. How can you differentiate an abstract and a summary?
3. What is the significance of writing keywords?

Answers to Objective Type Questions

1. An abstract is a condensed form of writing that gives an overview of the text.
2. An abstract is shorter than a summary and presents only the crux of the text while a good summary presents an entire text in a nutshell.
3. Keywords act as indexing terms, which appear in the search results when a potential reader surf for similar information.

Assignments

1. What are the features of an abstract?
2. Find the difference between an abstract and a summary
3. Differentiate between “structured” and “unstructured” abstracts

Suggested Reading

1. Koopman, Philip. *How to Write an Abstract*, Carnegie Mellon University, 1997. <https://users.ece.cmu.edu/~koopman/essays/abstract.html>
2. Center for Research Writing Resources, *Writing an Effective Abstract-How to Write a Research Paper: An Editage Series*, Cactus Communications.

Unit 3

Essays

Learning Outcomes

Upon the completion of this unit, the learners will be able to:

- ▶ acquire a general insight into the history of the essay form
- ▶ recognize the important features of an essay
- ▶ identify various types of essays
- ▶ develop necessary skills for drafting essays

Prerequisites

Writing essays can be a challenging task for many. But once we master it, it develops our writing skills, to express ourselves in a more logical way. It also helps to improve a student's critical thinking, analytical and convincing skills, essential in one's professional life.

You might have often come across a particular question during your language exams: "Write an essay on.....". And many students find themselves in a difficult position to attempt to write an essay. Are you one among them? If you are, don't worry, we will figure it out in this chapter. Do you know why this happens? Writing an essay is also a skill that can be mastered only through practice.

Let's begin with some basic understanding. What is an essay? The word 'essay' is derived from the French word *essai* meaning an effort or an attempt. An essay is a written prose composition, discussing a particular subject in its various facets. However, remember that not all essays are in prosaic style (for example, Alexander Pope's *Essay on Criticism* (1711) and *Essay on Man* (1733) are in poetic form). An essay reflects the author's point of view, clarity of thought, and understanding of the subject. The coherence of thought holds the essay together and throws light on the maturity of the vision of author.



Keywords

Definition, Types, Features, Process, Structure

Discussion

5.3.1 History of the Essay

Although there were classical writers like Seneca and Theophrastus who wrote essays, it was the French writer Michael de Montaigne (16th century) who was considered the ‘Father of Essays’. His 1580 work *Essais* covers a wide range of topics, written in an informal style. The first major English practitioner of this form was Francis Bacon. He followed an impersonal and aphoristic style, to discuss his philosophical ideas. This shows that an essay consists of a loose form and does not follow a particular form. Samuel Johnson has aptly defined the term essay as “a loose sally of the mind; an irregular digested piece; not a regular and orderly composition”. Later, with the coming of periodicals and essayists like Joseph Addison, Richard Steele, Charles Lamb, William Hazlitt, and Walter Pater, the essay became popular as a genre.

5.3.2 Different Types of Essays

5.3.2.1 Personal Essays and Impersonal Essays

Montaigne’s and Bacon’s styles of writing essays offer two major types of essays – the informal or personal essays and the formal or impersonal essays.

Informal essays are usually written in the first person and directly address the reader. It offers personal commentary on a topic and is subjective. It is loosely structured in form. Charles Lamb (*Essays of Elia*, 1823) is the greatest practitioner of this form. Hazlitt, De Quincey, George Orwell and E.M. Forster are other important personal essayists. The casual tone in which the essays are written

makes them enjoyable to read. This form is not academically common, but is ideal for extensive reading purposes, for instance blog posts, editorials, etc.

Formal essays, sometimes also called Baconian essays, are rich in didactic thoughts and practical wisdom. It is usually written in the third person and appears to be objective in nature. It has a structure showing the development of thought in a logical manner. Some examples of impersonal essays include the critical essays of Matthew Arnold, and T.S. Eliot (*The Sacred Wood: Essays on Poetry and Criticism*, 1920). This is the form commonly used in academics, where you will present your arguments with supporting facts.

Other common types of essays are:

5.3.2.2 Argumentative Essays

An argumentative essay compels the writer to take a stand on the topic after proper investigation and evaluation on it. It is not merely an opinionated essay, rather it is structured under solid evidence and facts thoroughly researched. The writer thus convinces the reader and persuades the reader to follow his/her perspectives. Therefore, such essays are also called point-of-view essays. The roots of such essays can be found in the ancient Greco-Roman “art of persuasion”.

Argumentative essays, sometimes, challenge established notions, based on rationale and logic rather than subjective opinions. Topics related to science and technology, medical field, legal field, academics and politics generally come under this head. For a better understanding, read Mathew L. Sanders’ essay, “Becoming

a Learner: Realizing the Opportunity of Education”:

“If job skills are not the most important outcome of a college education, then what is the purpose of earning a degree? After months of thinking about these stories and reflecting on my own experiences in college, I finally figured out my answer: The primary purpose of college isn’t learning a specific set of professional skills; the primary purpose of college is to become a learner. In other words, the kind of person you become is much more important than what you learn how to do.”

Here, Sanders has challenged the common understanding of the purpose of college education and stated his stand clearly in the above thesis statement.

5.3.2.3 Analytical Essays

When you have a novel for detailed study, how are you going to prepare notes for it? You will look into books that deal with the novel for better understanding, right? Most often such books carry analytical essays on your desired topic. So analytical essays are essays that look into the deeper layers of the text (movie, novel, topic, situation or book). When we look deeper into the text to analyse it, we get a picture of the meaning created by the author. All its subtleties are carefully observed and examined to go beyond the surface level of understanding of the text.

Take a look at the following excerpt about Dickens’ novel *David Copperfield*:

Regarded as the autobiographical novel, Dickens’ *David Copperfield* focuses on the social world of his times and its morality. The novel is a bildungsroman about the growth of its eponymous hero David Copperfield. Written in the first person narrative, the novel

is told in retrospect.

5.3.2.4 Descriptive Essays

In general terms, the description refers to the detailing of a person, thing, feeling of mind or an event, in an elaborative manner, yet appealing to the senses as if an image were painted. Descriptive essays will leave a mark on the readers as if they themselves have felt it. With the vivid detailing of the specific situation or the thing, the readers are able to visualize and feel it. Most often, descriptive essays are written in a subjective manner, and it reflects the writer’s personality. Therefore, this genre enjoys maximum artistic freedom.

Read the following excerpt from Salman Rushdie’s essay “Taj Mahal”:

I had been skeptical about the visit. One of the legends of the Taj is that the hands of the master masons who built it were cut off by the emperor, so that they could never build anything lovelier. Another is that the mausoleum was constructed in secrecy behind high walls, and a man who tried to sneak a preview was blinded for his interest in architecture. My personal imagined Taj was somewhat tarnished by these cruel tales.

The building itself left my skepticism in shreds, however. Announcing itself as itself, insisting with absolute force on its sovereign authority, it simply obliterated the million counterfeits of it and glowingly filled, once and forever, the place in the mind previously occupied by its simulacra.

And this, finally, is why the Taj Mahal must be seen: to remind us that the world is real, that the sound is truer than the echo, the original more forceful than its image in a mirror. The beauty of beautiful things is still able, in these image-saturated times, to



transcend imitations. And the Taj Mahal is, beyond the power of words to say it, a lovely thing, perhaps the loveliest of things.

5.3.2.5 Expository Essays

As the term itself suggests, an expository essay exposes or explains a topic with clarity to the readers. Expository essays are differentiated from argumentative essays in the following ways:

In an expository essay, the essayist explains a subject without giving his/ her personal comments, whereas, in an argumentative essay, the essayist has to take a stand.

Expository essays involve less research than argumentative essays, which carry out extensive research and are shorter in length.

The aim of an expository essay is to explain the topic rather than to persuade the readers.

In short, an expository essay conveys the information that the writer has about a particular subject, to the readers. Therefore, it follows a detached and objective narrative style. Most often authors make use of expository paragraphs in argumentative, analytical, or philosophical essays for ensuring authenticity.

Take a look at the following expository paragraph taken from Susan Sontag's *Illness as Metaphor*:

Throughout most of their history, the metaphoric uses of TB and cancer crisscross and overlap. The Oxford English Dictionary records "consumption" in use as a synonym for pulmonary tuberculosis as early as 1398. But the pre-modern understanding of cancer also invokes the notion of consumption. The OED gives as the early figurative definition of cancer: "Anything that frets, corrodes, corrupts, or consumes slowly and secretly."

The earliest literal definition of cancer is a growth, lump, or protuberance, and the disease's name—from the Greek *karkinos* and the Latin *cancer*, both meaning crab—was inspired, according to Galen, by the resemblance of an external tumor's swollen veins to a crab's legs; not, as many people think, because a metastatic disease crawls or creeps like a crab. But etymology indicates that tuberculosis was also once considered a type of abnormal extrusion: the word *tuberculosis*—from the Latin *tuberculum*, the diminutive of *tuber*, bump, swelling—means a morbid swelling, protuberance, projection, or growth.

5.3.2.6 Reflective or Philosophical Essays

If you are a civil service aspirant, while preparing for the Mains examination, you would have often come across philosophical essay questions. For example, the UPSC asked the following questions in 2021:

Your perception of me is a reflection of you; my reaction to you is an awareness of me.

Hand that rocks the cradle rules the world.

History repeats itself, first as a tragedy and second as a farce

From the above examples, you might have got an understanding of what comes under this genre. Philosophical or reflective essays deal with profound and deep subjects, often universal in theme. As this type of essay uses self-reflection, it offers a journey of discovery to the readers. As it often represents the writer's attitude to the subject, it is subjective in nature. However, it also calls for a neutral or detached approach considering the wide range of universal human issues it deals with. The purpose of a reflective essay is to foster

personal growth. It shows maturity and the critical thinking of the author.

Read the following excerpt to get an idea of what exactly is reflective essay:

It pained me immensely when a bright star in Bollywood ended his life owing to depression. When a young person who had many years of productive life left, who was a National Olympiad Winner in Physics, and who left a career in mechanical engineering to become a talented and popular actor, takes such an extreme step, it's a collective loss to the nation. He was also a budding entrepreneur. It is sad that a prodigious actor and an exceptional citizen is no longer with us.

Life is sometimes filled with anxiety, internal conflict, disharmony, uncertainty and fear of the unknown. These thoughts give way to myriad feelings. One tends to feel like a stranger to one's self. COVID-19 has acted as a catalyst inducing angst in the life of individuals who are already stressed because of various factors and modern lifestyles.

There are many factors that cause stress in modern life. They include more engagement with technology and less with people; more focus on "success" (the ends) rather than the process of learning (the means); never-ending aspirations; relationship issues; impatience while doing tasks, for this is a generation looking for instant gratification; and too many choices and the limitations of the human mind to choose wisely. With the bridging of gender inequalities, increase in employment of women, growth and development of urban and peri-urban areas, interference of the media and social media in every aspect of life, and disruption in the traditional joint family system, there is an underlying strain on the socio-cultural fabric. Some of this stress, if not handled well, can push human beings into

depression.

Some interesting cases and studies throw light on the coping mechanisms for anxiety and depression. Viktor Frankl, who was detained in Nazi concentration camps, studied the source of depression and found that it is the lack of meaning in life. Individuals who are able to discover meaning tend to achieve the will and strength to endure life.

That brings us to the next question: how do we find meaning in life? Meaning can be found in love and work. Love for fellow beings is what motivates a person to work or take action. If we can base our actions and work on a shared love for family members and society at large, we can find effective meaning in life. 'The Art of Living' involves managing the self for others.

Source: Ramesh Pokhriyal, "How to battle depression?", *The Hindu*, 25 June 2020.

5.3.3 Key Features of an Essay

1. Good essays require careful consideration of thought, planning and selection of primary and secondary materials.
2. An essay must carry out a balanced viewpoint, and not a biased one.
3. An essay should have a direct, simple, and lucid style, devoid of any kind of ambiguities.
4. Coherence and continuity of thought between paragraphs.
5. A good essay will cover the various aspects of the topic comprehensively.
6. Addition of anecdotes, ideas, quotations and examples makes essays impressive to the reader.

5.3.4 Process of Essay Writing:

1. Collection of materials and data.
2. Defining the scope of an essay: an essay's comprehensiveness is decided



by the scope of the subject set by the writer.

3. Make an outline or a skeletal form, consisting of the key points. A good framework will help the writer to maintain coherence and keep focused on the topic of discussion.
4. Prepare the first draft.
5. Revise and edit the first draft.
6. Prepare the final draft.

5.3.5 Structure of an Essay

Although there is no universal template for writing an essay, generally an essay comprises three parts: an introduction, the body part, and a conclusion.

1. Introduction

The writer presents his central idea or thesis statement in the introduction. It will also provide the necessary background information needed to make sense of the essay. Here are some points to keep in mind while making an introduction to your essay:

Avoid starting abruptly and using jargon or bombastic beginnings.

Make an attempt to connect the introduction with the title of the essay.

Make sure that your introduction is catching the attention of the reader. So make use of anecdotes, definitions or related quotations to impress the readers.

Keep it short.

2. Body

This is the main part of the essay where the development of thought occurs. Here we elaborate our thoughts and ideas with supporting research and claims. By comparing

and contrasting, challenging, questioning, and establishing, we bring every nuance to the thesis statement. Each paragraph has a topic sentence (where the main idea is introduced), supporting details (also called developers), and the concluding sentence or terminator. While preparing the body part, keep in mind the following points:

Consider all possible facets of the topic and each should be given a balanced weightage.

There must be a logical progression from one paragraph to the next.

If possible, maintain equal length for different paragraphs rather than a mix of too-long or too-short paragraphs.

3. Conclusion

A short and effective conclusion will take your essay to another level. It summarizes what you have mentioned so far and provides a way ahead. It also offers solutions for the problems mentioned in the essay, recommendations and suggestions for further research.

5.3.6 Exercise

Is there any Honour in Honour Killing?

In 2018, Kerala stood shocked on hearing the news of 23-year-old Kevin's murder. It was the first of the kind in Kerala. He was the victim of 'honour killing'. Honour Killing, sometimes also known as customary killing refers to the murdering of a family member out of the belief that the victim has brought dishonour to the family, usually by marrying outside the caste. It is a reality that even after 75 years of independence, casteism isn't annihilated and its presence is felt through events like honour killing, mob lynching, etc.

Between 2017 and 2019, there were 145 incidents of honour killing in India, according to a Govt. report. The frequency of such

atrocious cases has numbed the public mind. Earlier this was misinterpreted as a practice limited to rural areas only. But the recent events show that even the most progressive states are not free from this crisis. Usually, perpetrators resolve to such heinous crimes due to the following reasons: behaving in a manner unacceptable to the family or community, inter-caste marriages, engaging in homosexual acts, fear of losing caste status, etc. People engage in such crimes under the pretext of defending their families' reputations.

While tracing the history of honour killing, we find its most terrible form during the partition of the country, where many women were awarded death, to protect their family honour. The patriarchal mindset and cultural prejudices of the perpetrators work behind these actions. Women are considered to be the epitome of honour and men as its regulator. This perceived notion of 'honour' is creating gender violence but it is manipulated as the perpetrators themselves play the victim card. As a result, their immediate society justifies their actions and there is no negative stigma associated with them.

Despite the constitutional measures that safeguard against such abusive actions, it still persists. One of the reasons is the continued rigidity of the caste system. The presence of Khap Panchayats, who exercise authority through illegal means also adds up the fuel. Another reason is the lack of implementation of laws. The right to life is guaranteed to every citizen by the law of the land. But laws remain as mere scarecrows and people indulge in ghastly actions. There are incidents when the witnesses have turned hostile, under life

threats. The failure of government machinery to provide legal, financial, and moral support to the victims boost the confidence of perpetrators.

How can we deal with this crisis? As honour, pride and reputation are greatly sensitive topics, rooted so deeply in the patriarchal mindsets, we need to begin with the attitudinal change. Universal values of love, liberty and equality must replace the age-old false notions of honour and pride. What we need to understand here is that there is no "honour" in an honour killing. The change must begin from home – from within ourselves. Civil society also needs to awake from its slumber state and react against such crimes. There must be proper awareness among the public that honour killing and casteism are not just crimes, but social evils.

Another important solution is to ensure legal protection for the victims. Here media play a significant role. Their "freedom of speech and expression" ensures that the voice of the victim is heard and such social evils are no longer unnoticed. Through media coverage, such issues become sensational and it will create awareness among the larger public and educate them. This will build confidence and trust in the victims that they are no longer alone. It also acts as a warning against any such future crimes.

Honour Killing is a huge blot on humanity. It violates an individual's right to live with dignity (Article 21). Active policing and the proper implementation of laws are necessary to strengthen the rights of individuals. Let there be no more victims killed in the name of 'honour'.



Recap

- ▶ History of Essay - Montaigne and Bacon
- ▶ Types of Essays
- ▶ Personal or Informal
- ▶ Formal or Impersonal
- ▶ Argumentative
- ▶ Analytical
- ▶ Descriptive
- ▶ Expository
- ▶ Reflective or Philosophical
- ▶ Key features of an essay - careful consideration, balanced viewpoint, direct and lucid style
- ▶ Process of essay writing - Collection of materials, scope, key points, drafts
- ▶ Structure of an essay - Introduction, Body, Conclusion

Objective Type Questions

1. What is an essay?
2. Who is considered the 'Father of Essays'?
3. What kind of essay is Charles Lamb famous for?
4. What is referred to as 'Baconian' essays?
5. Who is the author of the argumentative essay "Becoming a Learner: Realizing the Opportunity of Education"?
6. Which essay form looks into the deeper levels of the text?
7. Which essay form uses the vivid detailing of a situation or an object?
8. What do reflective or philosophical essays deal with?
9. What is the first step in the process of essay writing?
10. What are the three parts of an essay?

Answers to Objective Type Questions

1. An essay is a written composition in which the writer shares his information regarding the topic.
2. Montaigne
3. Personal or Informal essays
4. Formal essays
5. Mathew L. Sanders
6. Analytical
7. Descriptive
8. Philosophical or reflective essays deal with profound and deep subjects, often universal in theme.
9. Collection of material and data
10. Introduction, Body, and Conclusion

Assignments

1. Write an essay in about 300 words on any three of the following topics:
 - ▶ Gender equality in education
 - ▶ The role of social media in bringing innovative changes in the society
 - ▶ Marital rape and rights of women
 - ▶ The horror of dowry deaths
 - ▶ Toxic parenting
 - ▶ The refugee crisis and war-torn nations

Suggested Readings

1. Kumar, Sanjay and Pushp Lata. *English for Effective Communication*. Oxford UP, 2013.
2. Robert, Barraas. *Students Must Write*. Routledge, 2006.
3. Bailey, Stephen. *Academic Writing*. Routledge, 2006.



Unit 4

Reports

Learning Outcomes

At the conclusion of this unit, the learner will be able to:

- ▶ understand the importance of writing a report
- ▶ acquire a general insight regarding the different types of reports
- ▶ learn how to write various types of reports
- ▶ design and execute reports to have the most impact

Prerequisites

Writing reports is an inevitable part of professional life, particularly concerning business communication. Reports are descriptions of what happened in the past. Every report is written for a purpose. It records the outcomes after analysing a situation. There are different types of reports, such as project reports, survey reports, newspaper reports, laboratory reports, annual reports, minutes, inventory reports, etc. In this chapter, we will look into the characteristic features of report writing and understand how to write different forms of reports.

Keywords

Reports, Oral Reports, Written Reports, Formal Reports, Informal Reports

Discussion

“The best report ever written may have been Julius Caesar’s *Veni, vidi, vici* (“I came, I saw, I conquered”)” – Kenneth Roman and Joel Raphaelson

The term ‘report’ is derived from the Latin word ‘reportare’ meaning “to carry back”. A report is a formal piece of writing (can also be a spoken account) that presents information about something that happened in the past. We usually write reports to inform about a past event, to analyse a situation, propose recommendations, record the progress,

observe the trend in the socio, economic, political, technological, psychological changes, and so on.

Haven’t you noticed how newspaper reporters report an event? Their report will contain the answer to five ‘wh-’ questions, i.e. who, what, when, where and why (how). A report has to be organised covering all these questions factually and objectively. Give your report a structure covering the purpose, summary of the event, findings, conclusions, and suggestions. However, be careful to include only the essential points.

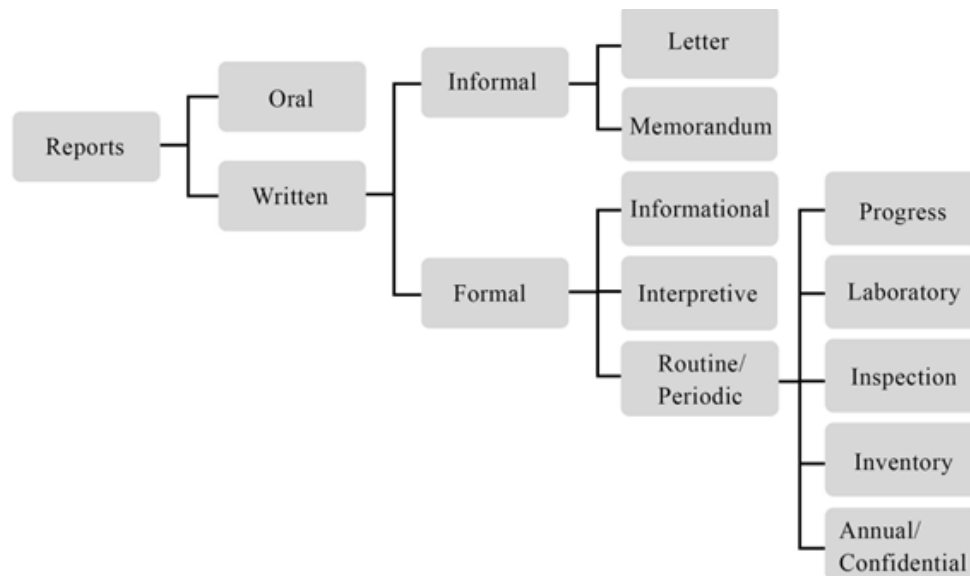
5.4.1 Key Features of a Report

1. A report states all the facts, unpleasant as well as pleasant.
2. A report is written with a specific purpose.
3. A report gets credibility when it is written from firsthand observation.
4. A report includes only essential information.

5. Serves as a repository of information

5.4.2 Classification of Reports

Different types of reports are written for different purposes.



Let's look at each of them in detail.

Oral Reports	Written Reports
Spoken – provides you with the opportunity to stress the important points with your voice	Written
Presented in person, so can be subjective	Not necessary to present the report in person, it can be sent or handed by somebody else. So they are more objective
Ephemeral in nature unless recorded	A permanent record of information
Immediate clarification is possible, as the presenter is in front of the audience	Immediate clarification may not be possible
As they are spoken, it is less reliable for taking future decisions	As they are written records, they can be retrieved for future needs and are more reliable and accurate
Less formal	More formal

5.4.2.1 Informal Reports

These reports have content and arrangement of facts in a formal manner but are presented in an informal style. Its purpose is to meet the immediate requirements that may not require a detailed analysis. So they are shorter in length (maybe under 10 pages) than the formal reports, also known as ‘short reports’. These are commonly used to inform an internal audience. For example, when your boss asks you to update him/her about your team’s progress on the current project you are working on, you prepare an informal report. You can use the format of a letter/mail or memorandum to write it. Thus the two common types of informal reports are letter reports and memo reports.

a) Letter report

Letter reports are short reports written using the format of a business letter. We use personal pronouns like ‘I’ and ‘you’ to maintain informality throughout the report. It comprises 4 to 5 pages, usually. It is used for both internal and external communication. Let us now look at the layout of a letter report:

Letter Head

Date

Address

Sub:

Salutation

Introduction

Main Body

Findings: Include illustrations to support your verbal analysis

Conclusion

Complimentary close

Signature

Enclosure

NB: Use your company’s letterhead. If you don’t have such a letterhead, use formal A4 size paper for this purpose. Also, keep in mind to type the letter in a word processor, not be handwritten.

b) Memo Reports

An inter-office memorandum, commonly known as a memo, is also used to send essential information within an organisation. This kind of report “deals with a minor problem or provides facts of routine nature, using this inter-office memorandum format” is called a memo report. Engineers, technical experts, IT professionals, etc. often write memo reports for their internal communication. It is more informal in nature and shorter in length (2-3 pages) than letter reports. Let’s now look at the layout of a memo report:

Name of the Institution

To:

From:

Date:

Subject:

Introduction

Body of the text

Closing paragraph

Signature

5.4.2.2 Formal Reports

An official report, used for informational or analytical purpose, commonly in business or academic fields is called a formal report. Formal reports can be broadly classified under three categories:

1. Routine/ Periodic reports
2. Informational reports
3. Interpretive reports

a) Routine reports

The reports published at prescribed intervals, say annually, quarterly, monthly or weekly, as part of business affairs are called routine/ periodic reports. They usually record routine contents, by either putting a tick mark against certain items listed or briefing short remarks about them. It includes reports on employees, the progress of projects, inspection reports, etc. Routine reports can be further classified into:

- ▶ **Progress Report:** It is an account of the progress of the work completed during a specific period of time. Haven't you noticed that at school, usually, you will have to bring your parents to sign your progress reports? It helps to give you and your parents information regarding your progress at each stage of academics. Similarly, in a business field, it gives the account of the work completed and expected to complete in chronological order. Thus, it acts as an evaluation report.
- ▶ **Laboratory Report:** Used to communicate the important findings within the scientific world-for investigation and experimentation in the scientific process. Generally, scientists, engineers and students of science subjects make use of laboratory reports. Such reports contain the name of the experiment, date of conducting the experiment, statement of analysis, apparatus or tools used for the experiment, the procedure being followed, the findings and conclusions. They also act as a guide for future researchers in the same field.
- ▶ **Inspection Report:** A report made after inspecting a particular product is called an inspection report. Such a report helps to check the quality of the product and its smooth functioning. It usually has a proforma where there are separate columns that are to be filled after a thorough investigation. This kind of report is normally associated with the maintenance, production or sales departments.
- ▶ **Inventory Report:** Often in electronic document format, an inventory report deals with the existing inventory or stock of products in a retail business. A stock controller or an inventory clerk lists down the statistical details in the prescribed form, submitted at regular intervals. It helps to keep an account of the stock available, its expenditure and utilisation, maintenance, inventory management, transparent tracking and categorisation. This will in turn help to overcome stockout and overstocking issues.
- ▶ **Confidential Report:** As the title suggests, these are annual periodic reviews, that are entirely confidential, submitted by the superior officers about their employees. It provides an objective and impartial evaluation of the character, conduct, capabilities and performance of the employees throughout the year. You can consider it as a kind of "rating" on the performance of the worker. This is



significant while taking important decisions like promotion to higher grades, deputation, confirmation, financial upgradation, transfer, termination of a contract, etc. Although it is confidential, the negative remarks are conveyed to the employees, thereby giving them a chance for improvement or explanation. It helps in the advancement of their careers by realising their potential and becoming useful in training and human resource development.

b) Informational Reports

The function of informational reports is to report the “facts” or collected information in an organised and subjective way. To put it simply, informational reports present the situation in its current state and not as it should be. Therefore there will not be any interpretation or analysis of the situation, conclusion or recommendations. The relevant data are collected and properly arranged by putting it in a form, to help the management to take decisions. It includes reports to monitor and control operations, reports to implement policies and procedures, reports to demonstrate compliance and reports to document progress.

c) Interpretive Reports

Like an informational report, interpretive reports too offer information and facts. However, unlike an informational report, it analyses, interprets and assesses facts in an objective and scientific manner. Therefore it is also called an *analytical or investigative report*. While analysing and interpreting data, it naturally offers solutions and recommendations to the problems mentioned in the reports. So it is sometimes called a *recommendatory report*. Its detailing of matter

makes it an elaborate and expansive report, presented in a persuasive manner.

5.4.3 Process of Writing Reports

1. Write down every point you want to mention in a report beforehand.
2. Separate opinions from facts while writing a report. For example, facts don't change, no matter who reports them. But conclusions and suggestions are opinions. Both are necessary, but make it clear to the reader.
3. Write concisely, using active rather than passive forms, without making the sentences too complex grammatically.
4. Use graphic aids, such as tables, diagrams, charts, drawings, etc. to present voluminous statistical data and details of complex ideas in less space with more accuracy. It further enhances the layout of the report and makes it readable. But remember that these illustrations must be as self-explanatory as possible and proper credit must be given to the original source if copied. The various kinds of graphics are:

5.4.3.1 Tables

a) Dependent Tables

These are tables that are dependent on the report text. It cannot exist independently without the text for interpretation.

b) Independent Tables

Self-explanatory tables, that give the complete information regarding the topic without necessarily referring to the preceding or the following report text.

c) Phrase Tables

Instead of giving data in figures, phrase tables use phrases and words to convey information.

5.4.3.2 Figures

a) *Graphs*

Help us to create awareness about the major trends and various patterns that support the topic of discussion, in a creative manner. There are different types of graphs like bar graphs, pie graphs, pictorial graphs, rectilinear graphs, etc.

b) *Charts*

Present non-quantitative information, like the functioning or comparisons essential to the topic.

c) *Maps*

Present information about the geographical and spatial distribution. For example, places where minerals are present can be easily located within a physical map.

d) *Photographs*

Help us give an authentic and accurate view of your subject.

e) *Drawings*

Show the reader exactly what is discussed in the report. It enables the presentation of information in an appealing manner.

5.4.4 Steps involved in Writing a Report

1. Define your objective, scope and purpose for writing the Report: Stating the objective of the report helps us to sieve the necessary information according to the demand of the topic.
2. Collect relevant data: Involves identifying the sources of information

a. The sources of data collection, usually adopted are: encyclopedias, textbooks, office records, files, journals, manuals, government publications, the Internet, magazines, newspapers, computer databases, etc.

b. Different methods used for data collection are

i. Personal interview: It helps to get direct information, although subjective in nature most of the time. Creating a rapport between the interviewer and the interviewee is necessary for the smooth execution of an interview. If you want to record the interview, seek permission beforehand from the interviewee. These days, there are options for videoconferencing as well.

ii. Telephonic interviews: If the questions are brief and you elicit responses from only a small number of people, then telephonic interviews are the best as they save time for travelling. But it has certain disadvantages like low credibility, ineffective feedback as you cannot observe the body language of the respondent, etc.

iii. Surveys and questionnaires: These prove useful when you have to contact a large number of people, covering a wide geographical area. It's the most scientific and reliable method for data collection. As clear objectives are set for the questions, it is easily processable, without much ambiguity.

iv. Observations: For example, laboratory experiments rely on your sensory observations. Although it takes time to do the experiment and get the result, it is very reliable as it is first-hand information.

3. Writing and Revising: Prepare drafts before writing the final report. Keep the audience in mind while writing the report. Check thoroughly each draft that you prepare



and revise it carefully.

4. Preparing the outline: Having an outline improves our focus on the content and helps to organise our thoughts in a logical order. Given below is a sample outline prepared by Border Roads Organization for a report on *Road Accidents in India and Major Causes: An Overview*

1. Introduction
 2. Road Accidents in India
 - 2.1 Global Trends and India
 - 2.2 Historical Overview
 - 2.3 Trends in Type of Injuries Caused in Road Accidents
 - 2.4 Type of Impacting Vehicles and Type of Collision
 3. Causes of Road Accidents in India
 - 3.1 Accidents on Account of Road Environment Factors
 - 3.2 Accidents on Account of Human Factors
 - 3.3 Accidents on Account of Vehicular Factors
 4. Recommendations
 - 4.1 Related to Road Environment/ Features
 - 4.2 Related to Addressing Human Factors
 5. Conclusion
- (Source: <http://www.bro.gov.in/WriTeReaDData/linkimages/5768690382-14.pdf>)

5.4.5 Structure of formal reports

a. Front matter

- i. Cover: The hardcover of the formal report

contains essential information like the title of the report, report number (if any), name of the author and organisation, and date.

- ii. Title Page: It contains additional information like the subtitle of the report, the name and designation of the authority to whom the report is submitted, approval details and the distribution list.

- iii. Frontispiece: An informative as well as a decorative illustration of the contents of the report, to arouse the curiosity of the readers.

- iv. Copyright Notice: A statement that indicates who has the legal ownership of the report, and without whose permission, it cannot be reproduced for any use. It generally consists of three elements – the copyright symbol ©, the year of first publication of the report, and the name of the copyright owner.

Eg: © 2022 Milan John

All rights reserved.

- v. Forwarding Letter: Also called the “letter of transmittal”, it enables a personal communication between the writer and the reader. There are two types of forwarding letters:

Covering Letter: Submitted separately and not bound by the report. It does not contain any important information.

Introductory Letter: It is bound with the report and placed after the Title page. Similar to a preface, it gives some important information that the reader must know.

- vi. Preface: The preface helps to give an overall idea about the report.

- vii. Acknowledgements: Having gratitude is a great quality. Through acknowledgement, we mention the names of those who support us throughout the journey of completion of the work and convey our gratitude for their

suggestions and influence.

viii. Table of contents: When you have a lot of pages in a report, it is difficult to locate specific information at a particular time. The table of contents makes this easier by serving as a guide. It includes the chapter headings and major subheadings with respective page numbers.

ix. List of illustrations: This is optional and can be included only when you have more than 10 illustrations in number.

x. Abstract or Executive Summary: A brief write-up, abstract captures the essence of the report. It is very short in length, not exceeding 300 words. An executive summary would be lengthier than an abstract. While an abstract is meant for readers from the same domain of knowledge, executive summaries can be read by all, irrespective of their knowledge background.

b. Main body: Here we talk about the entire content matter of the report, in detail. It can be further divided into:

i. Introduction: In the opening section of the report, we provide a brief historical as well as technical background necessary for a better understanding of the topic of discussion. It further mentions the purpose and scope of the study, its limitations and significance, the methodology and procedure adopted for analysing the data and references to basic principles and theories that are used to find solutions to the problems mentioned in the report. It ends with a brief summary of the major findings and a general outline of the report.

ii. Discussion: This is the main part, where we divide it into further chapters. Each chapter will present a different aspect of the problem.

The detailed analysis or interpretations are substantiated using illustrations such as tables, graphs, diagrams, pictures, drawings, maps, etc.

iii. Conclusion: Here we briefly summarise what we have discussed so far. It can be written as points or as developed paragraphs. But remember not to add fresh insights at this stage. The purpose of a conclusion is to bring the discussion to an end by bringing together all the essential points discussed above.

iv. Recommendation: It suggests the solutions for what needs to be done, based on the findings and conclusions.

c. Back matter: It includes the following:

i. Appendices: We add additional information for references here. It includes materials necessary to support the work like questionnaires, statistical data, samples of forms, data sheets, calculations, illustrative materials, sample documents, symbols, tables of definitions, etc.

ii. List of references: This section includes the names of the sources from which the author borrowed ideas or facts. It helps the reader to know the exact location of a piece of information.

iii. Bibliography: Alphabetically arranged list of all the works consulted and recommended books for further study, comes in this section.

iv. Glossary: Alphabetically arranged list of all the technical words and phrases used in the report comes in the glossary.

v. Index: This lists various subtopics and other relevant aspects discussed in the report, but not in the table of contents.



Recap

- ▶ The five 'wh' questions
- ▶ Oral Reports
- ▶ Written Reports
- ▶ Formal and Informal reports
- ▶ The Process of writing reports
- ▶ Use of graphic aids in report writing
- ▶ The different steps involved in report writing
- ▶ The structure of a formal report

Objective Type Questions

1. What is a Report?
2. What are the five 'wh' questions?
3. What serves as a repository of information?
4. What are the two classifications of reports?
5. Informal reports are sometimes referred to as what?
6. What are the two common types of informal reports?
7. Report written in the format of a business letter is called what?
8. Report written in the inter-office memorandum format is called what?
9. What are the three classifications of formal reports?
10. What do you call reports that are issued at regular intervals?
11. How many types of routine reports are there?
12. Reports that present the situation in its current state are called?
13. What is another name for interpretive reports?
14. What is another name for the recommendatory report?
15. What should the fundamental framework of a formal report include?
16. Copyright notice should be included in which part of the formal report?

Answers to Objective Type Questions

1. Reports are descriptions of what happened in the past.
2. Who, What, When, Where, Why.
3. Report.
4. Oral report and written report.
5. Short report.
6. Letter reports and memo reports.
7. Letter report.
8. Memo report.
9. Routine/periodic report, informational report, interpretive report.
10. Routine report.
11. Five types.
12. Informational report.
13. Analytical or investigative report.
14. Interpretive report.
15. A front matter, a main body and a back matter.
16. Front matter.

Assignments

1. Write a report on organic farming in India.
2. Write a letter reporting to the District Magistrate of your place about the damages caused by the recent flood.

Suggested Reading

1. Roman, Kenneth and Joel Raphaelson. *Writing That Works*. Harper Collins, 2000.
2. Kumar, Sanjay and Pushp Lata. *English for Effective Communication*. Oxford UP, 2013.



Unit 5

Editing and Proofreading

Learning Outcomes

After completing this lesson, you will be able to:

- ▶ appreciate the significance of editing and proofreading
- ▶ learn about the process of editing
- ▶ identify ways to improve your efficiency in editing

Prerequisites

The quality of writing is important in all fields of life. A well-written piece of write-up will increase your credibility as a writer. Editing plays a prominent role in ensuring the quality of your writing. It is the process by which you revise the entire content, organize the ideas in the right order and, thus, ensure clarity of your write-up. Proofreading is the final step of editing, where you check for accuracy even in minute details, say grammar, spelling, punctuation, etc. A text, after editing and proofreading, enhances its readability and leaves the desired impact on the reader.

Context

Mihan is an aspiring novelist. One day when his brother Ryan visited him, a pile of papers was thrown here and there. Ryan took a few of them and found them all the same, sometimes rephrased or rewritten. “Why are you writing the same thing again and again? Don’t you feel bored?”, asked Ryan. Mihan replied, “No, the more times I rewrite, the more confident I feel.”

that you write, say a letter, report, speech or essay? In the previous chapters, we were often reminded of writing the first draft. Why is it so? Do you think the first draft is as efficient as your final draft? Which one will have more clarity, precision, accuracy and effectiveness? No doubt, it will be the final draft. Therefore, editing plays a significant role in improving the quality of writing. Let us begin our discussion with the advantages of editing.

Do you revise or edit a piece of writing

Benefits of Editing:

Usually, when we start writing, we let loose our imagination and write the way ideas come into our minds. But before giving it to a second person to read, we know that we must prune it. So we spend a lot of time editing the first version to make it effective.

Editing improves the quality of the final version

Haven't you noticed that on the sets of a film shooting, they go filming several takes until the shot is perfect? Similarly, in writing, the more you edit the work, the more flawless it becomes. But commonly we all have that tendency to submit our work, once we finish it. Most often, what we write is from our original thinking. This initial write-up is called a draft. When we revise and rewrite the draft, the result will also be better. Let's not forget that practice makes a man perfect.

Editing is helpful for a writer who uses English as a Second Language (ESL)

In the professional world, language plays a crucial role in meeting communication needs. An ESL author may not have competency in writing English, just like a native writer. So to ensure fluency, consistency, and clarity in a work, thorough editing must be carried out.

Editing helps you keep focused on your theme

When you make the first draft, words may come spontaneously. But on second thought, you will understand that many sentences or words were unnecessary and kept you away from the central idea of your topic. Through editing, you can rearrange your ideas in the right order and help you keep focused.

Process of Editing:

1. Read carefully and thoroughly the full



draft with objectivity

2. Examine the accuracy of the write-up by checking the structure of sentences, grammatical errors, punctuation mistakes and appropriateness of expressions.
3. Omit unnecessary words, expressions, sentences or even paragraphs.
4. Add relevant materials, if needed, to substantiate a point that you mentioned.
5. Rearrange paragraphs to ensure consistency and appropriateness.
6. Edit the opening and closing paragraphs with great care, as they leave an impression on the reader's mind.
7. Ensure that all points have been given proper weightage and attention.
8. Introduce a judicious mix of sentence structure, to serve the reading preferences of readers. But remember that such mixing of multifarious writing styles must be in harmony with the text and the idea it conveys.
9. Use linking and connecting devices like *however, moreover, further, besides, despite, regardless, in spite of, notwithstanding, as far as, in view of, together with, therefore, hence, thus, yet*, etc. Such connecting words ensure a smooth transition from one idea to another in coherence. It also helps to understand the author's view.
10. Consistency in layout and documentation. Check the following while revising a text:
 - a. Proper citation of references mentioned in the text.
 - b. Ensure that the titles of reference books, journals and newspapers are italicised, quoted words are within the quotation marks, and the bibliography is alphabetically organised.
 - c. Check the order of numbering lists.

d. Check whether the table of contents matches the text of the document.

e. Ensure consistency of space in between the paragraphs, headings and subheadings, and in between the lines of the text.

11. The last step in editing a text is proof-reading. Let's discuss it in detail.

Proofreading a Text:

In the process of proofreading, you give a final check for surface-level errors like spelling mistakes, grammatically incorrect expressions, missing punctuations, etc. It focuses on more sentence-level errors. Some important points to keep in mind while proofreading a document are:

Take time and read the text slowly. Focus on every word so that no error should escape our eyes. If needed, read aloud the text to spot even the slightest semantic errors, especially, words with tricky letter combinations (ei/ie, ou/uo, etc.).

Try to spot one type of error at a time. For example, read the entire text and spot spelling mistakes at one time. Then read the text again to find out structural errors, like, whether the sentence has a subject, a complete verb, etc. This will make our task easier and faultless.

Most word-processing programmes have spellchecker software. But spellcheckers have only a limited vocabulary and they may even mark the correct words as incorrect. This is common with words that are spelt differently in British and American English. For example, honour/honor; labour/labor; grey/gray; etc. A spellchecker may also fail to detect the spelling of similar-sounding words that do not fit the context. For example, too or to, their or there, etc.

Rely on a standard grammar book or

dictionary in case of confusion or doubt.

You can also seek the help of a fellow colleague or one of your friends who has good proficiency in English. This is advised because when you have already spent hours working on a document, you may get tired and weary, failing to detect errors.

Take enough breaks in between as proofreading is a tedious task, taking a good amount of time, and you may get drained of all your energy. So taking breaks whenever necessary will increase your efficiency.

Exercise for Editing:

India's aspiration to become a world leader must resonate more with its youth more than anyone else. Unless the country's youth take it to nation-building why only India, no country can hope for the development befits its ambitions. There is no better day than to begin that journey than January 12, observed National Youth Day. The youth (18-29 years) constitute 22 per cent of India's population, which is more than 261 million people — larger than the population of Pakistan. But this advantage, often termed as demographic dividend, will remain only a numerical strength unless India proactively and consciously focuses on their overall development.

Source: Amrut Bang, "A Roadmap for the Young", *The Indian Express*, 11 January 2021.

Edited version:

India's aspiration to become a world leader must resonate more with its youth than anyone else. Unless the country's youth take it to nation-building, why only India, no country can hope for the development that befits its ambitions. There is no better day to begin that journey than January 12, observed as National Youth Day.

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Recap

- ▶ Editing plays a prominent role in ensuring the quality of your writing
- ▶ Editing improves the quality of the final version
- ▶ Editing improves the quality of the final version
- ▶ Editing helps you keep focused on your theme
- ▶ There are many processes to follow while editing a text
- ▶ Some important points have to be kept in mind while proofreading a document
- ▶ The editing exercise process has to be practised well

Objective Type Questions

1. Which draft of content will have more clarity, precision, accuracy and effectiveness?
2. What improves the quality of the final version of a document?
3. Which type of English user has been more helped by the process of editing?
4. What helps you to rearrange your ideas of content in the right order and helps you keep focused?
5. Which devices should be used in content to ensure a smooth transition from one idea to another in coherence?
6. What is the last step in editing a text?
7. What should be considered in the final check process of proofreading?
8. What will increase your efficiency while proofreading a text?
9. Where would a proofreader usually rely on in case of doubt on words or phrases?
10. Which point of view should be used while reading the draft carefully and thoroughly?

Answers to Objective Type Questions

1. Final draft
2. Editing
3. English as a Second Language (ESL)
4. Editing
5. Linking devices
6. Proofreading
7. Surface-level errors
8. Taking breaks
9. A standard grammar book or dictionary
10. The objective point of view

Assignments

1. What is editing?
2. What is proofreading?
3. Write a note on the benefits of editing.
4. Explain the process of editing.
5. What are the important points to keep in mind while proofreading a document?
6. Edit the following excerpts taken from various documents:
 - a. Over the last decade India has witnessing an alarming growth of acid attack especially on women. Acid violence is a heinous crime committed usually against women with an intention to disfigure or kill her it can also be called as the gender based violence against women. According to the National Commission of India acid attack is any act of throwing acid or using acid in any form on the victim with the intention of or with knowledge that such person is likely to cause to the other person permanent or partial damage or deformity or disfiguration to any part of the body of such person. A study revealed that 78% of the reported acid attack case is for refusal to marriage or a rejection of romance. “Acid attack on young women” is some of the headlines that are appearing in the daily newspaper. Acid attack on women is increasing day by day. The easy availability of inexpensive acid makes the perpetrators to use it as an ideal weapon against the women. The most common types of acid utilized in these assaults include sulphuric nitric and hydrochloric acid. Attack through acid rarely kills it causes severe physical, psychological and social scarring. With the passing of ‘ The Criminal Law (Amendment) Act, 2013,’ and the guidelines by the Supreme Court of India, the regulations have become stricter. But the survey of 2014 showed 300% increase in the total number of acid attack cases reported. Our legal and medical systems have also proved very weak while dealing with such cases

Source: Meghna Bajpai & Sugandha Singh, “Acid Attack: a Burning Issue in India”, *Galgotias Journal of Legal Studies*, 2015.

b. You're feeling depressed what have you been eating psychiatrists and therapists don't often ask this question. But a growing body of research over the past decade shows that a healthy diet high in fruits vegetables whole grains fish and unprocessed lean red meat can prevent depression and an unhealthy diet high in processed and refined foods increases the risk for the disease in everyone including children and teens.

Source: Elizabeth Bernstein, “The Food that Helps Battle Depression”

Suggested Reading

1. Bailey, Stephen. *Academic Writing*. Routledge, 2006.
2. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Berkley, 2000.
3. Kumar, Sanjay and Pushp Lata. *English for Effective Communication*. Oxford UP, 2013.



BLOCK - 06

**Practice, Practice,
Practice**

Unit 1

Reading Comprehension Passages

Learning Outcomes

The practice exercises in Reading Comprehension Passages are aligned to the following learning outcomes:

- ▶ understand the distinction between main ideas and supporting details in a text.
- ▶ identify key ideas through skimming and scanning.
- ▶ discover the meaning of new words and grammatical usages through context.
- ▶ comprehend new ideas through reading.
- ▶ analyse the reading text efficiently by improving the speed and efficiency of reading.

Prerequisites

Reading is all about comprehension. It is important to understand and interpret what is being read. Good readers not only decode the meaning of the text but also read between the lines to understand the different layers of meaning. Practising Comprehension Exercises is important in making this process faster and also a natural outcome of reading.

Keywords

Comprehension, Skimming, Scanning, Vocabulary

Passage 1

Read the following abstract from the “Forward” of *The Story of my Experiments with Truth*, the autobiography of Mahatma Gandhi and try to answer the questions:

To Gandhiji, civilization, in the real sense of the term, consisted “not in the multiplication, but in the deliberate and voluntary restriction

of wants.” He always upheld the sublime aim of “simple living and high thinking”. While he strained every nerve to provide gainful employment to the hungry millions of India through various constructive activities, he underscored the imperative need for raising the ‘standard of life’ of the people, including the ethical and moral aspects. To him mere affluence and accumulation of material

wealth was ‘a primrose path’ leading to social, economic and cultural disintegration. “True economics,” affirmed Gandhiji, “never militates against the highest ethical standard.” “An economics that inculcates Mammon worship, and enables the strong to amass wealth at the expense of the weak, is a false and dismal science.” At a time when a number of developed countries are faced with this ‘tragedy of mere affluence,’ it would be worth our while recollecting Mahatma Gandhi’s insistence on higher values for the establishment of a new world order. As a recent editorial in the *New Statesman* captioned ‘Not By Bread Alone’ stated, “there is evidently a hunger in the world for governments which are activated by moral principles, which take decisions not because they are expedient, but because they are right.”

There is an erroneous notion that Gandhiji was against the use of modern science and technology and favoured out-dated techniques for some spiritual or sentimental reasons. “I would prize every invention made for the benefit of all,” remarked Gandhiji. “Mechanisation is good when the hands are too few for the work intended to be accomplished. It is an evil when there are more hands than required for the work, as is the case in India.” Gandhiji was, thus, not against machinery as such, but objected to the ‘craze’ for machinery

and its ‘indiscriminate multiplication’. In place of ‘mass production’ he advocated a system of ‘production by the masses’. He clearly envisaged that in a developing country like India, with scarce capital and abundant labour, the physical energies of the masses could be converted into a vast constructive force under a democratic frame-work, which Professor Mumford, in a somewhat different context, terms a ‘megamachine’.

a. What is ‘civilization’ according to Gandhi?

b. “An economics that inculcates Mammon worship, and enables the strong to amass wealth at the expense of the weak, is a false and dismal science.” The word ‘Mammon’ here could be associated with:

i) Civilization, ii) Money, iii) Honour, iv) Religion

c. What was Gandhi’s attitude towards the use of modern science and technology?

d. What is meant by ‘tragedy of mere affluence’?

e. Take decisions not because they are expedient, but because they are right.” What is the meaning of the word “expedient” here?

Note

There are some essential reading skills that will be helpful in enhancing comprehension skills. These are skimming and scanning. Skimming is a type of reading in which the reader reads the text quickly to have an idea of the subject matter and main points. It can quickly give an idea about the main ideas in a text. Scanning is a technique in which the reader looks for a specific fact or piece of information during reading. A combination of skimming and scanning can make the process of reading effective.



Passage 2

The world is very full of people - appallingly full: it has never been so full before, and they are all tumbling over each other. Most of these people one doesn't know and some of them one doesn't like; doesn't like the colour of their skins, say, or the shapes of their noses, or the way they blow them or don't blow them, or the way they talk, or their smell, or their clothes, or their fondness for jazz or their dislike of jazz, and so on. Well, what is one to do? There are two solutions. One of them is the Nazi solution. If you don't like people, kill them, banish them, segregate them, and then strut up and down proclaiming that you are the salt of the earth. The other way is much less thrilling, but it is on the whole the way of the democracies, and I prefer it. If you don't like people, put up with them as well as you can. Don't try to love them: you can't, you'll only strain yourself. But try to tolerate them. On the basis of that tolerance, a civilized future may be built. Certainly, I can see no other foundation for the post-war world.

For what it will most need is the negative virtues: not being huffy, touchy, irritable, revengeful. I have lost all faith in positive militant ideals; they can so seldom be carried out without thousands of human beings getting maimed or imprisoned. Phrases like "I will purge this nation." "I will clean up this city" terrify and disgust me. They might not have mattered when the world was emptier: they are horrifying now, when one nation is mixed up with another, when one city cannot be organically separated from its neighbours. And, another point: reconstruction is unlikely to be rapid. I do not believe that we are psychologically fit for it, plan the architects never so wisely. In the long run, yes, perhaps: the history of our race justifies that hope. But civilization has its mysterious regressions, and it seems to me that we are fated now to

be in one of them, and must recognize this and behave accordingly. Tolerance, I believe, will be imperative after the establishment of peace. It's always useful to take a concrete instance: and I have been asking myself how I should behave if, after peace was signed, I met Germans who had been fighting against us. I shouldn't try to love them: I shouldn't feel inclined. They have broken a window in my little ugly flat for one thing. But I shall try to tolerate them, because it is common sense, because in the post-war world we shall have to live with Germans. We can't exterminate them, any more than they have succeeded in exterminating the Jews. We shall have to put up with them, not for any lofty reason, but because it is the next thing that will have to be done.

Read the above extract from "Tolerance" by E.M. Forster and answer the following questions:

- There are two ways of dealing with people one does not like. Which are those ways?
- Why do lines like "I will purge this nation" terrify the author?
- From the context what does the word 'appallingly' mean?
- Why do you think the writer chose Germany to exemplify his views?
- What is the antonym of the word 'lofty'?

Passage 3

Read this longer passage, a short story "Crossing the Road" by Ruskin Bond. Then attempt to answer the questions below:

Samuel was a snail of some individuality. Some considered him to be the bad snail in the family, but that was because he did not listen to his elders and liked to do things

in his own way, trying out new plants or venturing into forbidden places. Birds and butterflies recognized no man-made borders, so why should snails? They'd been around longer than humans and were likely to be around even longer. Not that Samuel had any global ambitions. It was just that the cabbage patch in which he and his fellow snails had been living did not appeal to him any more. He was heartily sick of cabbage leaves. And just across a busy road—his international boundary—was a field full of delicious looking lettuce. And any snail would prefer lettuce to cabbage.

The trouble was, it was a very busy road, linking one city to another, and on it flowed a constant stream of cars, trucks, motorcycles, bicycles, vans, even the occasional steamroller. Samuel did not like the idea of being crushed under a steamroller. There were better ways of exiting planet Earth—being swallowed by a large stork, for instance.

And then, of course, snails can't run. With the help of a little of their own juices, they glide slowly and leisurely over grass and weed and pebbles, in search of a juicy leaf or the company of a fellow snail. They were not made to run. They are not predators like the larger carnivores. Nor do they prey on each other like humans. They are all for minding their own business. And now here was Samuel, making it his business to invade that lettuce patch on the other side of the road.

Well, nothing ventured, nothing gained. And ignoring the warnings of friends and familiars, Samuel set out to cross that life-threatening road. He could, of course, have waited until it was dark, but the road would have been no safer then. A constant stream of container trucks came thundering down the highway all through the night.

Tentacles waving, he began his stately

crawl across the road.

Almost immediately he was nearly run over by a boy on a bicycle. Instinctively, Samuel withdrew into his little shell. Not that it would have made any difference. It might have protected him from a small bird, but not from a cycle tyre. Samuel looked up and down the road. It was a single width road, and vehicles could approach from either direction. It appeared to be clear at the moment.

Samuel advanced, covering a distance of some twelve inches in sixty seconds flat. Then—woosh—a car sped by, its tyres missing Samuel by inches. He was almost blown away by a cloud of dust and exhaust fumes. And then came another car. Samuel cringed. And survived. And wondered if he should turn around and go back the way he came. But snails aren't great thinkers. The lettuce patch was all that mattered.

Samuel had advanced by two or three feet when there came a deep rumbling sound and he felt the ground quiver beneath him. A huge truck was bearing down on him! Sometimes it is an advantage to be small. Samuel was somewhere in the middle of the road, and nowhere near the wheels when the truck thundered over him. All the same he was dazed and shaken, unable to move any further. Soon another truck would be coming along. Or was it a tractor that was chugging along towards him?

Just then there was a squeal of brakes, a blare of horns, and a tremendous crash. The truck had hit an oncoming car and both had veered off the road and were lying in a ditch. For a time all traffic ceased. Samuel emitted a slimy jet and began to crawl again. Then there was a burst of activity. A motorcycle came tearing down the road, whizzing past a bewildered Samuel, and then stopping at the accident site. A policeman dismounted. In the



distance a siren wailed. An ambulance was on its way.

And then it began to rain, a gentle patter on the tarmac. Refreshed, Samuel slid forward. The rain came down harder, and a fallen peepul leaf came sailing towards Samuel. It stopped beside him and Samuel crawled to the leaf. A spurt of rainwater picked up the leaf and sent it sailing across the remainder of the road and onto the grass verge.

Excelsior!

Samuel was home if not dry. The lettuce field stretched before him. Motor horns and ambulance sirens melted into the distance. Humans could take care of themselves. So could snails! It would take him weeks to munch his way through a small corner of that lettuce patch, but he was going to try. To the winner the spoils!

The rain stopped and he began his feast.

The lettuce was all right, but it wasn't much better than the cabbage field he had left a little over an hour ago. Had the journey been worthwhile? Could he cross that road again? The odds were against survival.

He'd just have to settle down in this new and unfamiliar world. The grass is always greener on the other side until you get there!

a. Pick out any element of sarcasm in the passage.

b. Samuel often makes references to humans. Pick out some instances.

c. Onomatopoeia is the use of words whose sound suggests the sense. Pick out some onomatopoeic words from the passage.

d. What is the moral of the story?

e. Explain the snail's difficulties in crossing

the road.

Passage 4

Read the following passage from *Livescience.com* and answer the questions:

Working out who invented the car is a long and winding road, and pinpointing a single person responsible is not a simple matter. If you rewind the development of cars past GPS, past antilock brakes and automatic transmissions and even past the Model T, eventually you'll get to the Benz Motor Car No. 1, the missing link between cars and horse-drawn buggies.

Karl Benz patented the three-wheeled Motor Car, known as the "Motorwagen," in 1886. It was the first true, modern automobile, meaning Benz is most often identified as the man who invented the car. Benz also patented his own throttle system, spark plugs, gear shifters, a water radiator, a carburetor and other fundamentals to the automobile. Benz eventually built a car company that still exists today as the Daimler Group.

Benz patented the first gasoline-powered car, but he wasn't the original visionary of self-propelled vehicles. Some highlights in the history of the car: Leonardo da Vinci had sketched a horseless, mechanized cart in the early 1500s. Like many of his designs, it wasn't built in his lifetime. However, a replica is on display at the Chateau Clos Lucé (opens in new tab), Leonardo's last home and now a museum. Sailing chariots, propelled by the wind were in use in China when the first Westerners visited, and in 1600, Simon Steven of Holland built one that carried 28 people and covered 39 miles (63 km) in two hours, according to General Motors. Nicholas-Joseph Cugnot, a Frenchman, built a self-propelled vehicle with a steam engine in 1769. The cart, designed to move artillery pieces, moved at a walking pace (2 mph or 3.2 km/h)

and had to stop every 20 minutes to build a new head of steam.

“The word ‘car’ has meant different things at different times. At the end of the 19th Century, a car was a “streetcar” i.e. a tram. Streetcars before that were ‘horse cars’ which were omnibuses pulled by horses on rails. The word ‘car’ became available to what was previously called a ‘horseless carriage’ or possibly a motor car.

- Why is it difficult to trace who invented the car?
- What is the missing link between the cars and horse-drawn buggies?
- Explain the role of Karl Benz in the history of cars.
- Lists some highlights in the history of the car.
- The word car meant different things at different times. Analyse.

Passage 5

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so we’ve come

here today to dramatize a shameful condition. In a sense we’ve come to our nation’s capital to cash a cheque.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men yes, Black men as well as white men would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds. But we refuse to believe that the bank of justice is bankrupt.

We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we’ve come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

(Extract from Martin Luther King Jr.’s speech “I Have a Dream.”)

Now, attempt the following questions:

- What came as a “joyous daybreak to end the long night” of the captivity of the African Americans?
- How does Martin Luther King explain that even after the mentioned 100 years, the African Americans are still not free?
- “America has defaulted on the promissory note.” Why?



d. There is a monetary symbolism in the passage. Try to trace it.

e. “We have come to this hallowed spot.” What do you think “hallowed” means?

Passage 6

Animal ethics may seem a relatively recent area of contention. However, the debate over the moral consideration of animals and how humans should treat them can be traced back to early antiquity. Hesiod’s poem is the earliest Greek attempt to differentiate humans from animals on philosophical grounds, arguing that humans received the divine gift of justice, a gift not possessed by any other living creatures. The third-century philosopher Porphyry also refers to the myth in his work, “On abstinence from animal food”, stating that together with the slaughter of animals, war and injustice were introduced to the world.

Porphyry was what we would call today an advocate for animal rights and vegetarianism on both spiritual and ethical grounds. The Neoplatonic philosopher believed that animals are conscious and capable of assessing situations, have memory, and can plan and communicate. He argued that killing an animal diverts from the much-needed spiritual progress that one should aspire to achieve. He further suggested that by consuming meat, the body becomes corrupt and unhealthy, and that it leads to obesity (it turns out that obesity was as much undesirable then as it is today).

But more importantly, Porphyry asserted that killing a harmless animal is no different from taking the life of a human being – and thus became one of the first to state, in writing at least, that the animal life is equal to that of a human.

This view is in tune with today’s philosophical debate about the value of animal life. “Even

many champions of animal rights believe that human life is more valuable or important than animal life. While I myself do not think that human beings are more important or valuable than animals, I think it possible that our lives are more important to us than their lives are to them. That is one of two views, between which I am ambivalent,” explains Professor Christine Korsgaard from Harvard University, one of the most respected moral philosophers in human/animal relations. “The other view, opposed to that one, is that when you take life away from any creature, you basically take away everything that matters to that creature, and one creature’s ‘everything’ cannot be more than another creature’s ‘everything.’”

The first known advocate for animal rights and vegetarianism was the great Pythagoras who lived in the 6th century B.C.E., who was also the first man to call himself a philosopher, or “lover of wisdom”. Today children learn about his right-angle triangle theorem, but the mathematician was also the first to suggest that Earth is round and that the moon shines because its surface reflects light from the sun. He was held in such extraordinary esteem that some believed him to be the son of Apollo (because of his handsomeness) and the grandson of the mighty Zeus himself. Not only was Pythagoras famous for his theories, but also for his fashion choices, for he wore white robes with trousers, a truly extravagant choice for that time.

Until the word “vegetarian” became synonymous with going off meat, it was the phrase “Pythagorean diet” that was used to tell your friends you had gone vegetarian.

Yet for Pythagoras, going meat-free had little to do with animal wellbeing. His impetus was metempsychosis, the belief that at death, the soul transmigrates into another body. After such revelation, how could one expect

to touch meat? Some, such as the Greek pre-Socratic philosopher Empedocles went so far as to compare the act of eating flesh synonymous with the act of cannibalism.

(Extract from the article “The Surprising History of Vegetarianism” from www.haaretz.com)

Now, attempt the following questions:

- a. What are some of the earliest appeals for vegetarianism?
- b. Why can Porphyry be considered an

advocate for animal rights?

- c. “This view is in tune with today’s philosophical debate about the value of animal life.” What constitutes “today’s philosophical debate”?
- d. What was the Pythagorean diet?
- e. Why did Pythagoras support a vegetarian diet?



Unit 2

Grammar and Vocabulary

Learning Outcomes

Upon the completion of this unit and doing practices in it, the learners will be able to:

- ▶ to construct grammatically correct sentences for communication.
- ▶ to identify the correct usages of words.
- ▶ to use a variety of accurate sentence structures.

Prerequisites

Understanding correct grammatical usages is the key to using language effectively. Learning grammar through sentences and exercises will be easier than learning grammar prescriptively by learning the rules by heart. This will make grammar and vocabulary studies less tedious and more effective.

Keywords

Grammar, vocabulary

Exercises

1. Divide the following sentences into subject and predicate.

- A. Birds fly.
- B. Children sing.
- C. Dogs bark loud.
- D. Many women like to ride bikes.
- E. Certain animals can live both in land and water.

F. Most children of the present generation are kind to animals.

G. No one likes to be shouted at.

2. Categorize the sentences as Declarative/Assertive, Imperative, Exclamatory and Interrogative:

A. Who taught you grammar?

B. They will come, won't they?

C. What a day!

D. All the glitters is not gold.

E. A man who is cruel to animals, cannot be kind to humanity.

F. Please shut the windows.

G. Stop there!

H. Help her, please.

I. Try to give within your means rather than being dissatisfied.

3. Turn the positive sentences to negative sentences and vice-versa:

A. He is a student who works hard.

B. She is an educated and independent girl.

C. Is she a doctor?

D. Can you not sing?

E. Do not eat cold food.

F. He doesn't like sour food.

G. He does not speak German.

4. Use the correct question tags:

A. Mary studies well, _____?

B. He is not well, _____?

C. They saw us, _____?

D. The day is good, _____?

E. It has stopped raining, _____?

F. They are not to blame, _____?



- G. He came late, _____?
- H. She can swim, _____?
- I. Everyone was happy, _____?
- J. I am on time, _____?
- K. One has to love oneself, _____?
- L. Let us watch football, _____?
- M. He cannot run, _____?
- N. They are not early, _____?
- O. No one gave the correct answer, _____?
- P. Neither of them could have done this, _____?
- Q. Stop talking nonsense, _____?
- R. Use your commonsense, _____?
- S. Please pass the salt, _____>
- T. Keep quiet, _____>
- U. Please sit there, _____?
- V. Read it aloud, _____?
- W. Be careful when you drive the car, _____?
- X. Take care of your health, _____?
- Y. Study well, _____?
- Z. Everyone can do this, _____?

5. Write the plural forms:

- A. Calf
- B. Scarf
- C. Photo
- D. Dynamos
- E. Folio
- F. Knife

G. Shelf
H. Leaf
I. Woman
J. Goose
K. Mouse
L. Louse
M. Commander-in-Chief
N. Court-martial
O. Man-of-war
P. Woman-hater
Q. Boyfriend
R. Lady doctor
S. Grown-up
T. Pick-pocket
U. Man servant
V. Woman servant
W. Lord Justice
X. Radius
Y. Nucleus
Z. Phenomenon

6. Write the feminine form:

A. Bachelor
B. Wizard
C. Deer
D. Dog
E. Lad

F. King
G. Count
H. Author
I. Priest
J. Emperor
K. Heir
L. Monster
M. He-goat
N. Land-lord
O. Grandfather
P. Milkman
Q. Shepherd
R. Master
S. Patron
T. Salesman
U. Merman
V. Bridegroom
W. Fox
X. Widower
Y. Hero
Z. Baron

7. Put *a*, *an* or *the* in the following sentences:

A. There is ____ storm coming.
B. They went to ____ market to buy some fish.
C. It was ____ good decision.



- D. After _____ year or two they will return.
- E. _____ fox saw _____ crow sitting in _____ tree with a _____ piece of cheese in its mouth.
- F. _____ honest man is _____ noblest work of God.
- G. They went to the station, but _____ train has left.
- H. He lit _____ fire.
- I. She wrote _____ letter to her father and posted it.
- J. Would you please pass me _____ salt.
- K. They shall be back in _____ hour's time.
- L. _____ river was treacherous.
- M. _____ police arrested _____ one-eyed man.

8. Write the three forms: Positive, Comparative, Superlative:

- A. Tall
- B. Beautiful
- C. Old
- D. Good
- E. Bad
- F. Cold
- G. Dark
- H. Short
- I. Clever
- J. Sad
- K. Tender

9. Rewrite the following sentences using *too...to* or *enough...to*.

- A. She is strong. She can climb the mountain.
- B. The man is cruel. He will not feed the animals.
- C. The shirt is very small. He cannot wear it.
- D. The boss is a dull man. His cannot make the company successful.

E. I am very tired. I cannot work today.

F. The dam is strong. It will hold the flood waters.

10. Use the correct tense of the verb:

A. When he _____ (arrive), the train _____ (left).

B. I _____ (leave) Thiruvananthapuram tomorrow.

C. As soon they _____ (understand) that it _____ (rain) they _____ (take) out their umbrellas.

D. Just as she was _____ (entering) the room, they all _____ (run) out.

E. The show already _____ (begin) before they _____ (reach) the theatre.

F. He _____ (work) in New York for five years. I saw him.

G. I _____ (write) to her yesterday.

H. He _____ (go) to the place tomorrow.

11. Fill in the blanks with the proper verbs:

A. A Poet and a critic _____ visiting our college.

B. He thought that six feet _____ a good height for a person.

C. One of the players _____ injured during the match.

D. There _____ some famous people visiting the place.

E. Many a passenger _____ hurt in the accident.

F. A good many passengers _____ hurt in the accident.

G. The news of the earthquake _____ shattered them.

H. Politics _____ not everyone's game.

I. The United Kingdom _____ a country that is still a super power among nations.

J. Measles _____ not a common disease now.



Unit 3

Précis

Learning Outcomes

The exercises in this unit are aligned to the following outcomes:

- ▶ distinguish between main points and supporting details in a text.
- ▶ identify the gist of a written material.
- ▶ summarize a text by including all the vital details.
- ▶ prepare a precis that is easy to read, yet exhaustive in all the important ideas.

Prerequisites

It is important to learn to summarize. Summarizing is essentially an act of distinguishing between the essential and the inessential. To attempt a summary is not to cut something short without rhyme or reason. It is not a haphazard way of chopping a text small. Rather, to write a precis is to retain everything that is essential. In a precis, it is important to rewrite the original text in a terse and compact way so that all the unnecessary frills are taken off, while keeping the important aspects.

Keywords

Summarize, Gist, Main Points, Sub-points

How to write a good precis

Look at these sentences: In a world riddled with burning issues like poverty, hunger, wars and pollution, every action of an individual has more implications than they realise. In our innocence, we might overlook the consequence of our own behaviour. Constant and unwavering monitoring of one's own actions is fruitful in making a better world than criticising others' ways of conducting

their business."

Now read the following sentence : It is better to realize the impact of one's own actions that contribute to global issues like poverty and wars rather than criticising others.

The first passage has been rewritten in the second sentence, but in fewer words without compromising the meaning. This is what a precis does. It makes things clear and concise

without compromising the meaning and vital details.

Here are some tips to remember while preparing a precis:

- ▶ Read the passage thoroughly and carefully to understand the meaning.
- ▶ If possible underline or try to remember the most important parts of the passage.
- ▶ Stick to simple language as far as possible.
- ▶ Remove the unimportant details, multiple examples, extensive statistics, and keep only the very essential details.
- ▶ From an exam point of view, the precis should be one-third of the length of the original passage.
- ▶ Give a suitable title for the precis - not too long or not too short.
- ▶ Since a passage has to be small, in most cases the precis only one paragraph. A precis is not an essay and is not long.
- ▶ Summarizing does not mean adding new ideas. The precis has to be true to the original text.
- ▶ The precis has to be in Third Person even if the original text is in First Person or if it is in the form of a dialogue.

Example

Prepare a precis of the following passage:

There is no need to run, strive, search or struggle. Just be. Just being in the moment in this place is the deepest practice of meditation. Most people cannot believe that just walking as if you have nowhere to go is enough. The Buddha said, 'My practice is the practice of nonpractice.' That means a lot. Give up all struggle. Allow yourself to be, to rest.

People talk about entering nirvana, but we are already there. Aimlessness and nirvana are one. Many of us have been running all our lives. Practice stopping. "Our greatest fear is that when we die we will become nothing. Many of us believe that our entire existence is only a life span beginning the moment we are born or conceived and ending the moment we die. We believe that we are born from nothing and when we die we become nothing. And so we are filled with fear of annihilation.

The Buddha has a very different understanding of our existence. It is the understanding that birth and death are notions. They are not real. The fact that we think they are true makes a powerful illusion that causes our suffering. The Buddha taught that there is no birth; there is no death; there is no coming; there is no going; there is no same; there is no different; there is no permanent self; there is no annihilation. We only think there is. When we understand that we cannot be destroyed, we are liberated from fear. It is a great relief. We can enjoy life and appreciate it in a new way.

(Thich Nhat Hanh, *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*)



The precise of the above excerpt is given below:

Finding Peace and Happiness

Thinking that people come from nothing and will soon become nothing after death, people search and struggle to aim for such things as nirvana. It is to be understood that nirvana and aimlessness are one and the same. We are already there, and we need not fear death. We can find solace if we understand the Buddha's realization that concepts like birth, death, same, different - are all powerful illusions. When we understand that we cannot be destroyed, we learn to enjoy life and live in peace.

Now attempt to write precis of the following passages:

Passage 1

Nothing is more vital to life than breathing: in a lifetime, about 250m litres of air passes through your lungs. Yet walk along a busy city street and you will inhale something like 20m particles in a single lungful. Toxic air is now the biggest environmental risk of early death, responsible for one in nine of all fatalities. It kills 7 million people a year, far more than HIV, tuberculosis and malaria combined, for example. Dr Maria Neira, the World Health Organisation director with responsibility for air pollution, is blunt: "It is a global public health emergency."

How much does it cost us? The lost lives and ill health caused are also a colossal economic burden: \$225bn in lost labour income in 2013, or \$5.11tn per year (about \$1m a minute), if welfare losses are added in, according to a 2016 World Bank report, which called the figure "a sobering wake-up call".

Air pollution is getting worse in the developing world and, while it is getting better in some developed nations, our knowledge of how comprehensively it damages our bodies and minds is growing even faster.

Dirty air has been with us for centuries – previously, we simply lived with it – and no one has yet had air pollution as a cause of death on their death certificate. It is only in recent decades that the damage to health has become clear, and in recent years that the health crisis has received widespread attention, thanks to research revelations, government legal defeats and the Volkswagen diesel scandal.

But there is a silver lining to air pollution's cloud of smog: action to cut it not only brings immediate benefits but also helps fight climate change in the longer term.

Who does it affect? Almost everyone. Over 90% off the world's population lives in places where air pollution is above WHO guidelines. It is worst in south and east Asia, where most of humanity lives, with traffic, dirty industry and the open burning of waste delivering a triple whammy.

India has almost half of the top 50 most polluted cities in the world, China has eight and Iran has three. Africa is highly polluted but little measured: in 2015 Paris had three times more monitoring stations than the entire continent. (From *The Guardian*)

Passage 2

The light has gone out of our lives and there is darkness everywhere. I do not know what to tell you and how to say it. Our beloved leader, Bapu as we called him, the Father of the Nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will never see him again as we have seen him for these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow, not to me only, but to millions and millions in this country. And it is a little difficult to soften the blow by any other advice that I or anyone else can give you.

The light has gone out, I said, and yet I was wrong. For the light that shone in this country was no ordinary light. The light that has illumined this country for these many years will illumine this country for many more years, and a thousand years later, that light will be seen in this country and the world will see it and it will give solace to innumerable hearts. For that light represented something more than the immediate past, it represented the living, the eternal truths, reminding us of the right path, drawing us from error, taking this ancient country to freedom.

All this has happened when there was so much more for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to bear.

A madman has put an end to his life, for I can only call him mad who did it, and yet there has been enough of poison spread in this country during the past years and months, and this poison has had an effect on people's minds. We must face this poison, we must root out this poison, and we must face all the perils that encompass us, and face them not madly or badly, but rather in the way that our beloved teacher taught us to face them.

The first thing to remember now is that none of us dare misbehave because he is angry. We have to behave like strong and determined people, determined to face all the perils that surround us, determined to carry out the mandate that our great teacher and our great leader has given us, remembering always that if, as I believe, his spirit looks upon us and sees us, nothing would displease his soul so much as to see that we have indulged in any small behaviour or any violence.

(Jawaharlal Nehru's words on the assassination of Mahatma Gandhi)



Passage 3

The Himalaya and humans are both Cenozoic creatures. The Cenozoic (literally ‘new life’) is the latest era in Earth’s history, encompassing the past 65 million years. By human standards, this is a long period of time, but by the Earth’s scale of ‘deep time,’ it represents merely 1.5 percent of Earth’s age (4500 million years). About 65 million years ago, the Mesozoic (‘middle life’) Era or the Age of Reptiles ended with the extinction of dinosaurs and many other species, and the Cenozoic or the Age of Mammals began.

What is more is that the Himalaya is the youngest mountain on Earth, and geologically speaking, it is still active and still rising to the sky. There are many active faults and numerous earthquakes (some big and many small) in the Himalayan region. Likewise, humans are also the youngest species on Earth, and they are still rising to their human potential, intellectual peaks, and spiritual sky. Just as the rise of the Himalaya has been accompanied by earthquakes and landslides, so has been the development in human’s communities associated with changes, crises and challenges.

The Himalaya, the youngest mountain on Earth, did not come into existence all of a sudden. It has taken tens of millions of years for these mountains to form. When the Mesozoic Era began about 245 million years ago, India together with Africa, South America, Australia, and Antarctica were parts of a super-continent in the southern hemisphere called Gondwana. (It was named after the Gond tribes in central India, in whose land the evidence for the existence of the former super-continent was first discovered in the mid-nineteenth century by British geologists working in the Geological Survey of India in Calcutta.)

A vast sea, which geologists have named the Tethys (after the wife of Oceanus in Greek mythology) lay between Gondwana and Eurasia. Gondwana was subsequently split into several major tectonic plates. Gondwana was Mother of four continents (Antarctica, South America, Australia, and Africa) and one subcontinent (India); she was also Mother of the three oceans (the South Atlantic, the Antarctic, and the Indian Oceans) that separate these continents.

The Indian continental plate separated from Gondwana about 120 million years ago, and as it drifted northward, the Tethys ocean became small and smaller because it began subducting beneath the margin of Asia. Ocean-floor rocks (mainly basalt) are heavier than continental rocks (mainly granite); so when they are pushed together, the oceanic floor subducts beneath the continental margin. And in so doing, a magmatic arc made up of volcanic and granitic rocks is produced on the continental margin from the melting and upward rise of the subducting oceanic crust (as it happens today

along Indonesia, Japan, and the Andes). This was also the case with the subduction of the Tethys. The volcanic and granitic rocks in Kohistan (in northern Pakistan), Ladakh (in India) and all along southern Tibet (from Kailas through Lhasa to Mishimi hills at the easternmost boundary of the Himalaya) are products of the Tethys subduction. These rocks were formed between 120-40 million years ago. This magmatic range is known as the Trans-Himalaya - a term coined by Alexander Cunningham in his book Ladak (1854). The Trans-Himalaya was extensively explored by the 'Pundits' of the Indian Survey during the 1860s-1890s and by the Swedish geographer Sven Hedin, author of the three-volume book, Trans-Himalaya (1909-1912).

Source: www.himalayanclub.org

Unit 4

Essay Writing

Learning Outcomes

Upon the completion of this unit and doing practices in it, the learners will be able to:

- ▶ to develop writing skills.
- ▶ to imbibe critical thinking.
- ▶ to prepare different types of essays.
- ▶ to work independently on developing an idea.
- ▶ to enhance vocabulary by using appropriate words in essays.

Prerequisites

Whenever we need to express an idea elaborately in writing, we opt for the prose form as opposed to poetry. An essay is a loose term for writing in prose, in an effective way to express oneself, allowing the writer to assert his/her opinion on a topic.

Keywords

Argumentative Essay, Expository Essay, Narrative Essay, Descriptive Essay

Although there are innumerable ways of writing an essay and many different types of essays, we can classify essays into four major types for clarity: Expository, Narrative, Persuasive and Descriptive.

Expository Essay: An expository essay requires the students to explore an idea, communicate factual information, compare and contrast, evaluate, provide a clear and focused explanation of a particular topic.

Narrative Essay: Narrative essays are anecdotal and experiential. It tells a vivid story

usually from a particular person's viewpoint.

Persuasive Essay: A persuasive essay has a strong persuasive argument. It is an attempt to convince the reader of an opinion by walking through a number of logical arguments. The persuasive essay can also be called an argumentative essay as it argues in support of an idea.

Descriptive Essay: A descriptive essay gives a detailed description of something - person, object, experience, place or situation.

Essays can also be classified into numerous other types like Analytical Essay (reviews of books, movies, situation, or an essay that brings forth some subtle nuances of a topic), Philosophical/Reflective Essay (that discusses some profound issues like life, death, love, truth etc) and Process Essay (that describes how to do something).

Components of an essay:

Every essay can be divided into three distinct parts: 1) Introduction, 2) Development of an idea, 3) Conclusion.

In smaller essays, the introduction and conclusion can be in a single paragraph each and the development of the idea can be made in many paragraphs.

Example 1: Descriptive Essays

My Favourite Place

How does one find one's favourite place? It would make sense to say that the place where one finds oneself, their true selves, would be their favourite place. Places often have great influence on people and help them discover or rediscover themselves. My first memories that are very dear to me are of my ancestral home in Alleppey. The house was, I thought, as comfortable as the proverbial mother's womb. It was surrounded by huge trees, whose branches cast a brilliant shade on the house even in the middle of a sweltering summer.

Nature has a way of luring us into its soothing lap and this beautiful place in Alleppey did the same to me. If the trees captured our hearts at home, just a stone throw away was the vast ocean that beckoned us with its mighty waves. Most evenings we would rush to the sea, to run through its beaches, bury our feet in its wet sands, pick sea shells and dig holes and build sand castles.

On the days when the sea is rough we will all huddle up in the house or splash about in

one of the ponds around the house. The ponds were also a relief on the summer days and its cool waters soothed not just our bodies but also our minds. To add to the joy of being in the surroundings were the flock of cousins who thronged the house during vacations. They came from near and far and the joy of being at the beautiful place multiplied manifold in pleasant company.

The aroma of grandmother's cooking was literally the icing on the cake. It connected to the place not just through the sites and sounds of cooking, but also through the tempting wafts of delicious recipes. All of this makes Alleppey my favourite place. As a child my heart leapt with joy at the thought of the place, and as an adult it still rejoices at the prospect of being in such a beautiful and serene place.

Example 2 : Persuasive Essay

Why are alternative medicines still popular?

Alternative medicines have played a significant role in the healing of diseases for centuries and its rising popularity shows no sign of dying down. The numerous benefits directly linked to alternative medicines have created a wave of interest in them. Alternative medicines include a wide array of treatments which, while understood to be unorthodox, have many advantages over modern forms of medicines. They are capable of achieving health benefits that modern medicines may not be able to achieve. As its practices may not be deemed to be traditional or standard, alternative medicines are often criticized and



there are many detractors of these forms of medicines.

Alternative medicines however should not be misunderstood to be quack remedies or medicines for the poor who cannot afford modern medicines. Many people are found to be using alternative medicines because they have understood it to be better alternatives, being less intrusive with less side effects, and are probably in congruence with their orientation towards health and life.

It can be argued that nothing can compete with a standard hospital room with modern equipments and sophisticated tools. But if alternative medicines are not seen as branches that are inimical to modern medicine, they can be understood to be systems that work to improve human health in their own unique way.

The lack of sophisticated equipments in alternative medicines do not render them less effective. In fact, they have their own unique properties and functions in sorting out many health related issues and they have been doing so for hundreds of years.

In India, Ayush is the name for the ministry of alternative system of medicines. The Ministry of Ayush has encouraged education and research in Ayurveda, Yoga, Naturopathy, Unani, Siddha, Sowa Rigpa and Homeopathy. Such attempts will go a long way in ensuring that traditional systems of medicines do not become extinct and that the knowledge that humanity has accrued over the centuries are not lost.

The best thing to do with alternative systems of medicines is not to wish them away but to encourage research and development in it so that it overcomes its short falls and flaws if any and becomes better at helping humanity deal with health challenges better.

Example 3 : Narrative Essay

A Trip to Manasarovar.

Manasarovar is a large freshwater Lake situated in Tibet. It is considered to be a remnant of the Thethys sea. The lake holds religious importance for many groups of people like Hindus, Buddhist and Jains. Because I had heard about the visual splendor that Manasarovar was, I packed my bags and left for the place the first opportunity that I got.

Close to Manasarovar is Mount Kailash, the mountain considered to be the abode of Lord Shiva. The place, of course, is a geological wonder. But for most visitors, it is often part of their spiritual quest. The lake is at a height of 4557 meters above sea level and is unbelievably cold. It was wonderful to see Mansarovar from which the four major rivers Brahmaputra, Ghagra, Sindhu and Satluj originate.

Standing at the edge of the waters one could feel the majestic presence of the six other mountain ranges that surrounded Mount Kailash. Near the lake are many types of herbs and shrubs that have many medical properties. The flora consists of Nagmani flowers, the nettle plant and stinging nettle, among others.

On the way to Manasarovar, we also stop at Gowri Kund and Rakshas Tal. Although the place was cold and one could feel the lack of oxygen weighing one's body down, it was also exhilarating because of the sheer beauty and magic of the place. I hold the memories of Manasarovar close to my heart and look forward to visiting the place again.

Example 4 : Expository Essay

An expository essay is an essay that explains a topic without presenting the readers with a subjective opinion of the author. Look at this

essay on Computers from brittanica.com.

The Beginning of the Computer

A computer might be described with deceptive simplicity as “an apparatus that performs routine calculations automatically.” Such a definition would owe its deceptiveness to a naive and narrow view of calculation as a strictly mathematical process. In fact, calculation underlies many activities that are not normally thought of as mathematical.

Walking across a room, for instance, requires many complex, albeit subconscious, calculations. Computers, too, have proved capable of solving a vast array of problems, from balancing a checkbook to even in the form of guidance systems for robots walking across a room.

Before the true power of computing could be realized, therefore, the naive view of calculation had to be overcome. The inventors who laboured to bring the computer into the world had to learn that the thing they were inventing was not just a number cruncher, not merely a calculator. For example, they had to learn that it was not necessary to invent a new computer for every new calculation and that a computer could be designed to solve numerous problems, even problems not yet imagined when the computer was built. They also had to learn how to tell such a general problem-solving computer what problem to solve. In other words, they had to invent programming.

They had to solve all the heady problems of developing such a device, of implementing the design, of actually building the thing. The history of the solving of these problems is the history of the computer.

Let us now look at the features of a good essay:

1. A good essay is the result of careful planning. It presents accurate information and rejects what is redundant.
2. A good essay is comprehensive in its vision, yet not verbose and vague.
3. It is as objective as possible and even while presenting the author’s own view point, it is not prejudiced or biased.
4. The language used in a good essay is appropriate to the content of the essay. Jargons are included only if the essay is intended for a specific group of readers who understand those words.
5. A good essay is clear and concise and has an appropriate title.

1. Attempt an essay on the following:

- A. Population Explosion
- B. My favourite day in school.
- C. The movie I liked the most.
- D. Is reading habit declining in youth?
- E. How to avoid another pandemic.
- F. Why empowerment of women is the empowerment of a nation.
- G. The benefits of eating home-cooked food.
- H. Today’s youth have exhibited a greater sense of responsibility to nature and the planet.
- I. Uninvited guests.



Unit 5

Report Writing

Learning Outcomes

The exercises in this unit are aligned to the following learning outcomes:

- ▶ prepare comprehensive reports.
- ▶ practice objectivity in writing.
- ▶ arrange ideas coherently and intelligibly in a report.
- ▶ prepare reports according to purpose and audience.

Prerequisites

Reports are a written record of what one has seen, done, heard or looked into. Reports consist of well-organised and methodical presentation of facts and results from an event. Reports are often for a particular audience and of events that have already occurred. The common type of reports are the ones we watch in newspapers and magazines. There are also reports that are created for businesses and research purposes. Although newspaper reports and magazine reports are short, there are reports that run into many pages and are published like a book. Technical reports and many official reports are of this nature.

Keywords

Newspaper Report, College Magazine Report, Objectivity, Structure of a Report

Features of a good report

The following are the features of a good report:

- ▶ Clear Objective
- ▶ Proper Structure
- ▶ Easy and Clear Language
- ▶ Audience appropriate jargons.
- ▶ Accurate Information

- ▶ Objectivity
- ▶ Relevance
- ▶ Conciseness
- ▶ Attractive Presentation

Structure of a Report

The structure of a report is as given below:

- ▶ Title
- ▶ Table of Contents

- ▶ Statement of Problem
- ▶ Introduction
- ▶ The context of the report and procedure followed
- ▶ Findings and Recommendations
- ▶ Conclusion
- ▶ Appendices (in any)
- ▶ Bibliography

Such a structure can be followed for a large and comprehensive report. However,

Sample Reports

a newspaper or magazine report can have a simple structure:

- ▶ Headline (Title)
- ▶ Reporter's name, Place and Date (Depending on the report, name or place can be excluded too)
- ▶ Body
- ▶ Conclusion

Report on Science Exhibition for the College Magazine.

On 10 November 2021, St. Antony's College, Thiruvananthapuram, organized a science exhibition. The exhibition was organized in connection with World Science Day for Peace and Development which is annually held on November 10th to raise awareness on the benefits of science worldwide. Ms Sreeja Raghav, the renowned scientist was the chief guest for the day. The exhibition started at 10:00 a.m. and was open to the students and their parents. It was conducted in three different venues in the college which consisted of two exhibition halls and the college auditorium.

The program started with the principal of the school delivering a commencement speech and announcing that the three best exhibits would be selected for regional level exhibition which was to be held in a month's time. As the exhibition started, students from various departments presented their projects. Each project was the work of at least ten students. However, the presentation of the project was done by two students at a time. The major themes covered included space technology, EV technology, solar energy, artificial intelligence, internet of things and robotics. Just before the exhibition was opened to the students, Ms Sreeja Raghav and the Principal went around looking at the different models designed by the students and listened to the descriptions and asked them questions. This was followed by the students and parents seeing the projects, and clarifying their doubts. The exhibition had models of the projects and also visual representations of the concepts behind the projects. These were prepared on charts and some were also presented on laptops. Ms. Raghav delivered a small speech on the importance of science and also congratulated the students on their effort in preparing the projects.

There was a team of four professors who were the official judges for the day and they announced three prizes in the end. Prakash Rajan, first year Chemistry student won the first prize. Jayden, first year student from the Department of Maths won the second prize and Mia Joseph, second year student Commerce student won the third prize. The three students were given prizes at the end of the program by the Principal and all the participants were given certificates and mementos for their effort. The exhibition came to an end at 4:00 p.m.



Now, read a newspaper report on the extreme weather conditions in India.

India saw extreme weather disasters on 241 of 273 days of 2022, claiming 2577 lives.

Aditi Gupta, 01 November 2021

India experienced extreme weather events between January and September this year which claimed 2,755 human lives and 69,000 animals across the country. A latest report by India's environment think tank Centre for Science and Environment said that the "worse is happening now" with each month experiencing extreme weather days be it heatwaves, coldwaves, heavy rainfall, flooding, lightning, storms, cyclones, cloudburst and snowfall in different regions in the country through various seasons.

According to the report titled 'The State of Extreme Weather 2022', which analyzed extreme weather events in India in its first 273 days this year, more than 400,000 houses and 1.8 million hectares of cropland was damaged by weather disasters. During a webinar ahead of the international climate conference COP 27 scheduled to begin on November 7 in Egypt, CSE Director General Sunita Narain said the extreme weather disasters were the "revenge of nature" and an impact of climate change.

Presenting the report, its authors Rajit Sengupta and Kiran Pandey said that on 241 out of the 273 days in 2022, India experienced extreme weather events. While on 159 days the country saw lightning and storms, there was heavy rainfall, floods and landslides on 157 days, heatwaves on 66 days, coldwaves on 30 days, cloudburst on 11 days and snowfall on two days. These events also claimed several lives.

Around 1214 human lives were claimed by heavy rain, floods and landslides between June and September with north-eastern state of Assam being hit the worst with 221 deaths followed by central India's Madhya Pradesh with 112 deaths. Nearly 954 people were killed due to lightning and storm between July and September with Madhya Pradesh recording maximum deaths at 164 followed by Maharashtra at 94.

The report said that India recorded 66 days of heatwaves which claimed 45 lives with the early onset in March until July. The western state of Rajasthan was worst hit by heatwaves which lasted 42 days followed by Maharashtra with 24 days of heatwaves and 34 deaths. Rajasthan did not record any death due to heatwave, the report said.

The country also experienced cold waves or cold days for 30 days with 22 days in January and eight days in February in two states and Union Territories. While Madhya Pradesh had 21 days of cold waves, it lasted for 20 days in Uttar Pradesh. No lives were claimed.

The 11 days of cloudburst killed 33 people in four states with maximum deaths in Himachal Pradesh at 12. Two places - Jammu and Kashmir and Arunachal Pradesh

experienced snowfall which lasted two days in the entire 273 days and claimed a total of eight lives. While one person died in Jammu and Kashmir, seven deaths were recorded in Arunachal Pradesh.

“While January saw cooler daytime temperatures, February remained almost half a degree colder than normal, resulting in 30 cold wave days and 12 hailstorm days. January was also abnormally wet. It was the seventh wettest since 1901 while February was drier than normal,” said Kiran Pandey, Programme Director, Environment Resource Unit, CSE. (www.wionews.com)

Practice Exercises

1. Prepare a report for your college magazine on the Annual Day event.
2. You are the reporter covering a match for the Football World Cup. Write a brief report of the match.
3. Write a report on waste management in your locality.
4. Prepare a study report on animal abuse in your state.



Sreenarayanaguru Open University

BA English Language and Literature

Language Core Course

B21EG01LC

READING AND WRITING ENGLISH

End Semester Examination

MODEL QUESTION PAPER-I

Time: 3 Hours

Total Marks: 70

Section A: Objective Type Questions

(1 x 10=10)

Answer any 10 out of 15

1. Which Latin word is the basis for the English term 'Communication'?
2. What is another name for informal communication?
3. What kind of a barrier is the use of jargon?
4. Which type of reading has to be used while going through cunningly written advertisements and riddles?
5. What serves as a foundation for understanding a poem?
6. What is another name for 'helping verbs'?
7. What is a sentence that expresses command, wish, or request known?
8. Select the correct reported speech.
Alex, "My sister hasn't eaten dragon fruit before."
 - a. Alex said that her sister ate dragon fruit before.
 - b. Alex said that her sister hadn't eaten dragon fruit before.
 - c. Alex said that her sister had eaten dragon fruit before.
9. Which voice is used to emphasise the action?
10. What are the two broad types of email responses?
11. What makes the reader ignore messages?
12. In which style are the answers required to be written in open-ended question examinations?
13. What is the process of checking surface-level errors like spelling mistakes and grammatically incorrect expressions called?
14. What is the term for words that connect ideas in a text, such as 'however' or 'therefore'?
15. What type of essay presents factual information without the author's opinion?

Section B: Very Short Answers

(2 x 5 = 10)

Answer any 5 out of 10

16. Why is feedback necessary for the process of communication?
17. What is meant by labelling?



18. What is meant by close reading?
19. What is meant by skimming a text?
20. What is meant by theme in poetry?
21. Use the words 'fond' and 'fondness' in different sentences.
22. What are the four main types of tenses in English grammar?
23. Write an example of the opening sentence of an email reply to a query about a product of your company.
24. What is an informal report? What are the two types of informal reports?
25. What is the difference between skimming and scanning?

Section C: Short Answers

(6 x 5 = 30)

Answer any 6 out of 12

26. Explain the main differences between oral and written methods of communication.
27. What is meant by cultural barrier in communication? Explain.
28. Explain the three levels involved in textual interpretation.
29. What are the different purposes of reading?
30. Write a paragraph on stative and dynamic verbs by providing examples for each.
31. Explain the difference between simple, compound, and complex sentences with examples.
32. Elaborate on the importance of concord in sentence construction.
33. What do you have to include in an email response that declines a job application?
34. Differentiate between the active and passive vocabulary.
35. Compare and contrast informational reports and interpretive reports.
36. Explain the benefits of editing and proofreading.
37. What are the key features of a good abstract?

Section D: Long Answers

(2 x 10 = 20)

Answer any 2 out of 4

38. Explain the different forms of communication and techniques for effective communication.
39. Analyse the short story "The Open Window" by H.H. Munro, discussing its themes, characters, and narrative technique.
40. You are the Human Resource Manager at Fabulous India Textile Company. Write a letter report addressed to the Managing Director, based on your findings regarding the issues faced by the employees at your newly opened outlet in Thiruvananthapuram, Kerala.
41. Write an essay on "The Impact of Social Media on Youth".





Sreenarayanaguru Open University

BA English Language and Literature

Discipline Core Course

B21EG01LC

READING AND WRITING ENGLISH

End Semester Examination

MODEL QUESTION PAPER-II

Time: 3 Hours

Total Marks: 70

Section A: Objective Type Questions

(1 x 10=10)

Answer any 10 out of 15

1. Where was paper invented?
2. Which part of non-verbal communication includes certain body movements and gestures?
3. Mention an emotional barrier to communication.
4. Which type of reading would facilitate readers in fully comprehending a text?
5. What is the element that makes reading more enjoyable?
6. Identify the type of noun: 'Chairperson'.
7. Choose the correct option: A bunch of keys _____ (is/are) missing.
8. Choose the correct option: The committee _____ (meet/meets) every week.
9. Choose the right answer.
Mary: "I have been to London."
Steffy: "Mary said that she _____ to London."
a. Had been
b. Has been
c. Was being
10. What is the most commonly used platform nowadays for sending professional and personal queries, applications and responses?
11. What determines the tone of your writing?
12. What is the best approach to preparing for essay-type questions?
13. What plays a prominent role in ensuring the quality of one's writing?
14. What is the term for a brief summary of a longer text that captures its main ideas?
15. What type of essay tells a story or recounts a personal experience?

Section B: Very Short Answers

(2 x 5 = 10)

Answer any 5 out of 10

16. What is paralanguage or vocalics?
17. What is active listening?



18. Define the scanning method of reading.
19. What is meant by 'textbase'?
20. Add the appropriate indefinite article:
 - a. We heard that — union minister will be passing by soon.
 - b. Someone ought to put up — electric fence around the property.
21. Give question tags: (a) *You have a sister.* (b) *He is very happy today.*
22. Put the words in order to make a reported speech sentence.
 - a. passed/ Leela/ she/ me/ had/ told/ exam/ her.
 - b. wanted/ they/ swim/ would/ he/ if/ know/ to
23. Mention any two tips for writing good answers in the examinations.
24. What is the difference between a summary and a précis?
25. What are the four main components of an essay?

Section C: Short Answers

(6 x 5 = 30)

Answer any 6 out of 12

26. List some guidelines for effective communication.
27. Write a short note on the sender-receiver model of communication.
28. What makes a literary essay different from a book review?
29. Explain ideas to conduct a skim reading of a book.
30. Explain the usages of the following pairs of verbs along with examples for each: hanged/ hung, deny/refuse, agree/accept
31. Explain the difference between present perfect and past perfect tenses with examples.
32. Write a note on the importance of concord between subject and verb in a sentence.
33. Write a note on the writing style in communication.
34. Write a note on how to develop a plan for writing answers to exam questions.
35. What are the processes involved in writing an abstract?
36. Write a short note on the elements to consider while proofreading content.
37. Explain the structure of a formal report.

Section D: Long Answers

(2 x 10 = 20)

Answer any 2 out of 4

1. Explain the different types of barriers to communication and suggest ways to overcome them.
2. Analyze the poem "The Blessed Damozel" by Dante Gabriel Rossetti, discussing its themes, imagery, and poetic techniques.
3. What are the key elements to be considered while approving or declining an application? Explain with examples for each type of application.
4. Write an essay on "The Importance of Reading in the Digital Age".



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