Unit - 1

BASIC LANGUAGE SKILLS-VOCABULARY BUILDING

UNIT STRUCTURE

1.0   OBJECTIVES

- To help the students understand the commonly used Antonyms, To help the students understand the various sub units of Vocabulary

- Synonyms, Suffixes, Prefixes, Root words, Homophones, Homonyms and   Collocation

- To understand how to apply the knowledge of vocabulary to solve exercises

1.1   INTRODUCTION

Vocabulary is critical to reading success for three reasons:

1. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

2. Words are the currency of communication. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.

3. When students improve their vocabulary, their academic and social confidence and competence improves, too.

1.2 ANTONYMS, SYNONYMS

Commonly used Vocabulary

Antonyms are words that have opposite meanings. Synonyms are words that have the same or nearly the same meaning. Homonyms are words that are pronounced the same, and are sometimes spelled the same, but have different meanings.

Antonym: Examples
- Achieve – Fail
- Idle – Active
- Afraid – Confident
- Ancient – Modern
- Arrive – Depart
- Arrogant – Humble
- Ascend – Descend
- Attack – Defend
- Blunt – Sharp
- Brave – Cowardly
- Cautious – Careless
- Complex – Simple
- Compliment – Insult
- Crazy – Sane
- Crooked – Straight
- Decrease – Increase
- Demand – Supply
- Destroy – Create
- Divide – Unite
- Drunk – Sober
- Expand – Contract
- Freeze - Boil
- Full – Empty
- Generous – Stingy
- Giant – Dwarf
- Gloomy – Cheerful
- Guilty – Innocent
- Hire – Fire
- Include – Exclude
- Individual – Group
- Innocent – Guilty
- Knowledge – Ignorance
- Liquid – Solid
- Lonely – Crowded
- Major – Minor
- Marvelous – Terrible
- Mature – Immature
- Maximum - Minimum
- Noisy – Quiet
- Optimist - Pessimist

- Ordinary – Extraordinary
- Partial – Complete
- Passive – Active
- Permanent – Unstable
- Plentiful – Sparse
- Positive – Negative
- Powerful – Weak
- Praise – Criticism
- Private – Public
- Problem – Solution
- Professional – Amateur
- Profit – Loss
- Quality – Inferiority
- Random – Specific
- Rigid – Flexible
- Segregate – Integrate
- Shame – Honor
- Simple - Complicated
- Single – Married
- Stiff – Flexible
- Strength – Weakness
- Sturdy – Weak
- Sunny - Cloudy
- Superb – Inferior
- Temporary – Permanent
- Timid – Bold
- Toward – Away
- Tragic – Comic
- Transparent - Opaque
- Triumph – Defeat
- Union – Separation
- Unique – Common
- Upset – Relaxed
- Urge – Deter
- Vacant – Occupied
- Vague – Definite
- Vertical – Horizontal
- Villain – Hero
- Visible - Invisible
- Wax - Wane
- Wealth – Poverty

Synonym Examples
- Annihilation, destruction, carnage, extinction
- Benefit, profit, revenue, yield
- Cunning, keen, sharp, slick
- Destitute, poor, bankrupt, impoverished
- Deterioration, pollution, defilement, adulteration
- Enormous, huge, gigantic, massive

- Fertile, fruitful, abundant, productive
- House, dwelling, abode, domicile
- Intelligent, clever, brilliant, knowledgeable
- Loyal, faithful, ardent, devoted
- Organization, institution, management
- Partner, associate, colleague, companion
- Polite, courteous, cordial, gracious
- Risky, dangerous, perilous, treacherous
- Sleepy, drowsy, listless, sluggish
- Vacant, empty, deserted, uninhabited.

1.3 HOMOPHONES AND HOMONYMS

Homonym Examples
- Aid - Aide
- Aisle - I'll - Isle
- Aloud - Allowed
- Altar - Alter
- Ark - Arc
- Beech - Beach
- Birth - Berth
- Bore - Boar
- Byte - Bite
- Blew - Blue
- Bow - Bough
- Boy - Buoy
- Bread - Bred
- Browse - Brows
- Cell - Sell
- Cereal - Serial
- Chilly - Chili
- Chord - Cord
- Complement - Compliment
- Counsel - Council
- Creak - Creek
- Crews - Cruise
- Dual - Duel
- Fair - Fare
- Fairy - Ferry
- Feat - Feet
- Fir - Fur
- Flea - Flee
- Gorilla - Guerrilla
- Groan - Grown
- Hall - Haul
- Holey - Holy
- Incite - Insight
- Jeans - Genes
- Knead - Need

- Knight - Night
- Lessen - Lesson
- Links - Lynx
- Loan - Lone
- Oral - Aural
- Ought - Aught
- Oar - Or - Ore
- Overdo - Overdue
- Peak - Peek
- Phase - Faze
- Pole - Poll
- Pray - Prey
- Principal - Principle
- Raze - Raise
- Ring - Wring
- Role - Roll
- Site - Sight - Cite
- Soar - Sore
- Sole - Soul
- Toe - Tow
- Vary - Very
- Wait - Weight
- We - Wee
- Weather - Whether
- Which - Witch
- Whose - Who's

In each sentence given below a word or phrase is underlined. From the given options choose the word / phrase closest in meaning to the underlined part.

1. Grouping stars by their constellations is a <u>handy</u> way of mapping the sky.
a) funny
b) nice
c) convenient
d) simple

2. Centuries ago, a <u>nomadic</u> tribe besieged the temple to loot its treasure.
a) wild
b) barbarous
c) brave
d) roving

3. It was a <u>momentous</u> moment in the history of the nation.
a) insignificant
b) important
c) sudden
d) transient

4. This is not an <u>exhaustive</u> list of collocations.
a) complete
b) tiring
c) useful
d) adequate

5. The committee decided to <u>expel</u> the new member.
a) detain
b) remove
c) preserve
d) reserve

6. The teacher <u>berated</u> his students.
a) praised
b) advised
c) reproached
d) supervised

7. When the leadership changed, his position in the organization became <u>precarious.</u>
a) secure
b) exalted
c) uncertain
d) important

8. There was no doubt that the judgment was <u>fair.</u>
a) upright
b) insincere
c) biased
d) inconsiderate

9. Her silence was taken as <u>tacit</u> agreement.
a) hostile
b) implied
c) overt
d) general

 Answers
1. convenient
2. roving
3. important
4. complete
5. remove
6. reproached
7. uncertain
8. upright
9. implied

Choose a word that is opposite in meaning to the given keyword.

1. Macabre
a) pleasant
b) gruesome
c) dirty
d) rustic
e) uncultured

2. Machination
a) evil plot
b) good will
c) enervating
d) appetizing
e) affordable

3. Maelstrom
a) destructive
b) malign
c) benign
d) malicious
e) enchanting

4. malcontent
a) provoked
b) dissatisfied
c) rebellious
d) satisfied
e) tempting

5. malediction
a) blessing
b) verbose
c) verbal
d) colloquial
e) curse

6. Malefactor
a) helper
b) criminal
c) benefactor
d) supporter
e) dependent

7. Malodorous
a) filthy
b) vulgar
c) fragrant
d) stench
e) venerable

8. Manifold
a) few
b) open
c) multiple
d) folded
e) diverse

9. Maudlin
a) weepy
b) pleasing
c) unemotional
d) sentimental
e) vulnerable

10. Maverick
a) conformist
b) rebel
c) individualist
d) eccentric
e) nonconformist

11. Mawkish
a) maudlin
b) sappy
c) weepy
d) mushy
e) unemotional

12. Meander
a) stroll
b) roam
c) ramble
d) rush
e) wander

13. Mendicant
a) beggar
b) honest
c) none of these
d) affluent
e) miserly

14. Mercurial
a) predictable
b) unpredictable
c) witty
d) lively
e) unexpected

15. Mettle
a) cowardice
b) resolve
c) grit
d) courage
e) valour

Answers
1. pleasant
2. good will
3. benign
4. satisfied
5. blessing
6. benefactor
7. fragrant
8. few
9. unemotional
10. conformist
11. unemotional
12. rush
13. affluent
14. predictable
15. cowardice

Fill in the blanks with the appropriate word. Each question is followed by four suggested answers. Choose the most appropriate one.

1.   The job of a ——————- is very risky.
a)   Minor
b)   Miner
c)   Miser
d)   Miller

2.   I need to buy a —————— of shoes.
a)   Pair
b)   Pare
c)   Pear
d)   Peer

3.   She has ————— looks.
a)   Plane
b)   Plain
c)   Plan
d)   None of these

4.   We need to purchase ten ————— of paper.
a)   Coirs
b)   Choirs
c)   Quires
d)   Corns

5. He is determined to ——————— vengeance on his enemies.
a) Reck
b) Wreck
c) Wreak
d) Rack

6. Hundreds of people lost their lives in the ——————
a) Shipwreck
b) Shipreck
c) Shipwreak
d) Shiprack

7. The measures taken to control the epidemic proved ———————
a) Efficient
b) Effective
c) Efficacious
d) None of these

8. He is ——————— for the membership of the club.
a) Legible
b) Eligible
c) Illegible
d) None of these

9. His story is not all ———————-
a) Creditable
b) Credible
c) Credulous
d) None of these

10. We expect an ——————— reply.
a) Expedient
b) Expeditious
c) Expeditiously
d) None of these

11. The eminent man was in —————— danger.
a) Eminent
b) Imminent
c) Immediate
d) Instant

12. He is very ——————— of success.
a) Confident
b) Confidant
c) Confidential
d) None of these

13. His son performed his funeral ——————
a) Rites
b) Rights
c) Wrights
d) Writes

14. The game quickly turned into a ——————-
a) Route
b) Root
c) Rout
d) None of these

Answers
1. Miner (A person who works in a mine)
2. Pair (Two similar things used together)
3. Plain (quite ordinary, ugly)
4. Quires (One quire = 24 sheets of paper)
5. Wreak
6. Shipwreck
7. Effective
8. Eligible (qualified)
9. Credible (believable)
10. Expeditious (speedy or prompt)
11. Imminent (about to occur)
12. Confident
13. Rites
14. Rout (defeat)

1.4 COLLOCATIONS

The term collocation refers to conventional word combinations. They are usually easy to understand, but not so easy for a foreign learner to produce correctly. Some examples of collocations are given below:

A burning desire (BUT NOT a blazing desire)
A blazing row (BUT NOT a burning row)
A heavy smoker (BUT NOT a devoted smoker)
A devoted mother (BUT NOT a heavy mother)
Thanks a lot (BUT NOT Thank you a lot)
Change one's mind (BUT NOT change one's thoughts)
A golden opportunity (BUT NOT a golden chance)

Formation of collocations:
Collocations are typically governed by conventions. In a sense they are idiomatic. You can, for example, think of many adjectives that can be used with the noun, 'smoker' to say that somebody smokes a lot. It just happens that English speakers use heavy, and not big, strong, fierce, hard or mad. A learner has to

know these correct combinations in order to express the idea correctly.

A foreign learner who uses wrong combinations may still be understood, but he or she will not sound natural.

Situational language:
By situational language we refer to those expressions that are typically used in everyday situations.

Examples are:
check the oil (But not usually 'inspect the oil')
Keep somebody waiting (More natural than 'make somebody wait)
Is it a direct flight? (More natural than 'Does the plane go straight there?')

List of Common Collocations

Verb collocations

have	do	make
have a bath have a drink have a good time have a haircut have a holiday have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favour do the cooking do the housework do the shopping do the washing up do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
take	break	catch
take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a leg break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu

pay	save	keep
pay a fine pay attention pay by credit card pay cash pay interest pay someone a compliment pay someone a visit pay the bill pay the price pay your respects	save electricity save energy save money save one's strength save someone a seat save someone's life save something to a disk save space save time save yourself the trouble	keep a diary keep a promise keep a secret keep an appointment keep calm keep control keep in touch keep quiet keep someone's place keep the change
come	go	get
come close come complete with come direct come early come first come into view come last come late come on time come prepared come right back come second come to a compromise come to a decision come to an agreement come to an end come to a standstill come to terms with come to a total of come under attack	go abroad go astray go bad go bald go bankrupt go blind go crazy go dark go deaf go fishing go mad go missing go on foot go online go out of business go overseas go quiet go sailing go to war go yellow	get a job get a shock get angry get divorced get drunk get frightened get home get lost get married get nowhere get permission get pregnant get ready get started get the impression get the message get the sack get upset get wet get worried

Miscellaneous collocations

Time	Business English	Classifiers
bang on time dead on time early 12th century free time from dawn till dusk great deal of time late 20th century make time for next few days past few weeks right on time run out of time save time spare time spend some time take your time tell someone the time time goes by time passes waste time	annual turnover bear in mind break off negotiations cease trading chair a meeting close a deal close a meeting come to the point dismiss an offer draw a conclusion draw your attention to launch a new product lay off staff go bankrupt go into partnership make a loss make a profit market forces sales figures take on staff	a ball of string a bar of chocolate a bottle of water a bunch of carrots a cube of sugar a pack of cards a pad of paper

(taken from www.grammarly.com)

Sample Exercise
1. My grandfather was a ……………….. smoker, so few people were surprised when he died of oral cancer.
a) serial
b) heavy
c) big

2. She was a / an …………………… wife who loved her husband more than anything else in the whole universe.
a) devoted
b) sincere
c) intelligent

3. I always avoid his company because he is a crashing ……………………..
a) bore
b) nuisance
c) guy

4. It is a golden ……………………… If you miss it, you will regret it.
a) chance
b) opportunity
c) offer

5. She seemed quite interested in buying that house, but at the last moment, she changed her …………………..
a) mind
b) thoughts
c) offer

6. Although I was ………………… annoyed by her attitude, I said nothing.
a) moderately
b) lightly
c) slightly

7. Could you …………………. the oil?
a) inspect
b) check
c) test

Answers

1. My grandfather was a heavy smoker, so few people were surprised when he died of oral cancer.

2. She was a devoted wife who loved her husband more than anything else in the whole universe.

3. I always avoid his company because he is a crashing bore.

4. It is a golden opportunity. If you miss it, you will regret it.

5. She seemed quite interested in buying that house, but at the last moment, she changed her mind.

6. Although I was slightly annoyed by her attitude, I said nothing.

7. Could you check the oil?

1.5 CHANGING THE CLASS OF WORDS

Interchange of Parts of Speech
Words can be interchanged into another part of speech sometimes by adding prefixes and suffixes
The following prefixes or suffixes at the beginning or end or the word determine whether they are Verbs, Nouns, Adjectives or Adverbs.
e.g.

Verb	Noun	Adjective	Adverb
en-	-ment	-able	
im-	-ness	-ible	
-es	-tion	-ive	
-ed	-sion	-ful	
-ire/ize	-ance	-al	
-fy	-cy	-ant	
-en	-ity	-ic	
-ate	-th	-ave	
-ish	-ce	-ent	
-dom	-ant		
-ship	-ar		
-hood	-ing		
-er/or	-y		-ly

Some Important words can be changed into all the four forms.
e.g.

Verb	Noun	Adjective	Adverb
devote	devotee, devotion	devoted, devotional	devotedly, devotionally
contruct	construction	constructive	constructively
harmonised	harmony	harmonious	harmoniously
sensed	sense	sensitive, sensible	sensitively, sensibly
possess	possessions	possessive	possessively

reflect	reflection, reflectiveness	reflective	reflectively
astonished	astonishment	astonishing	astonishingly
integrate	integration	integral	integrally
fancied	fancy	fanciful	fancifully
impose	imposition	imposing	imposingly
bonded	bond	bonded, bonding	bonding
stylized	style	stylish	stylishly
expertise	expertness, expert	expert	expertly
symbolise	symbol	symbolic, symbolical	symbolically
proportioned	proportion	proportionate	proportionately
marvelled	marvel	marvellous	marvellously
architectured	architecture	architectural	architecturally
manage	management	manageable	manageably
restrict	restriction	restrictive, restricted	restrictively
directed	direction	direct	directly
excite	excitement	excited	excitedly
form	formation	formative	formatively
speeded, sped	speed	speedy	speedily
exceed	excess	excessive	excessively
confuse	confusion	confusing	confusingly
attract	attraction	attractive	attractively

endanger	danger	dangerous	dangerously
notice	notice	noticeable	noticeably
vary	variation, variety	various	variedly
stressed	stress	stressful	stressfully
economies	economy	economic, economical	economically
relate	relation, relativity	relative	relatively
systematize	system	systematic, systemic	systematically
initiate	initiation	initiative	initiatively
presist	presistence	presistent	presistently
brutalise	brutality	brutal	brutally
include	inclusion	inclusive	inclusively
dirtied	dirt	dirty	dirtily
triumphed	triumph	triumphant	triumphantly
reduce	reduction	reducible, reductive	reducibly, reductively
diminish	diminution	diminishable	diminutively
faced	face	facial	facially
functioned	function, functioning	functioning	functionally
tensed	tension	tensed	tensely
sustained	sustenance	sustainable	sustainably
tasted	taste, tastefulness	tasty, tasteful	tastefully
remedied	remedy	remedial	remedially

acquiesce	acquiescence	acquiescent	acquiescently
sophisticate	sophistication	sophisticate	sophistically
revere	reverence	reverential	reverentially
obey	obedience	obedient	obediently
regarded	regard	regardful	regardfully
forced	force	forcible	forcibly
depend	dependence	dependent	dependently
secure	security	secured	securely
devote	devotion	devotional	devotionally
suffice	sufficiency	sufficient	sufficiently
authorise	authority	authoritative	authoritatively
define	definition	definite	definitely
compare	comparison	comparative	comparatively
enrich	riches	rich, richer	richly
inform	information	infromative	informatively
amazed	amazement	amazing	amazingly
pitied	pity	piteous	piteously
delighted	delight	delightful	delightfully
popularize	popularity	popular	popularly
wondered	wonder	wonderful	worderfully
expect	expectation	expectant	expectantly
needed	need, needy	needful	needfully
amuse	amusement	amusing	amusingly

lavished	lavishness	lavish	lavishly
believe	belief, believer	believable	believably
particularize	particular, particularity	particular	particularly
sensed	sense	sensible	sensibly
respond	response	responsive	responsively
commune	community	communal	communally
act	action, act	active	actively
brief	brevity	brief	briefly
relate	relevance	relevant	relevantly
completed	completion	complete	completely
practise	practice	practical	practically
mean	meaning	meaningful	meaningfully
express	expression	expressive	expressively
commercialize	commerce	commercial	commercially
conclude	conclusion	conclusive	conclusively
necessitate	necessity	necessary	necessarily
spirited	spirit	spiritual	spiritually
focused	focus	focal	focally
create	creation, creator	creative	creatively
visualise	vision, visionary	visual	visually
tortured	torture	torturous	torturously
warmed	warmth	warm	warmly
energies	energy	energetic	energetically

famed	fame	famous	famously
specify	specification	specific, specifiable	specifically
sympathise	sympathy	sympathetic	sympathetically
compose	composer	composed	composedly
figured	figure	figurative	figuratively
observe	observance	observable	observably
relate	relationship	relative	relatively
fascinate	fascination	fascinating	fascinatingly
engage	engagement	engaging	engagingly
entertain	entertainment	entertaining	entertainingly
clear	clarity	clear	clearly
loved	love	lovable	lovingly
think	thought	thoughtful	thoughtfully
decide	decision	decisive	decisively
appreciate	appreciation	appreciative	appreciatively
feared	fear	fearful	fearfully

(taken from www.grammarly.com)

1.6 SAMPLE EXERCISES

Change the following sentences as directed without changing their sense:

1. The audience listened to the leader with *patience*.

   (Use Adverb of 'patience')

2. The child *resembles* his mother.

   (Use Noun of 'resembles')

3. At last he was *successful* in his venture.

    (Use Verb of 'successful')

4. She moved towards the stage *slowly*.

    (Use Adjective of 'slowly')

5. It is impossible for him to *revert* at this stage.

    (Use noun of 'revert')

6. The project is progressing *satisfactorily*.

    (Use Adjective of 'satisfactorily')

7. She *hopes* that she will meet him soon.

    (Use hopeful for 'hopes')

8. It is not allowed to slay animals in the city.

    (Use Noun of 'Slay')

9. His parents are lucky to have a son who obeys them.

    (Use adjective of 'obey')

10. He has made corrections in all of these sentences.

    (Use verb of 'corrections')

ANSWERS

1. *The audience listened to the leader patiently.*
2. *The child has resemblance with his mother.*
3. *At last he succeeded in his venture.*
4. *She moved towards the stage with slow pace.*
5. *Reversion at this stage is impossible for him.*
6. *The progress of the project is satisfactory.*
7. *She is hopeful that she will meet him soon.*
8. *Slaughter of animals is not allowed in the city.*
9. *His parents are lucky to have an obedient son.*
10. *He has corrected all of these sentences.*

1.6 EXERCISES FOR PRACTICE

Choose the correct synonym for the given word.

- 1. Follow
    - A. Group
    - B. Lead
    - C. Wind

- 2. Fresh
    - A. Loose
    - B. Locate
    - C. Stale

- 3. Cargo
    - A. Freight
    - B. Transport
    - C. Load

- 4. Fable
    - A. Conclusion
    - B. Book
    - C. Tale

- 5. Respect
    - A. Esteem
    - B. Ordinary
    - C. Emotion

- 6. Juvenile
    - A. Adult
    - B. Court
    - C. Restrain

- 7. Leisure
    - A. Esteem
    - B. Work
    - C. Satire

- 8. Permit
    - A. Conclude
    - B. Prohibit
    - C. Open

- 9. Journal
    - A. Magazine
    - B. Letter
    - C. Note

- 10. Auspicious
    - A. Illegal
    - B. End
    - C. Promising

- 11. Striped
    - A. Field
    - B. Coat
    - C. Plain

- 12. Simple
    - A. Quaint
    - B. Complex
    - C. Destroy

- 13. Sketch
    - A. Drawing
    - B. Portrait
    - C. Pillar

- 14. Hollow
    - A. Solid
    - B. Tunnel
    - C. Burrow

- 15. Doubt
    - A. Vision
    - B. Certainty
    - C. Illustrate

- 16. Verse
    - A. Douse
    - B. Prose
    - C. Engross

- 17. Avenue
    - A. Road
    - B. Green
    - C. Park

- 18. Piece
    - A. Escape
    - B. Fragment
    - C. Peace

- 19. Infringe
    - A. Discuss
    - B. Transpire
    - C. Violate

- 20. Tidy
    - ○ A. Unkempt
    - ○ B. Engulf
    - ○ C. Capture

Choose the correct antonym from given options.
1. Discrepancy
a) inconsistency
b) consistency
c) inappropriate
d) variance
e) vagary

2. Disdain
a) attitude
b) honesty
c) admiration
d) zeal
e) disgust

3. Disheveled
a) tidy
b) clumsy
c) unkempt
d) long
e) exasperated

4. Disingenuous
a) sincere
b) sophisticated
c) trained
d) experienced
e) uncomfortable

5. Dismal
a) remarkable
b) trivial
c) reserved
d) puzzled
e) dislocated

6. Dismay
a) intimidate
b) mitigate
c) soothe
d) hearten
e) mystify

7. Dispel
a) scatter
b) gather
c) dissipate
d) refract
e) agonize

8. Disposition
a) sparking
b) watchfulness
c) inclination
d) unwillingness
e) temperament

9. Dissipate
a) vanish
b) unite
c) dispel
d) disappear
e) contemplate

10. Disburse
a) collect
b) gather
c) pay out
d) discard
e) distinguish

11. Keen
a) dull
b) sharp
c) brilliant
d) focused
e) unnecessary

12. Keep
a) protect
b) discard
c) convert
d) celebrate
e) avert

13. Kemp
a) professional
b) successor
c) brave
d) loser
e) atheist

14. Kill
a) murder
b) execute
c) animate
d) slay
e) throw

15. Kindle
a) invoke
b) infuriate
c) put off
d) awaken
e) lavish

Read each sentence and fill in the blank with the correct homonym.

1. The healthiest drink is _____ water.
a) plain
b) plane

2. Both countries signed the _____ treaty.
a) peace
b) piece

3. Maria has just completed her _____ semester of college.
a) forth
b) fourth

4. Thank you for the birthday _____!
a) presence
b) presents

5. Aspirin can _____ some types of pain.
a) lessen
b) lesson

6. Wine and cheese _____ each other.
a) compliment
b) complement

7. The park ranger _____ the lost hikers to safety.
a) lead
b) led

8. _____ did you put my car keys?
a) wear
b) where

9.During our tour of the _____, we saw the chamber in which the legislature meets.
a) capital
b) capitol

10.John likes to purchase many household items from a _____ market.
a) Flea
b) Flee

Read each sentence and fill in the blank with the correct word.

1. I will not be able to _____ the new job. (accept, except)

2. Please try not to _____ your new sunglasses. (lose, loose)

3. _____ going to the races this evening. (Their, They're)

4. How does candy _____ your blood sugar? (affect, effect)

5. We had _____ much snow last winter. (to, too, two)

6. She _____ the capitals of every state. (new, knew)

7. _____ car is parked in the driveway? (Who's, Whose)

8. April is the _____ month. (forth, fourth)

9. The _____ ingredients of bread are flour, water, and yeast. (principal, principle)

10. I would _____ all parents to have a dog. (advice, advise)

Fill in the blank with the correct collocation.
1 He spoke English with a .... French accent.
a) Heavy
b) pronounced
c) careless

2 His new novel has met with a .... acclaim.
 a) dreadful
b) wholehearted
c) widespread

3) He gave us a .... account of all your activities at the conference.
a) tidy
b) detailed
c) big

4) He was able to predict what was going to happen with .... accuracy.
a) uncanny
b) itemized
c) brief

5) Bad investments made him _____ bankrupt.
a) go
b) become
c) get

6) Teacher told students to _____ a break after long studies.
a) get
b) have
c) take

7) After long hours of journey, the falls _____ into view.
a) came
b) get
c) started

8) He always carried a _____ of cards with him on vacations.
a) pad
b) bunch
c) pack

9) She always comes to meeting _____ on time
a) exactly
b) right
c) properly

10) In difficult situation due to heavy rains, the government asked people to _____ calm
a) keep
b) stay
c) maintain

Prefix and Suffix

Change the following sentences as directed without changing their sense:

1. He was astonished that she *refused* his proposal.

   (Use noun of 'refuse')
2. He made an *agreement* with her to complete the job.

   (Use verb of 'agreement')
3. They were *amused* to accept our proposal.

   (Use noun of 'amused')
4. A violent mob appeared at the scene all of a *sudden.*

   (Use adverb of 'sudden')
5. The boy *succeeded* in the examination by dint of hard work.

   (Use adverb of 'succeeded')
6. The *cost* of these ornaments is very high.

   (Use verb of 'cost')
7. The end of this story is very *humorous.*

   (Use noun of 'humorous')
8. The host greeted all the guests with *affection.*

   (Use adverb of 'affection')
9. The statement issued by the chairman *cleared* all the doubts.

   (Use adverb of 'cleared')
10. Splinters of bomb inflicted *injuries* on her body.

   (Use verb of 'injuries')
(From various internet sources)

❖❖❖❖

Unit - 2

EDITING

UNIT STRUCTURE

2.1 OBJECTIVES

➢ To learn the concepts and processes of editing
➢ To learn the Language Skills required for the editing
➢ To know what principles govern the editing
➢ To learn the various steps involved in editing
➢ To learn editing with the help of examples.

2.2 INTRODUCTION TO EDITING

Editing and proofreading are often neglected, but they are the crucial final stages of a writing process. Even the smallest error can result in embarrassing or even costly outcomes (misspelling a name, transposing digits in telephone number, mistakes in a prospectus) so taking time and care to check what you have written is essential.

Accuracy is one of the chief concerns of the editing stage. Editors have the professional and ethical responsibility to include in their research and writing process the checking of facts, which includes the correct spelling and pronunciation of names, the factual details of a story, and any basis upon which conclusions are drawn. Multiple checks for accuracy are the norm. All careful, responsible writers should do the same. The reliability of the finished text depends upon accuracy in there searching and writing process.

Hence, editing is the first task that should be undertaken after finishing the first draft of a piece of text. It involves checking the content of the text to ensure that the ideas are expressed clearly and logically, forming a coherent and meaningful whole.

Thus, editing is the process of preparing language, images, or sound for presentation through correction, condensation, organization, and other modifications. A person, who edits, either professionally or as a hobby, is called an Editor.

Oxford Dictionary defines editing as, to 'prepare (written material) for publication by correcting, condensing, or otherwise modifying it''.

Editing requires careful analysis and critical thinking, and proof reading requires a great deal of attention to detail. As such, they are not tasks that can be done in a rush or squeezed in between other tasks: it is essential to devote sufficient time and concentration to both, and being in the right frame of mind to do this is very important. Editing is done with specific motives of checking and improving the following: Punctuation, Spelling, Sentence Structure, Subject and Verb Agreement, Proper Word Use, Clarity, Point of View, Redundancies, Inconsistencies, Dialogue, Flow, and Format. In simpler terms, editing is done to improve news stories grammatically, structurally, style-wise, factually, and in terms of readability. And sub editors or copy editors do the editing.

Editing requires focusing on the content of the text. The key goals are to check that the text :

- flows logically

- is coherent and consistent

- forms a meaningful whole

- is clearly expressed

- is accurate in the information it provides

- has an appropriate tone

- is concise

- makes its purpose clear

- is targeted towards the reader

2.3 EDITING PRINCIPLES

The principles of Good Editing are accuracy, attribution, balance and fairness, brevity, clarity, readability, human interest, and sharp observation.

2.3.1 Accuracy

The editor should be obsessed with accuracy because one mistake can destroy the reputation of a newspaper or magazine, and it takes just fraction of a second to make one. Checking and crosschecking names, figures, and verifying facts are of utmost importance. Always attribute the news to the source so that readers can judge its credibility.

2.3.2 Attribution

Always attribute the matter to its source so that readers can judge its credibility. "A highly placed Defence Personnel, Finance Ministry Sources", etc. are attributions that help readers to arrive at their own conclusions, while steering clear of the suspicion that the reporter is giving his own version of the story.

2.3.3 Balance and Fairness

Balance and fairness form the foundation of good editing. Balance, is giving both sides of the picture; while fairness is not taking sides. It also means not providing support to any one view or ideology, institutions, communities or individuals, etc. through the columns of the paper or the matter. It is the attribute of a professional reporter and the duty of a sub editor to implement it.

2.3.4 Brevity

Brevity is a great virtue in journalism or in any domain appreciated by readers and editors alike. It is telling a story, as it should be, without beating around the bush. It saves time and space and wins applause when consummated to perfection.

2.3.5 Clarity

Clarity is the ability to think clearly and translate it into paper - a quality that can take one to the higher echelons of writing skill's hierarchy.

2.3.6 Readability

Readability has a bearing on sentence length and simple and forthright manner of expression. The average length of a sentence should not exceed eighteen words, which is a standard. It is not easy to read a sentence with more than eighteen words. Beyond 25 words the sentence would be very difficult to read, though some accomplished authors have far exceeded the standard and yet remained readable because of their craftsmanship.

But you are advised to stay out of long-winding and complicated sentence constructions. The best way is to write news stories using simple words, short and simple sentences.

2.3.7 Human Interest

Using a style that arouses human interest, is what the craft of editing is all about. Editors should see the events from the readers' point of view and write the news stories keeping the reader ever in mind along with his hopes, fears and aspirations. The editor should identify himself with the proverbial common man who does not exist but represents the silent majority, to whom the journalist or writer is duty-bound to defend and protect.

2.3.8 Sharp Observation

Sharp observation is the hallmark of an ace communicator, particularly in the field of journalism and any domain. It recreates reality, imparts dynamism to reporting, and heightens the reading pleasure and fine tunes readers' perception.

2.4 EDITING TOOLS

Proofreading Marks

Proofreading marks are used to edit written material. These marks indicate the changes that need to be made to a piece of writing.

In order to complete some of the lessons and reviews that your teacher will assign you this year, you need to be familiar with proofreading marks. This sheet contains all of the proofreading marks you will use to complete the focus lessons, cumulative reviews, and final reviews.

Insert comma	⩚	After the game, let's go get a snack.
Insert period	⊙	It's time to go home.
Insert semicolon	⩚	People used to think that the world was flat; however, we now know the world is oval-shaped.
Insert colon	⟁	The success of a retail business depends on one thing: a good location.
Insert question mark	?	Are you tired?
Insert exclamation mark	!	Go Panthers!
Insert hyphen	=	I lift ten-pound weights.
Insert apostrophe	⩔	Halley's Comet
Insert quotes	⩔ ⩔	She shouted, "Look over here!"
Change from uppercase to lowercase	/	I love Bananas.
Change from lowercase to uppercase	≡	north Carolina
Delete	ℯ	Romance movies make me sad sad.
Insert new text	∧	Romance movies make me very sad.

Source: A hand-out by Glencoe/McGraw-Hill.

2.5 STEPS INVOLVED IN EDITING

Use the following strategies to find and correct errors in organization and paragraphing, usage and sentence structure, and spelling and punctuation:

2.5.1. Organization and Paragraphing

➢ Find your paper's write-up statement. Copy it on another sheet of paper. If your write-up is not directly stated, write down a possible write-up.

- ➢ Locate the central idea of each paragraph and try to reduce that idea to a word or phrase. If you cannot decide on one phrase, list two to three options.
- ➢ List the paragraph ideas. List these in order under your write up.
- ➢ Decide whether your paragraphs clearly relate to your write-up. If not, either rewrite your write-up to incorporate the unrelated ideas or eliminate the unrelated paragraphs.

2.5.2. Paragraph Clarity

- ➢ Locate the central idea of each paragraph. Reduce that idea to a word or phrase.
- ➢ Look at each paragraph randomly. Consider only the information in that paragraph.
- ➢ Ask yourself whether you offer enough details in the paragraph to support that word or idea.
- ➢ Decide whether all of your details are relevant.
- ➢ Ask yourself whether all of the information is related enough to be in the same paragraph. Should you create another paragraph or move some of the details to another paragraph?

2.5.3. Overall Coherence

See whether you have clear transitions between paragraphs. If not, clarify existing transitions, add new ones, and/or rearrange your paragraphs to make transitions clearer.

2.5.4. Usage and Sentence Structure

a. Subject/Verb Agreement

- ➢ Find the main verb in each sentence.
- ➢ Match the verb to its subject.
- ➢ Make sure that the subject and verb agree in number.

b. Pronoun Reference/Agreement

- ➢ Skim your paper, stopping at each pronoun. Look especially at; it, this, they, their, and them.
- ➢ Search for the noun that the pronoun replaces. If you can't find the noun, insert one beforehand or change the pronoun to a noun. If you can find a noun, be sure it agrees in number and person with your pronoun.

c. Parallel Structure

- ➢ Skim your paper, stopping at key words that signal parallel structures. Look especially for, and, or, not only...but also, either... or, neither...or, both...and.
- ➢ Make sure that the items connected by these words (e.g., adjectives, nouns, phrases) are in the same grammatical form.

2.5.5. Spelling and Punctuation
a. Spelling

Correct spelling gives your work credibility. Not only will your reader know that you are educated, but also that you are careful about your work. You should have a dictionary handy to confirm that you have correctly spelled all unfamiliar words, especially if they are key words in the piece. In the workplace, a memo with a repeatedly misspelled word can be embarrassing. An essay with a misspelled word in the title, or a word that is spelled incorrectly throughout the piece, can affect your final grade.

Avoid embarrassing situations like these, by checking your spelling. Even if you know all spelling rules by memory, you will come across exceptions to the rules. Words that come from other languages (bourgeois, psyche), words have silent letters (alight, knack), or words that are technical terms (cryogenics, chimerical) can present problems. In addition, the spelling can change when the word is made plural (puppies, octopi).

Homonyms like bear/bare or course / coarse can be easily confusing; as can the words that have unusual vowel combinations (beauty, archaeology). When in doubt, check the words by consulting a dictionary.

Example: He read thru the entire paper looking for a story on the protest march. Spell check suggests replacing "thru" with "through," "threw," or "thorough." The dictionary will tell you that the correct spelling is "through."

➢ Examine each word in the paper individually. Move from the end of each line back to the beginning. Pointing with a pencil helps you really see each word. DO NOT RELY ON SPELL CHECK. Your computer may change a word to a closely spelled word that is very different in meaning to the word you wrote.
➢ If necessary, check a dictionary.

b. Compound Sentence Commas
➢ Skim for the conjunctions and, but, for, or, nor, so and yet.
➢ See whether there is a complete sentence on each side of the conjunction. If so, place a comma before the conjunction.

c. Introductory Commas
➢ Skim your paper, looking only at the first two or three words of each sentence.
➢ Stop if one of these words is a dependent marker, a transition word, a participle, or a preposition.
➢ Listen for a possible break point before the main clause.

> Place a comma at the end of the introductory phrase or clause, which is before the independent clause.

d. Comma Splices
> Skim the paper, stopping at every comma.
> See whether there is a complete sentence on each side of the comma. If so, add a coordinating conjunction after the comma or replace the comma with a semicolon.

e. Fragments
> Look at each sentence, to see whether it contains an independent clause.
> Pay special attention to sentences that begin with dependent marker words, such as 'because', or phrases such as 'for example' or 'such as'.
> See if the text is only a piece of the previous sentence that mistakenly got separated.

f. Run-On Sentences
> Review each sentence to see whether it contains more than one independent clause. Start with the last sentence of your paper, and work your way back to the beginning, sentence by sentence.
> Break the sentence into two sentences if necessary.

g. Apostrophes
> Skim your paper, stopping only at those words that end in s.
> See whether or not each word needs an apostrophe. If an apostrophe is needed, you will be able to invert the word order and say "of" or "of the": Mary's hat or the hat of Mary.

h. Left-Out Words
> Read the paper aloud, pointing to every word as you read. Don't let your eye move ahead until you spot each word.
> Also, make sure that you have not doubled words.

i. Capitalization and Punctuation
Capitalization and punctuation are like auto mechanics for your writing. They tune up your sentences and make them start, stop, and run smoothly.

Example : the Russian Ballet travel's. all over the world, Performing to amazed Audiences. in each new city;

This sentence jerks along like an old car driven by someone who doesn't know how to use the brakes.

Edited Example

The Russian Ballet travels all over the world, performing to amazed audiences in each new city.

j. Redundancy

Often, writing assignments require a minimum number of words. Because of this, it is tempting to use several words of description instead of one well-chosen word with the same meaning. This redundancy, however, makes sentences awkward and interrupts the flow to a piece of writing. To write effectively, you must eliminate words that simply rephrase other words for no purpose.

Example: The football team made future plans to completely concentrate on the basic fundamentals of each individual position. Plans are always for the future; concentrating implies complete focus; fundamental means basic; and positions are individual. Therefore, the italicized words are unnecessary modifiers.

Edited Example: The football team made plans to concentrate on the fundamentals of each position. Some other common redundancies include whole entire, big fat, complete truth, terrible tragedy, pitch black, various different, true facts, free gift, and final outcome.

Words also imply categories, so you can often eliminate a word that names a category.

Example: The dinosaurs that were green coloured were few in number during that period in history.

Edited Example: There were few green dinosaurs during that period. Periods, such as the one in the sentence, are always periods in history.

k. Participles and Participial Phrases

A participle is a verb form that can be used as an adjective, and a participial phrase is a phrase that contains a participle and any modifiers. For example, when you change the verb "develop" to "developing" to describe something, you have created a participle. Adding modifiers to "developing" gives you a participial phrase.

Example: Developing off the coast of Haiti, a tropical storm brought rain and high winds to the West Indies. (The participial phrase developing off the coast of Haiti describes the tropical storm.)

Example: We saw Lance Armstrong receiving the yellow jersey after the first mountain stage of the Tour de France.

The participial phrase receiving the yellow jersey describes Lance Armstrong. Participial phrases can transform short, choppy sentences by adding description and detail.

l.   Gerunds and Gerund Phrases

Gerund phrases can also bring variety to your sentences. A gerund is a verb ending in-ing that serves as a noun.

Example: Running is a good way to stay in shape. Running is formed from the verb run and is used as a noun in this sentence.

Example: Until I revise many times, I am not happy with my writing.

Writing is formed from the verb write and is used as a noun in this sentence. Gerund phrases occur when a gerund is combined with modifiers.

Example: Working on the shrimp boat was a good summer job.

The phrase working on the shrimp boat serves as a noun in the sentence.

Example: My brother enjoys skiing at Crystal Mountain. The phrase skiing at Crystal Mountain serves as a noun in the sentence.

m. Appositives and Appositive Phrases

Appositives add description and detail to your writing to make it clearer. An appositive is a noun or pronoun used to identify or explain another noun.

Example: My cousin Alejandro can play the piano. The noun Alejandro identifies the noun cousin, so it is an appositive.

Appositives are also combined with modifiers to make appositive phrases.

n. Infinitives and Infinitive Phrases

Infinitive phrases can also take the monotony out of your writing. An infinitive is a verb form composed of 'to plus the verb base'.

Example: to walk to speak to cry to leave to eat

These verbs are often part of a verb chain, but are not the main action verb of the sentence.

Example: Fred tried to speak quickly.
The main verb is tried; what Fred tried is to speak quickly.

2.6 SOLVED EXAMPLES

1. Unedited passage:

Style is one of the big gaols of a good writer. You create a piece of Writing that accomplishes all you that you have set out to accomplish, includes no word that stray from your purpose and is logically coherent and graceful without excess, then you achieved style. Notice, I said, create a piece of writing. That is because writing good with style rarely just happens it has to be worked at, crafted, rewritten, revised, and rearranged. Your first drafts are like the piece of marble that sculptor shave. They look it over and see how to begin, and then they start carving with large tools like a hammer or chisels. As the sculpture progresses, the sculptors use more fine and more fine tools removing smaller and smaller pieces of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display.

Marble sculptures are beautiful to look at, completely finished, and serve the purpose of portraying a subject—a person or an object—clear and gracefully. Your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely reversed, and serves its purpose.

Edited passage:

Style is one of the central goals of a good writer. When you create a piece of writing that accomplishes all you set out to accomplish, includes no words that stray from your purpose, and is logically coherent and graceful without excess, then you have achieved style. Notice the phrase, "create a piece of writing." Style rarely just happens. Instead, your writing has to be worked at, crafted, rewritten, revised, and rearranged. Your first draft is like the piece of marble that sculptors select. They look it over and visualize how to begin, and then they start carving with large tools like hammers or chisels. As the sculpture progresses, the sculptors use finer and finer tools, removing smaller and smaller pieces of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display.

Marble sculptures are beautiful to look at, are completely finished, and serve the purpose of portraying a subject—a person or an object—clearly and beautifully. Your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely revised, and serves its purpose.

2. Unedited Passage

With the invention of the personal computer and the Internet, a new age in communications begins. now people could communicate fastest and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no

longest necessary to write draft after draft when changes could be made so easily using a word Processor program.

Messages, could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps. Century most early, around the year 1450 a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press.

Gutenberg was not the first person to use printing to copy a piece of writing. Printing was already being invented in China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the wood block method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in Latin, and only the most educated people read them. Gutenberg's printing press was about to change all of this.

Edited Passage

With the invention of the personal computer and the Internet, a new age in communications began. Now people could communicate faster and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no longest necessary to write draft after draft when changes could be made so easily using a word processor program. Messages, could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps. Centuries most early, around the year 1450, a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press. Gutenberg was not the first person to use printing to copy a piece of writing. Printing was already being invented in China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in Latin, and only the most educated people read them. Gutenberg's printing press was about to change all of this.

2.7 POINTS TO REMEMBER

➢ Editing is a special skill to correct the grammatical, syntactic and semantic errors.
➢ Principles of editing include accuracy, brevity, clarity, sharp observation, cohesion and many more.

- ➢ The process of editing involves the strategies starting from reading, pointing out the errors to correcting errors and following the strict guidelines.
- ➢ The set of tools are designed for editing the given passage.
- ➢ Editing is done in correcting, grammatical errors, punctuation errors, syntax errors and maintaining the cohesion and coherence of the matter.

2.8 CHECK YOUR PROGRESS

1. Proofread and revise the following sentence fragments. Make them complete sentences by adding the missing subject or predicate. Write the revised sentences on the lines provided.

Note: There may be many ways to revise the sentences depending on the words you choose to add. Some need both a subject and a predicate. Try to make them the best sentences you can, and don't forget to add the appropriate end punctuation. Answers can be found at the end of the lesson.

1. Ran for student body president
2. Was wearing my shin guards
3. Luis to Puerto Rico rather frequently
4. Chose the new soccer team captains, Michael and Jose
5. Played the electric guitar in her new band
6. Sent me an e-mail with a virus
7. The cat while she ate
8. After the accident happened in front of the school
9. Put too much syrup on his pancakes
10. Rarely gets up before noon on Saturdays

2. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word in the answer sheet against the correct blank number.

"Either you or your friend Shalu have stolen my note
(a) ...………. ….….……
book", shouted Shreya. Neither I nor my friend were

(b)…………….. …………
your culprit, said Shalu. We both are not in the class since

(c)…………….. …………
morning. We are out for the annual day function.

(d)…………… …………

But who are the culprit then? Asked Shreya.

(e)…………….. …………

I don't know that but we both were not guilty.

(f)…………….. …………

3. Read the passage below. Correct the errors pointed by numbers:

My 1) brother in law is an actuary for an insurance company. He works with statistics every day. He is extremely organized. He takes the same items to work every 2) morning a lunch bag, a thermos 3) with coffee, and his briefcase. His lunch bag always contains the same things: 4) an apple raspberry yogurt and a tuna salad sandwich. He always 5) carry's the same items in his briefcase: his insurance documents, an extra tie, and an extra pair of socks. He takes the same route to work every day: down First Avenue to the Interstate, Exit 246 to Dodge Rd., and right on Dodge Rd. to the insurance company.6) At work, he follows the same routine every day. After work, he always forgets 7) where he park his car. 8) I guess it helps to be very organized when you are so forgetful!

4. "To be, or not to be…that is the 1) question" This 2) well-known utterance has been the source of both mystery and wonderment for students around the world since the turn of the 16th century—arguably the zenith of Shakespeare's creative output. However, the mere ubiquity of this phrase fails to answer some basic questions about 3) it's rather context. Where did it come 4) from what does it mean? The 5) first of these questions (where does it come from?) can be answered fairly easily: from Shakespeare's famous play Hamlet. 6) As for the last of the two questions, a complete answer would require a more 7) deep 8) look at Shakespearean culture and nuance.

5. Almost two 1) thousands of years after being 2) baried by falling ash from a two-day volcanic eruption, Pompeii reveals fascinating details about 3) day to day life in the Roman Empire. 4) Pompeii's population roughly 20,000 inhabitants practiced several religions. This is evidenced by temples dedicated to the Egyptian goddess Isis, as well as the 5) presence of Jews and worshipers of Cybele (called the "Great Mother" by her followers). Pompeii's citizens practiced all of these religions in apparent peaceful coexistence with followers of the state religion, 6) but worshipped Jupiter and the Roman 7) emperor they led astonishingly long lives, assisted by doctors and dentists, and 8) were very well educated.

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Unit - 3

SUMMARIZATION

Unit Structure :

3.1 OBJECTIVES

The Objective of this Chapter is to help learners understand the importance of summary writing, as it is an integral part of the 'Reading Comprehension Skills' and understanding the aptitude of scanning and skimming. By finding the key points and the main idea words, students gradually can become more skilful readers. Emphatically writing it concisely with precise vocabulary enhances one's writing skills.

3.2 INTRODUCTION

This chapter introduces the students to the concept of Summary writing and how and why it is important in today's English Language analysing and understanding. A summary writing definitely will help students comprehend and correspond better which is indeed an integral part of one's communicative skill and personality development.

3.3 WHAT IS SUMMARY WRITING?

Summary is the compressed version of a larger reading. Usually it is the short description of a story or a piece of writing where only the central idea and the supporting information are included. The original piece should not be rewritten and one should

express the main idea and the relevant details in one's own words. The objective of writing a summary is, thus, to express in short and in one's own words what the writer wants to correspond in the piece of writing.

Writing a good summary definitely demonstrates that one has very thoroughly understood the text and is capable of communicating that understanding to the readers. Initially summary writing might seem to be a complicated form of art because it's often tempting to include most of the information or not to include anything at all. But it is this balancing of the important and the unimportant context that supports in creating a perfect summary. Knowing which points to include is undoubtedly important, but knowing what to leave out may be even more helpful.

3.4 WHY SUMMARISE?

Writing a summary is definitely an important skill that students can use throughout their academic career and even later. In addition, summarizing undoubtedly improves reading skills as students pick out the main ideas of a text through proper reading and analysing. It also helps with vocabulary skills as students paraphrase the reading material, altering the vocabulary and grammar as they do so.

In addition, critical thinking skills are improved as students decide on the central ideas of the text that should be included in the summary. Finally, writing and editing skills are enhanced as students draft and edit the summary. And if students work with peers throughout the writing and revision process, it helps with cooperative learning.

3.5 CHARACTERISTICS OF A GOOD SUMMARY

- Can be understood without the reference to the original
- Is an accurate replica of, or contains only the ideas or information of, the original
- Is concise without any unnecessary detail
- Is a clear, cohesive and complete piece of writing

3.6 STEPS TO FOLLOW BEFORE WRITING A SUMMARY

1. **Skim the Text** – First try to understand the piece of the text and focus while reading, without taking down notes. It should just be a reading to get one's mind around the main points.

2. **Read the piece thoroughly** – To understand the specifics of the piece the content should be thoroughly read again. Notes should be taken down and key passages should be highlighted. Even one should divide the parts and sections and the author's main idea should be taken into consideration.

3. **Outline the Text** – the support points should be noted down using one's own words.

4. **Read, Mark and Annotate the original** – Highlight the Topic sentence, highlight the key points/key words/phrases, highlight the concluding sentence, and outline each paragraph in the margin.

3.7 STEPS TO FOLLOW WHILE WRITING A SUMMARY

1. **Clearly identify the work** – There should be a clear identification of the work which will automatically let the readers know that one is summarizing a piece of another writer's work. The source (author – first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.) should be clearly mentioned.

2. **Summarize the piece as one whole** – Omit nothing important and one should strive for overall consistency through suitable transitions. While summarizing language like 'the article claims' or 'the author suggests' can be used. The ideas should be presented in a neutral fashion without including one's opinions or ideas or interpretations. And should be concise as far as possible.

3. **The lay out** – The main idea of the original should be paraphrased. The major supporting points should be in outline form. The major supporting explanations (example – reasons, causes or effects) should be properly connected.

4. **The writing tips –**

   - Should be written in the present tense.

   - Should be ensured that the author and title of the work are included.

   - Should be concise: definitely a summary should not be equal in length to the original text.

   - If the words of the author are used then that should be cited.

   - Own opinions, ideas, or interpretations should not be put into the summary. The purpose of writing a summary is to accurately represent what the author wants to say and not to provide an analysis.

5. **Conclude with a final statement** – It should not be one's own point of view, however it should reflect the significance of the article from the author's standpoint.

6. **Check for accuracy** – Check for accuracy without jumping to any immediate conclusion. It should be checked that nothing is omitted and no personal interpretation is in any way expressed.

7. **Revise the work** – Now that the work has been monitored for accuracy and efficiency of tone and writing, one should finally check the spelling, grammar and punctuation errors.

3.8 EXAMPLES

I. Summarize the following article about the reasons for child abuse in not more than 120 words.

The childhood years are supposed to be the best times of one's life; playing and having fun. Yet there are many children who are deprived of this childhood. They are tortured and verbally and physically abused.

There is no reason or excuse for child abuse. Abusers claim they do it because of the stress of work. Child-abusing housewives way they feel harassed by a crying child and are unable to curb their own fury, especially if no support is received from anyone. This is not surprising since support is extended to a victim of child abuse more readily than to the perpetrator. Occasionally, parents may vent their frustrations on their child if they fight and quarrel with each other. In cases like there, it is the children who are the victims. In this modern age where both parents are usually holding jobs, children are left with babysitters and nurseries. Abuse by these carers may occur when there are too many children to be minded. The disappearance of the extended family system is partly to be blamed for these incidents.

Crowded homes and financial problems can also lead to child abuse. When there are too many mouths to feed, parents feel the pressure and vent their anger on a child. Substance abuse is another factor which increases the incidents of child abuse. Under the influence of alcohol or drugs, a parent many not know what he or she may be doing. Or, rather, knows what he or she is doing but is not bothered at all. A drug addict many experience mood swings and is easily provoked by a crying baby. Thus we see and read horrifying reports of a child being savagely tortured and dumped elsewhere, like garbage.

Psychologists believe that child abusers may have been victims of abuse themselves. Thus, in anger and hatred, they repeat the vicious cycle of abuse. Some have no love for the children they abuse. Some have been brought up to believe that

children should be beaten in order to maintain control. These are troubled people who need help.

A home is supposed to be a haven where a child ought to feel safe and secure. Unfortunately, more often than not, the home is also where a child is abused. Whatever the reasons for the abuse, something must be done to stop the cruelty and help these parents who simply cannot cope with parenting. Parents-to-be should be counselled and inculcated with parenting skills. The Child Protection Act which was passed in Parliament in 1991 does not effectively prevent child abuse. Stricter enforcement is necessary. Thus, it requires a commitment from each individual to help families with victims. And troubled parents are the perpetrators.

Answer

Child abuse can occur when parents are unable to cope with stress from work and family commitments. It may also occur when children are left with child-minders who may be too busy with other kids. Parents who have financial problems may take it out on the children. Substance abuse may also result in child abuse where the addicts many not know what they are doing till it is too late. Another reason could be due to these child abusers being victims of child abuse themselves. They treat their children the way they were treated and it becomes a vicious cycle. Positive steps should be taken to support and help parents or guardians to cope with parenting. (116 words)
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II. Summarize the following article about bacteria in not more than 120 words.

Bacteria are the smallest living things with a cellular structure; each individual bacterium consisting of one single colorless cell, which is usually either spherical or rod-shaped. Individual bacteria measure from 0.0001 inches to 0.00001 inches in length, so they can be seen only with the help of a high-power microscope. They are so small that they can float in the atmosphere, usually as 'passengers' on dust particles, up to a height of several thousand feet, except immediately after a heavy downpour, when the air is washed clean.

Bacteria are present in all natural as well as in drinking water that has not been purified or bailed. A large number of bacteria live in the soil, down to a depth of several feet, and they are particularly abundant in faeces and sewage. Thus, living bacteria are always present on the surface of our bodies and on everything around us, but they are seldom found inside the tissues of healthy plants and animals.

Since most kinds of bacteria contain no chlorophyll, they cannot use light energy and Synthesize their food. They have to get their food in other ways, mostly ready-made by other living things. Like plants, it can only take in dissolved food. A majority get their supply from dead remains of other organisms.

Bacteria reproduce by dividing into two, and these new individuals grow so quickly that they are ready to divide again in about half an hour. Hence, in ten hours, under the most favorable conditions, a single bacterium can produce over a million bacteria. That is one reason for it being so difficult to ensure any object is completely free from any kind of living organisms. In addition, some forms of bacteria have a waxy envelope outside their cell wall and are thus more difficult to kill.

Few bacteria can long survive a temperature above 80°C in the presence of moisture. Hence, when food items are boiled, nearly all the bacteria present are killed. Pasteurization is a milder heat treatment that destroys the bacteria in milk. The rate of multiplication of bacteria is greatly slowed down at temperatures below 10°C. This means that food will remain unaffected by bacteria in a refrigerator. Drying is also another method of preserving food and this dehydration of foodstuff prevents bacteria from growing and multiplying as there is insufficient moisture.

Answer

Bacteria are tiny colorless cells that cannot be seen with the naked eye. They are found everywhere in the atmosphere, in our water as well as in the soil. However, they are seldom found inside the tissues of plants and animals. They are unable to produce their own food and so they rely on other living things. Their reproduction process is through division of cells and this happens very quickly, making it difficult to kill them. However, most bacteria are unable to survive at high temperature in water. Their reproduction process is also slowed down when it is extremely cold. Dehydration of foodstuffs will also stop the multiplication process as there is insufficient moisture for the bacteria to grow. (119 words)
[www.caribexams.org › ... › Summary writing]

3.9 EXERCISES

I. Summarize in not more than 120 words, describing the life in deserts.

As what geographers have estimated, about twenty percent of the earth's surface is occupied by deserts. A majority of us view deserts as one unique kind of landscape -- areas with little or no rainfalls. In actual fact, there are differences between the deserts, though in varying degrees. While it is common for laymen like us to see deserts as rocky or covered with gravel or pebbles, there is

some where large sand dunes inhabit. Despite the fact that rainfall is minimal, temperatures do change in deserts, ranging from seasonal ones to daily changes where extreme hotness and coldness are experienced in the day and night.

Unfavourable conditions in the deserts, especially the lack of water, have discouraged many living things from inhabiting these landscapes. Nevertheless, there are exceptionally surviving ones which through their superb tactics, have managed to live through and are still going strong. One such kind is the specialist annual plants which overcome seasonal temperature changes with their extremely short, active life cycles. In events of sudden rain, the plant seeds pullulate and grow very quickly to make full use of the rain water. Their flowers bloom and set seeds that ripen quickly in the hot sun too. Once the water runs dry, the mother plant dies, leaving behind the drought-resistant seeds, waiting patiently for the next rainy season to arrive.

The Cacti, a native in American deserts, adapts to the dry surroundings by having unique body structures. The plant has swollen stems to help store water that carries it through months. By having sharp pines instead of leaves, water loss through respiration is minimized. Besides, these pointed pines also help the plant ward off grazing animals, thus enhancing its survival period.

Besides plants, there are also animals with distinct surviving tactics in deserts too. For instance, Skinks (desert lizards) metabolize stored fats in their bulbous tails, producing water to supplement their needs, just like what camels do with the stored food in their humps during long journeys through deserts. Antelopes like the addax, have very low water needs and hence are able to tolerate the conditions in deserts, extracting moisture from the food they eat.

Finally, there are the sandgrouses (desert birds) which do not have special features to overcome the drought-like nature in deserts. Hence, to survive in these hot, dry deserts, they need to spend a large part of their time flying in search of waterholes.[www.caribexams.org › ... › Summary writing]

II.   Summarize in not more than 120 words, the advantages and disadvantages of advertisements.

We are bombarded by many advertisements every day. Vendors try all means and ways to gain our attention and sell us their products or services. Advertisements appear everywhere; on television programs, radios, in the papers, magazines, pamphlets and so on.

Advertisements are actually very useful though we sometimes feel annoyed when they interrupt our favourite television programs. They provide us with free information on the products and services. There are two types of advertisements. The informative advertisements are the ones which provide us with the details of the products or services. This information is especially useful if the product or service is new. For instance, when we need to buy a computer, advertisements describing the latest models and their different functions would be extremely helpful. However, only a minority of the advertisements are informative ones. Many of them belong to the second category -- the persuasive kind. These advertisements not only tell us more about the products, at the same time, they persuade customers to buy them by claiming that their products are superior to the rivalry ones. These claims may sometimes be untrue.

Besides being informative and persuasive, advertisements also help to subsidize the prices of magazines and newspapers. Our newspapers are sold at a low price of about one dollar, owing to the advertisements in the papers; otherwise, the price would have been higher.

While advertisements can be good helpers for shopping, they do have their shortcomings. Most advertisements aim to sell only. Faults of the products or services are usually hidden from the consumers. Hence, sometimes, we feel deceived if the product or service we bought does not turn out the way the advertisements claim to be.

Sometimes, advertisements by rival competitors can get very intensive, especially when there are many firms producing similar products. One common example is the washing powder. There are so many advertisements for the different brands that customers sometimes get confused over what they should buy. Furthermore, having more advertisements would mean that the production cost of the firm would be increased. These rises in cost are usually passed on to the consumers in the form of higher prices.

Hence, in conclusion, though I do advocate advertisements, I do not deny their flaws. Without them, we might have to buy things based on incomplete information or go through more complicated ways before getting to know the products or services. On the other hand, too many advertisements also complicate our buying decisions. So I would say that we cannot live without advertisements but we must be careful how we live with them.
[www.caribexams.org › ... › Summary writing]

3.10 LET'S SUM UP

- A summary is a shortened passage, which retains the essential information of the original. It is a fairly brief restatement – in one's own words – of the contents of a passage.

- Note: One simply has to report back what the writer has said, without making any kind of significant opinions or judgments.

- It's a skill worth the time and effort as students will use it throughout their academic careers and even later. It also provides benefit in reading, writing and critical thinking skills.

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Unit - 4

EMAIL WRITING

UNIT STRUCTURE

4.0 OBJECTIVES

The chapter will introduce learners to the overall history and evolution of email ,in brief. It will also give general guidelines regarding the writing of a good email. The objective of this Chapter is to help learners understand the importance of formal email writing, as it is an integral part of the work culture. There is a vast difference into informal and formal communication via email. The After studying this chapter, learners will understand the key points of writing a good formal email.

4.1 INTRODUCTION TO EMAIL WRITING

The email writing is web feature helping the scores of people to share the messages instantly. It is difficult to imagine a life without email in the ultra-modern society. It has become one of the standard means of communication in formal as well as social situations too. Billions of messages through emails are either sent or received worldwide. Therefore, it is the standard electronic mode of correspondence.

In the earliest period of the history of emails, the term was used to describe fax document transmission. According to Wikipedia, the term email was coined since around 1993. E-mail is part of the standard TCP/IP set of protocols. Sending messages is typically done by SMTP (Simple Mail Transfer Protocol) and receiving messages is handled by POP3 (Post Office Protocol 3), or IMAP (Internet Message Access Protocol). IMAP is the newer protocol, allowing you to view and sort messages on the mail server, without downloading them to your hard drive.

Though there is some degree of uncertainty as to when email was invented, the father of the modern version is generally regarded to be American Ray Tomlinson. Before Tomlinson, messages could be sent between users, but only when they were connected to the same computer. Even once computers were networked, messages could not be targeted to a particular individual. Tomlinson devised a way to address email to certain users, and thus was credited for one of the most important communication inventions in the 20th century. The publicity of the commercial use of email is attributed to the Indian entrepreneur Mr. Sabeer Bhatia who co-founded Jaxtr, Inc. in 2005 and Windows Live Hotmail (also known as Hotmail Corporation) in 1996.

Users receive and send email using simple message transfer protocol (STMP). Other protocols, including Post Office Protocol (POP) and Internet Message Access Protocol (IMAP), allow users to retrieve and store messages. Although there are other protocols for message retrieval and storage, SMTP is the standard protocol for sending and receiving messages via Internet Protocol (IP).

In the beginning, email usage required having a program dedicated to the application, or at least having an email service provider with a system set up to handle it. The software for the application is called email client software. There are many different email applications available, some of which cost money to use while others are free.

In addition to accessing electronic mail through email client software, Webmail has also become very popular. Most email service providers offer this as an additional benefit, where the user can access their mailbox over the Internet. Some email services are specifically designed using the World Wide Web as its primary interface. These sites have become very popular, as they usually offer individuals a chance to open an email account at no charge.

Internal emails, just like other emails, should not be too informal. Remember, these are written forms of communication that can be printed out and viewed by people other than those for whom

they were originally intended! Always use your spell checker, and avoid slang.

4.2 GENERAL PRINCIPALS OF EMAIL WRITING

In the earlier section we have understood that Email is a computer-based communication system where messages can be written by a sender on a computer. These messages are then transmitted via computers to the addressee's mail server where they can be opened and read by the receiver. Originally these messages could contain only text, but nowadays anything that is storable on a computer can be transmitted via email messages. There are email systems that can handle information such as pictures, sound, and video without assistance from other applications. Email is distinguished from communication services such as chat or talk by its asynchronous character. Asynchronous refers to the possibilities for the sender and the receiver of a message to send and read the message at different times.

Therefore, every email writer needs to follow general principles of email writing which involves the basic etiquettes. The following points will give you an idea what care you need to take while drafting the emails:

4.2.1 Special Attention to the Subject Line

In order to give your mail a smart heading you are required to set your purpose and decide the subject matter in a concrete manner as it involves prompt attention. The professionals do have natural habit of scanning the details of sender as well as the subject line. So build up a reputation for sending good, interesting, brief, and useful mail.

It is worth to remember that the subject line is like the caption of a news item or advertisement. Whether or not a reader judges a news items to be worth reading is often determined by the way the caption is given the intriguing, interesting, or shocking ones attract the reader most.

Thus, the subject line should be brief, clear, specific, land well formed. They should tell the receiver clearly what the mail is about. A caution to avoid the most common defect found in subject lines is they are too broad and so too vague.

4.2.2 The Length of email

Email is expected to be small and beautiful as it will facilitate the receiver easier and stimulates him to give you the immediate feedback. The longer the text, the more difficult is to read the text and respond, besides, the longer the text of the mail, the more

scrolling you need in order to read it and the less comfortable it becomes. The practical problem of emails is, these days, the professionals receives dozens of emails every day.

4.2.3 Courtesy

The business or social emails are no way different from the letter writing. It is advised that you should never forget to include the courteous words and use the language that suits the educated individual. In addition to your grammar, style and punctuations, use you attitude. Courtesy is like lubricant oil which removes friction; it makes relations as well as professions smoother and helps to maintain friends and professional relations. Courtesy softens the sting of an unpleasant piece of information, creates goodwill, and produces a favourable response. It is not advisable to write discourteous letters as it often proves very costly. One may lose both friends and business. It always pays to be courteous in business. Goodwill is the greatest asset for an organization and courtesy in correspondence is one of the most natural and economical means of building it.

Some of the phrases italicized in the following sentences have been found useful in tiding over a difficult situation and making correspondence pleasant:

The examples of the following statements will broaden your vision of writing emails:

- Thanks for your email of 12 October, 2017.
- Thank you very much for your email of 13 December, 2017.
- We are glad to note that you are now in a position to pay our bill. We appreciate your writing to us so promptly.
- We regret to inform you that we cannot meet your order immediately.
- We are sorry that you did not receive the books in time.
- You will be pleased to know that we have dispatched the books you ordered in your email of 16 July, 2017.

4.2.4 Conciseness

Transmission of maximum information by using minimum words should be your aim in email-writing. If you clearly and concisely write what you wish to say, you will be able to arrest the attention of the reader and focus it on the message. Avoid unnecessary details and roundabout expressions and come to the point directly. Remember that people are busy and they receive dozens of emails daily. It will be irritating for them to go through long introductions and preliminaries. Do not forget that an email is a means of contact between two persons. When you meet a person after greeting him you straight-away come to the point. Adopt the same approach when you write an email. Therefore, avoid verbosity.

4.2.5 Attach Essential files and pictures

One of the beauties of e-mail is that virtually any file can be attached to e-mail and transmitted. Such files retain any formatting done in it. This makes it easy to distribute copies of documents, artwork, presentation slides, and so forth to a large number of people quickly and reliable. However, attaching files has dark side, too. Don't attach to your mail large text and graphics files without checking in advance with the intended receiver.

4.2.6 Mind Your Language

At the time of writing an email, the sender should ensure that his knowledge of the receiver is comprehensive. The level of knowledge, educational background and status of the decoder help the encoder in formulating his message. In case there is any discrepancy between the usage and comprehension of terms, miscommunication can arise. If the sender decides to back up his communication with facts and figures, there should be accuracy in stating the same. A situation in which a receiver is forced to check the presented facts and figures should not arise. Besides, bad Grammar and Spelling errors can be fatal as countless mails that flash across the globe are unclear and inconsiderate to their readers. They generate even more mails seeking clarification or explaining mails because e-mail is conversational. The medium is so quick and so immediate that the sender and the recipient feel as though they are speaking to each other long distance.

If your e-mail contains multiple messages that are only loosely related, in order to avoid the risk that your reader will reply only to the first item that grabs his or her fancy, you could number your points to ensure they are all read (adding an introductory line that states how many parts there are to the message). If the points are substantial enough, split them up into separate messages so your recipient can delete, respond, file, or forward each item individually.

- Keep your message readable.
- Use standard capitalization and spelling, especially when your message asks your recipient to do work for you.
- Skip lines between paragraphs.
- Avoid fancy typefaces. Don't depend upon bold font or large size to add nuances. Many people's e-mail readers only display plain text. In a pinch, use asterisks to show *emphasis*.
- Use standard capitalization.

4.2.7 Identify yourself clearly

When contacting someone cold, always include your name, occupation, and any other important identification information in the first few sentences.

If you are following up on a face-to-face contact, you might appear too timid if you assume your recipient doesn't remember you; but you can drop casual hints to jog their memory: "I enjoyed talking with you about PDAs in the elevator the other day."

Every fall, I get e-mails from "bad_boy2315@yahoo.com" or "FuZzYkItTy2000@hotmail.com" who ask a question about "class" and don't sign their real names. While formal phrases such as "Dear Professor Sneedle wood" and "Sincerely Yours," are unnecessary in e-mail, when contacting someone outside your own organization, you should write a signature line that includes your full name and at least a link to a blog or online profile page (something that does not require your recipient to log in first).

4.2.8 Distinguish between formal and informal situations

When you are writing to a friend or a close colleague, it is OK to use "smilies":-) , abbreviations (IIRC for "if I recall correctly", LOL for "laughing out loud," etc.) and nonstandard punctuation and spelling (like that found in instant messaging or chat rooms). These linguistic shortcuts are generally signs of friendly intimacy, like sharing cold pizza with a family friend. If you tried to share that same cold pizza with a first date,

4.3 STEPS FOR EMAIL WRITING

Writing a formal email can seem like a daunting task, since email is so often used for personal and informal purposes. If you need to write an email to a teacher, boss, business contact, government agency, or other recipient that requires formality, just follow a few simple guidelines given below:
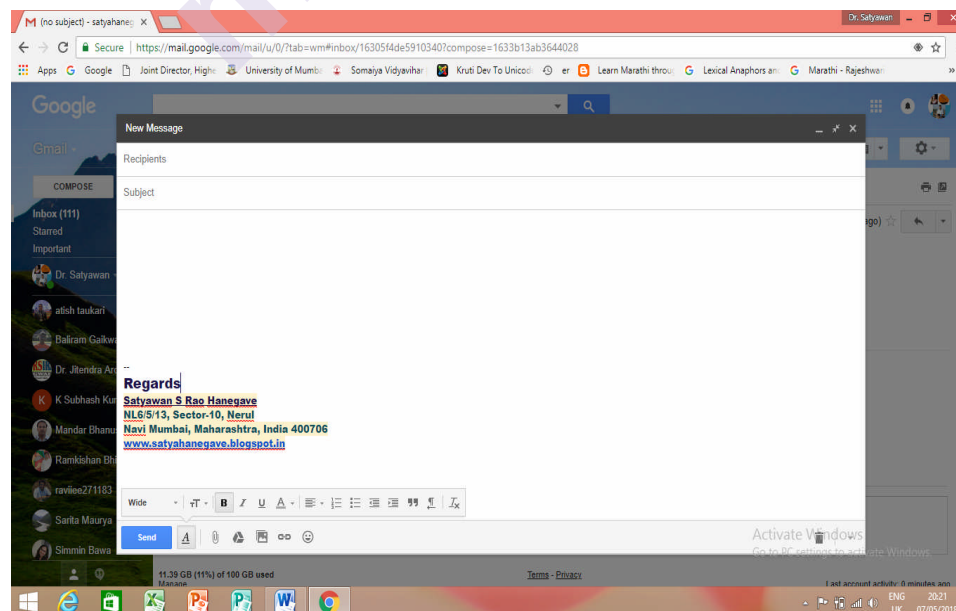
4.3.1. Decide the Purpose

People have different opinions about the form and content of e-mails, so it is always helpful to be aware of the expectations of your audience. For example, some people regard e-mail as a rapid and informal form of communication—a way to say "hello" or to ask a quick question. However, others view e-mail as simply a more convenient way to transmit a formal letter. Such people may consider an informal e-mail rude or unprofessional. Therefore, decide who your audience is and what your purpose of writing email is. This is essential to ensure that your message has its intended effect.

4.3.2 Recipient's Email

The recipients address should be written exactly without a single letter error as it will lead to the domain failure. Even the initial letter either capital or small letter. If the recipient is your regular addressee, there is possibility of stored information which you can scroll and select the exact one without making any confusion of similar names list. Therefore, maintain the contact list and store it.

4.3.3 Cc: and Bcc: ('carbon copy' and 'blind carbon copy')

Copying individuals on an e-mail is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same exact message to more than one person. In professional settings, copying someone else on an e-mail can help get things done, especially if the person receiving the copy is in a supervisory role. For example, copying your boss on an e-mail to a non-responsive co-worker might prompt the co-worker to respond. Be aware, however, that when you send a message to more than one address using the Cc: field, both the original recipient and all the recipients of the carbon copies can see all the e-mail addresses in the To: and Cc: fields. Each person who receives the message will be able to see the addresses of everyone else who received it.

Blind copying e-mails to a group of people can be useful when you don't want everyone on the list to have each other's e-mail addresses. The only recipient address that will be visible to all recipients is the one in the To: field. If you don't want any of the recipients to see the e-mail addresses in the list, you can put your own address in the To: field and use Bcc: exclusively to address your message to others. However, do not assume that blind copying will always keep a recipient from knowing who else was copied—someone who is blind copied may hit "reply all" and send a reply to everyone, revealing that he/she was included in the original message.

4.3.4 Subject Line

E-mail subject lines are like newspaper headlines. They should convey the main point of your e-mail or the idea that you want the reader to take away from your e-mail. Therefore, be as specific as possible. Please refer the earlier section of principles to know the significance of the subject line.

Examples:
- Thank you for your review!
- Thanks for attending the Special Seminar
- We appreciate your support!
- Special thanks from our CEO
- Tejas, thank you for your donation!
- Great to see you yesterday!
- Thanks for coming out! (Plus photos from the event)
- Following up from the Small Business Expo
- As Promised: Charity Sponsorship Information

4.3.5 Salutation

Place the salutation in the beginning of the body of the email. The salutation begins with the word Dear, continues with the recipient's title and last name, and ends with a colon. If you are unsure of the recipient's gender and the recipient does not have a professional title, omit the title and, instead, use both the first and the last names in the salutation (Dear Anand Piramal). If you do not know the name of the recipient of the email, refer to the department you are writing to (Dear Technical Support :). Avoid salutations such as Dear Sir or Madam.

4.3.6 Body

Start the email after the salutation. Body paragraphs will be automatically spaced with a

Be concise, direct, and considerate. State the email's purpose in the opening paragraph. Include supporting information in a middle paragraph or two, and conclude your email with a brief paragraph that both establishes goodwill and expresses what needs to be done next.

4.3.7 Closing Phrase

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with "Thank you for your patience and cooperation" or "Thank you for your consideration" and then follow up with, "If you have any questions or concerns, don't hesitate to let me know" and "I look forward to hearing from you".

4.3.8 End with a closing

The last step is to include an appropriate closing with your name. "Best regards", "Sincerely", and "Thank you" are all

professional. Avoid closings such as "Best wishes" or "Cheers" unless you are good friends with the reader. Write a complimentary closing phrase two spaces below the final body paragraph. With Warm regards, Yours truly, Sincerely, or Sincerely yours are common endings for professional emails. Capitalize the first letter of the first word of your complimentary closing, and end the complimentary closing with a comma. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!

4.4 SAMPLE EMAILS

4.4.1 Email writing for Inquiry

Enquiry is a common incident in almost every place such as school, colleges, offices etc. If you have any doubt regarding any matter in your work place, you can seek enquiry by the head of the office or department or institution. For this you have to formally write an email for enquiry. In enquiry emails, the enquiry subject should be briefly written. Relevant information should be supplied to the receiver of the enquiry mail so that he can easily go forward to make an enquiry. And one should write that he/she is there to help him/her in the enquiry.

The enquiry email should be closed professionally, i.e., there should be greeting and a signature.
Sample Enquiry Email

To: principal.abc@samna.edu

Sub: Request for an enquiry about admission at college

Dear Sir/Madam,
I have the honor to state the following for your information and necessary action as the matter deems fit.

I have successfully completed my HSC from a reputed college at Mumbai. I went to take admission at your college. But my application for admission had been rejected and admissions are given to a student with lower marks.

I want an enquiry about this matter. Hope you will take necessary action regarding this matter.

Sincerely yours

4.4.2 Email writing for Invitation

An Invitation email is a written electronic request for the presence of a person, group of persons or organization at an event

either social or professional in character. An invitation email is just like any invitation letter except that it is delivered to the invitee via email.

Email invitation has become a common and preferred mode of formal written communication. They prefer emails because of the timely delivery and the fact that even the printed invitation letter can be scanned and forwarded via email.

To: jaybhai@gmail.com
Subject: Invitation for Diwali Celebrations!

Dear Jaybhai,

This Diwali, as we celebrate the return of our Lord and Savior Rama from 14 years of exile, we will love to bring His love and hope to people around us by sharing the love of God with them. This means that there will be a service at Temple at 11am on Diwali Morning, immediately after which dinner will be served.

Through this we hope to share fellowship and love with those that have no family members around and at the same time teach our little children the act of giving at Diwali. We will need your help as we organize reaching our neighborhood in order to invite them for this joyful event.

Together we can share the heart of Lord, give hope and feast with those that Rama would love to feast with.

Yours sincerely

SharadSaminder
Secretary

4.4.3 Email writing for Thank you
Sending a thank-you mail after an interview, networking event, or any other event related to your job search or your students life, is a great way to show your professionalism as well as good attitude. It is also a way to maintain contact with people you meet during your life time.

Thank-you emails aren't just for job searching. Sending an email message to people who have helped you on the job or have done something that will enhance your career is a good way to cement relationships as well as to show your appreciation. So, make sure you send such immediately and without delay.

To: shyamsunder@hotmail.com
Subject: Thank you for your suggestions.

Dear ShyamsunderPichai

Thank you for your suggestions on how to make our studies more efficient. I agree that we should begin using an electronic scheduling system and use the more and more resources available on web. It is apparent that you have thought a lot about implementing such a strategy, and I would like to talk with you about it. I have forwarded this message to even my fellow students who will also benefit from your ideas.

Thanks again for your message. The ideas and suggestions of innovative, thinking people are always welcome.

Regards

SadashivAmrapurkar

4.4.4 Email writing for Request for permission

A permission email is an electronic written in order to seek permission for some event or other reason. The mail is written to the higher authority by a person or a group of people in a formal way. It is indeed very easy to write a permission mail and if you want to write one, you can have a look at the below mentioned sample. It will guide accordingly and clear all your doubts of writing a permission mail.Permission mails can also be used to get the permission for leave from school, workplace or to get approval of some project work.

To: principal.kjsac@somaiya.edu
Subject: Requesting permission for leave.

Dear _____(Sir or Madam)

I Mr. ………(name of the sender) working as a ………………(designation of the sender) am writing this letter to you …………………………(name of the receiver to kindly grant me half day leave as I am moving out of station for a wedding of my relative, I would not be working for 4 working days and hence I want you to grant me permission for half day leave as well as four day off. I assure you my absence will not cause any hindrance to the ongoing project. Till then, hoping to get a positive reply from your side.

Yours Truly,

4.4.5 Email writing for Sponsorship

Writing sponsorship emails is a persuasive art. Especially, if you're hoping to get someone to sponsor your event or something else you're doing, you should write a sponsorship mail. Your mail must convince the sponsor that it's worth contributing and clearly outline the benefits the sponsor gets. Writing a proper sponsorship email can make all of the difference between securing the sponsorship or being ignored.

To: harshgoenka@express.net
Subject: Request for sponsorship.

Dear Harsh Goenka,

We have exciting news! We're looking for sponsors to help fund [insert area in need of funding]. And in return for sponsorship, we're offering multiple advertising opportunities throughout the [insert year] season.

Would you consider sponsoring our club and donatingRs. 50000 to help us in building our sports club? In demonstration of our gratitude, Spardha Sports Club would like to offer you [insert specific advertising/promotional incentive] in recognition of your gift.

We hope you're able to contribute and thank you for the consideration.

To make a contribution, simply include your gift in the self-addressed and stamped envelope included with this letter or hand-deliver your donation to [sports club address].

Many thanks in advance for your sponsorship!

Sincerely,

4.5   POINTS TO REMEMBER

- Email Writing is an art.
- Emails are quickest way of modern communication.
- Write a meaningful subject line.
- Keep the message focused and readable.
- Avoid too many attachments.
- Think before you click "Send."
- Respond to emails promptly.

4.6 CHECK YOUR PROGRESS

1. Imagine you have received an invitation mail for job interview. Draft a reply of the email.

2. Your friend has met with an accident recently. You could not find a time to meet him personally. Draft a goodwill email convincing your compulsion and conveying your regards for him to recover soon and assuring him all the support he may need in future.

3. Your colleague in your department is getting married soon. He has invited you for his wedding ceremony to be held in Latur. But, you already have an urgent and important meeting on the same day which you cannot skip for any reason. Write an appropriate goodwill email to him conveying the real situation and wishes for his future married life.

4. Your college has organized a youth festival and you are looking for sponsors. Write an email to the potential sponsorer seeking his help in financing your events.

Write a thanking email to your friend who has helped you in completing your project work.

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Unit - 5

REPORT WRITING

UNIT STRUCTURE

5.1 OBJECTIVES

- To help the students understand the importance of developing skills and techniques of report writing.

- To acquaint learners with various areas of report writing that are helpful in organizational work.

- To introduce learners to the process of writing a good report.

5.2 INTRODUCTION

Report writing is an art which needs development of special skills and techniques. It is a highly structured document written in a formal style. Generally, most of the reports are based on your reading and some form of practical work, such as an investigation, survey, experiment or review of the practice in other organizations. It is written with specific purpose, to inform, to persuade, or to offer recommendations. They are also produced for a particular kind of audiences. Conclusions in the reports are generally drawn based on their findings and may suggest a course of action or areas of further research. Therefore, the reports are aimed to set out the issue and explain why the activity was undertaken, to describe what was done and how it was done or to present the findings, conclusions, and any recommendations.

According to the Oxford English Dictionary, "a report is a statement of the results of an investigation or of any matter on which definite information is required".

Formal report writing in professional, technical and its business contexts have evolved certain conventions regarding format, style, referencing and other characteristics. These vary in details between organizations. Reports are a highly structured form of writing often following conventions that have been laid down to produce a common format. Structure and convention in written reports stress the process by which the information was gathered as much as the information itself.

5.3 NEED FOR REPORT WRITING

Reports are impartial part of official communication especially for documentation. In academics, the report writing is also significant right from writing reports of the pupils to the teacher and in business environment when it grows in its complexity, the importance of skillful communication becomes essential in the pursuit of institutional goals. In addition to the need to develop adequate statistical skills, you will find it necessary to effectively communicate to others the results of your statistical studies. It is of

little use to formulate solutions to business problems without transmitting this information to others involved in the problem-solving process. But in academics, some courses require students to present their ideas as a report as opposed to the usual essay format. Report writing is a useful skill to possess because this form of communicating information and ideas is commonly used in all industries.

Academic report writing will help you develop these skills in a disciplined way, enabling you to write reports to a high standard. The importance of effectively communicating the results of your statistical study cannot be overemphasized. The following paragraphs will illustrate the need to write effective and impressive reports. But this section of the study material is to help the students to understand the basics of report writing. Therefore, the discussion on the significance will be limited to the basic report writing skills instead of the advanced one.

5.3.1 Helps to Communicate

Most business decisions involve the cooperation and interaction of several individuals in a given working environment. Sometimes dozens of colleagues and co-workers strive in unison to realize mutual goals. Lines of communication must therefore be maintained to facilitate these joint efforts. Without communicating ideas and thoughts it would be impossible to identify common objectives and purposes necessary for successful operations. Without communication and the team effort it permits, the successful completion of any important project can be jeopardized. Some aspects of the project would be unnecessarily replicated while other tasks would be left unattended. Further, in the absence of adequate communication, colleagues would find themselves working at cross purposes and perhaps pursuing opposing goals. What one team member may have worked to assemble one day, a second team member may dismantle the next day. Without communication the chances for a successful outcome of any business endeavor are significantly reduced. Besides, the reports are the created documents based on the observations and finding which in turn help the information to disseminate to the target reader.

5.3.2 Helps in Documentation

Reports are written documents and can be stored permanently. Writing of these reports is done in structured and preconditioned protocols and thus helping in creating the detailed matter. Analyzing, monitoring data and reaching conclusions is perhaps one of the most challenging and important stages of a monitoring and documentation and reports make it easy. It requires skill to examine what could be voluminous amounts of information and determine what those findings mean. Drawing conclusions is a

process of synthesizing information, identifying patterns, themes, relationships, and causes. It requires continual verification, and reports help to identify information that fits or contradicts the pattern as it emerges. Thus, reports help in documenting not only the data, facts, files or graphical information but also help them to analyse it and document them perfectly.

5.3.3 Helps in Decision Making

The written reports communicate information which has been compiled as a result of research and analysis of data and of issues. Often reports are structured in a way that reflects the information finding process and the writing up of the findings: that is, summary of the contents, introduction or background, methods, results, discussion, conclusion and/or recommendations.

The inclusion of recommendations is one reason why reports area common form of writing in industry, as the informed recommendations are useful for decision making. For example, a local municipal council which has received a development application may commission a heritage consultant to prepare a report on the heritage values of the proposed development site. The recommendations of the report will be taken into account by the council when considering the development application. Thus, it helps the council to take appropriate decision.

5.3.4 Helps in Comprehension of the Problems or Issues

Reports are documents explaining the context and the background of the problem and seeking an enquiry into the possible causes and stimulating factors for it. It means these documents help to find out the problem, its extent and the future damage that it may cause. Besides, it will address the measures we may undertake to avert the spread of problem. Thus, Albert Einstein once said, "If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it." While that may sound extreme, it does highlight the importance of defining problems. It also hints at some interesting facts: A well-defined problem often contains its own solution within it, and that solution is usually quite obvious and straightforward. By defining problems properly, you make them easier to solve, which means saving time, money and resources.

5.3.5 Helps for Further References

Reports consist of research or observed data which is a valuable resource, usually requiring much time and money to be produced. Many data have a significant value beyond usage for the original research. Besides, the same collected facts and figures encourage scientific enquiry and debate which in turn helps in promotion of innovation and potential new data uses. It leads to new collaborations between data users and data creators

maximizing the transparency and accountability. In addition, the stored reports enable scrutiny of research findings encouraging the improvement and validation of research methods. It results in to reduction of cost of duplicating data collection and increases the impact and visibility of research.

Also, the reports provide a direct credit to the researcher as a research output in its own right and it provides important resources for education and training. Thus, the reports disseminate information and made easily accessible to users means that many individual or institutions are keen to share reports to increase the impact and visibility of their findings.

5.4 GENERAL CHARACTERISTICS OF GOOD REPORT

Report provides factual information and is intended to document the progress of one or the other activities like finding out the feasibility, investigating a matter, finding out the various reasons for the failure of the execution of policy or eye witness report or news report. Thus, the purpose of report may influence the characteristics of an ideal report. These objectives of the report can be achieved only if the following qualities are incorporated:

5.4.1 Precision :
A report needs to adopt clear and correct approach to include all the facts and figures for the purpose of the study. The reporter has to be very clear about the exact and definite purpose of writing the report. His/her investigation, analysis and recommendations into the study undertaken or the investigation sought will be key to a successful report. So, precision of a report provides the unity to the report and makes it a valuable document for best usage.

5.4.2 Accuracy :
The accuracy is the prime feature of any report as it gives the authenticity of the facts and figures mentioned in the report. Hence, most written reports should avoid using overly complicated language. If a report is to persuade, brief or justify, its message must be clear. Furthermore, the factual presentation of data should not be swamped with sophisticated, lengthy sentences. So, avoid using unnecessary jargon. This confuses even the most informed reader. Ensure that your abbreviations are standardized. All too often authors invent their own jargon to ease the pressure on writing things in full. Be cautious of confusing your reader. Information contained in a report must be based on accurate fact. Since decisions are taken on the basis of report information, any inaccurate information or statistics will lead to wrong decision. It will hamper to achieve the organizational goal.

5.4.3 Relevancy :

The accurate facts and other details even though they are correct, they should also be relevant to the matter under investigation or study. Irrelevant facts make a report confusing and likely to be misleading to make proper decision. Relevancy of the facts, especially, pertaining to the matter that the study has been undertaken.

5.4.4 Simple Language

Most reports should avoid the use of subjective language. For example, to report on a change of colour from a "stunning green to a beautiful blue" is to project your own values onto a measurable outcome. What does the term "beautiful" mean to you? What will it mean to your reader? Such subjective or personal language commonly has no place in the more objective field of report writing. Therefore, the simple language is just another essential features of a good report. A good report is written in a simple language avoiding vague and unclear words. The language of the report should not be influenced by the writer's emotion or goal. The message of a good report should be self-explanatory.

5.4.5 Conciseness

A good report should be concise but it does not mean that a report can never be long. Rather it means that a good report or a business report is one that transmits maximum information with minimum words. It avoids unnecessary detail and includes everything which is significant and necessary to present proper information.

5.4.6 Grammatical Accuracy

A good report is free from errors. Any faulty construction of a sentence may make its meaning different to the reader's mind. And sometimes it may become confusing or ambiguous.

5.4.7   Unbiased Recommendation

The recommendation is a final outcome of the report. Recommendation on report usually makes effect on the reader mind. So, if recommendations are made at the end of a report, they must be impartial and objective. They should come as logical conclusion for investigation and analysis.

5.4.8   Attractive Presentation

Presentation of a report is also a factor which should be considered for a good report. A good report provides a catchy and smart look and creates attention of the reader. Structure, content, language, typing and presentation style of a good report should be attractive to make a clear impression in the mind of its reader.

The inclusion of above factors features or characteristics make a good report to be effective and fruitful. It also helps to achieve the report goal. A reporter, who is making the report, always should be careful about those factors to make his report a good one.

5.4 LAYOUT OF REPORT

The layout of the report may vary from purpose to purpose. The following table will give you a deep insight into the various elements of the reports according to purpose:

Business Report	Laboratory Report	News Report	Activity Report
Title page Acknowledgements Contents Abstract or summary Introduction Methodology Results or findings Discussion Conclusion and recommendations References Appendices	Title Aim Apparatus Procedures Precautions Observations Conclusions	Headline Subhead line Dateline Introductory Para Lead Para Concluding Para	Title Duration Place of Activity Executive Summary Details of the Activity Conclusion

5.5 STEPS FOR REPORT WRITING

The following stages are involved in writing a report:

5.5.1 Clarifying Terms of Reference
The terms of reference of a report are a guiding statement used to define the scope of your investigation. You must be clear from the start what you are being asked to do. You will probably have been given an assignment from your tutor but you may need to discuss this further to find out the precise subject and purpose of the report. Why have you been asked to write it?

Knowing your purpose will help you to communicate your information more clearly and will help you to be more selective when collecting your information.

5.5.2 Planning Work :

Careful planning will help you to write a clear, concise and effective report, giving adequate time to each of the developmental stages prior to submission.

• Consider the report as a whole

• Break down the task of writing the report into various parts.

• How much time do you have to write the report?

• How can this be divided up into the various planning stages?

• Set yourself deadlines for the various stages.

Draw up an outline structure for your report and set the work within a sensible time scale for completion by the given deadline. Some of the most time-consuming parts of the process are collecting and selecting your information, and checking and revising your report.

5.5.3 Collecting Information

There are a number of questions you need to ask yourself at this stage:-

➢ What is the information you need?
➢ Where do you find it?
➢ How much do you need?
➢ How shall you collect it?
➢ In what order will you arrange it?

You may have much of the information you need already such as results from a laboratory experiment or descriptions of your methods of data collection. However, there may be other material which is needed such as background information on other research studies, or literature surveys. You may need to carry out some interviews or make a visit to the university library to collect all the information you need.

• Make a list of what information you need.

• Make an action plan stating how you are going to gather this.

5.5.4 Organizing and Structuring Your Information

One helpful way of organizing your information into topics is to brainstorm your ideas into a 'spider diagram.'

➢ Write the main theme in the centre of a piece of paper.
➢ Write down all the ideas and keywords related to your topic starting from the centre and branching out along lines of connecting ideas.
➢ Each idea can be circled or linked by lines as appropriate.

- When you have finished, highlight any related ideas and then sort topics.
- Some ideas will form main headings, and others will be sub-sections under these headings.
- You should then be able to see a pattern remerging and be able to arrange your main headings in a logical order

5.5.5 Writing the First Draft

Collect the data and compile it as per the requirement of the purpose for which the report is written. Besides, follow the principles given in earlier section.

5.5.6 Checking and Re-Drafting.

Once you have written the first draft of your report you will need to check it through. It is probably sensible to leave it on your desk for a day or so if you have the time. This will make a clear break from the intensive writing period, allowing you to view your work more objectively.

Assess your work in the following areas:
- Structure
- Content
- Style

5.6 EYE-WITNESS REPORT

An eyewitness report is a first-person account of an event you personally witnessed. The goal is to provide details about the event in a clear, concise manner, giving as many details as you recall as accurately as possible.

Eyewitness reports are often crucial to solving crimes or providing background on newsworthy stories. Eyewitness reports are also used as part of incident reports at workplaces such as schools, nursing homes, jails and other facilities requiring employees to monitor sensitive situations.

Follow the tips given below while writing the eyewitness report:

- Reconstruct the events and the order in which they occurred as clearly as you can before you write anything down.

- Write your eyewitness report in the first person.

- Describe only what you actually witnessed.

- There is no room in an eyewitness report for personal opinion or dramatic effect.

- Use language as precisely as you can.

➢ Include specific time and date information when writing about the incident, your full name and contact information, and the names of anyone who might have been present who can back up your account.

➢ If you have access to information from someone who is unavailable to write a report, include the information but indicate that the information was obtained from someone else.

Nepal Earthquake - Eyewitness Report

By Liz Satow, World Vision Country Director for Nepal.

Buildings and walls across Kathmandu have collapsed although it is hard to tell how serious and extensive the damage is. We know that dozens, maybe hundreds, of people have been killed and injured. Many people are too frightened to go into the buildings due to fear they will collapse with aftershocks. People are very worried and have for a long time feared the big quake.

The epicentre of the quake struck is near Lamjung, where we have a project site. It is about 180 km from Kathmandu. All Lamjung staff are accounted for. Telecom connections are up and down making it difficult to find out how bad things are.

World Vision has been working in districts across Nepal with local authorities to identify disaster risks and help communities prepare for the worst. There has been a special focus on keeping schools safe from natural hazards like landslides, flooding and quakes. World Vision also works with other agencies to improve disaster risk reduction by working with networks of children to give them a voice on disaster risk reduction and influence government policies to improve safety. World Vision is the lead agency in Disaster Management and Climate Change Adaptation task group.

Source: https://www.wvi.org/asia-pacific/article/nepal-earthquake-eyewitness-report Dated: 13th May, 2018.

5.7 ACTIVITY REPORT

A progress report (also known as an activity report or status report) is requested by those who are interested in the past, present, and future of something you are working on. Unlike a more formal research report, a progress report can be brief, with no need for cross-references or detailed front and back matter. A progress report can even be delivered verbally, although most organizations also require something in writing. Often a template will be provided, but occasionally you may be asked to draft something on the fly.

Follow the tips given below while writing the eyewitness report:

➢ Plan your report.

➢ Understand the time-frame you will report on. By definition, a progress/activity report is not a summary of your entire project. It covers a specific time segment.

➢ Define the purpose, audience, and format for your report. Even in a short, informal report, the good old "reporter's questions" are a good starting point. Two important things that should be considered:

➢ Find out the interested stakeholders for your report

➢ Structure your report logically. A structure will help you cover all the highlights. Arrange the report into Introduction, Summary and Results of Activities (past, present), Future Activities and Conclusion.

➢ Draft a report

➢ Proofread it carefully and review, edit, and proof your report.

Example: Your college recently has organised a Leadership Camp for all presidents and secretaries of the various clubs in your college.Being the secretary of the college magazine you too attended the same. Write a report for the college magazine.

Activity Report : Integrated Leadership Camp

The weekend of 27-29th July this year will forever be etched in the minds of the 50 participants who attended the Integrated Leadership Camp organised by the Co-curricular Unit of K J Somaiya College of Arts and Commerce, Vidyavihar, Mumbai. The two-day two night camp, held at college, within a city of Mumbai, was a compulsory activity for all presidents and secretaries of the various clubs in college. The objectives of the camp were to instill leadership qualities and improve teamwork among participants.

Although the students were accompanied by several professors, all activities were conducted by youth leaders from the campus.

Most of the students, who are in Form Four this year, were very excited to attend the camp. Upon arrival, they were immediately whisked off to the seminar room where they were given a briefing on the rules and regulations at the campsite by the facilitators. Then, they were put into groups of five and asked to erect their own tents.

Luckily for my group, we had the President of the NCC Club with us. In no time, he had instructed us on how to put up the tent. Unfortunately, some of the other groups were struggling with their tents and seeing their dismal efforts some of us decided to help them. Apparently, this was the first test of our teamwork skills and fortunately, many of us passed with flying colours. After dinner, we had a group dynamics activity, where we had to come up with names, logos and jingles for our groups.

The second day of the camp started off with an early morning exercise session at 5.30am. The two energetic facilitators, Tina and Ashraf, took us through a rigorous exercise routine. Many of us who barely exercise knew what to expect over the next few days – muscle cramps. After the one-hour aerobic session, we jogged through Ghatkopar locality, which was a pale shadow of its daytime hustle and bustle. The early morning exercise was invigorating and refreshing. We had enough time for a quick shower and breakfast, before we took part in more group activities.

The highlight of the camp was a night hike in the surrounding jungle. The facilitators led us deep into the jungle and made us sit all by ourselves. The half hour spent alone was aimed at making us brave and resilient. Though many of us were initially hesitant and skeptical about this activity, it was indeed an insightful experience.

On the final morning, we had a hearty breakfast, which was followed by a feedback session. During this session, we were given the opportunity to voice our feelings and opinions regarding the camp. Many of the participants gave constructive feedback on what the camp had taught them. We learnt about the importance of teamwork, consideration, tolerance and understanding. Most importantly, we learnt that good leadership is responsible leadership.

Reported by,
Neelam Chindhe
Editor

5.8 NEWSPAPER REPORT

A news report is a factual account of an event. It is meant to tell the reader about the details of something that has happened. News reports are an efficient way to report the events taking place locally and around the world.

The structure of the news report is as follows:

1. Headline
   a. Catches your attention
   b. Sums up the story
2. Byline
   a. Writer's name
   b. Writer's Specialty, e.g. sports, food, crime, current events
3. Dateline
   a. Where the story begins
   b. The day and time of the story
   c. The sources of the news.
4. Lead Para
   a. The opening section
   b. Gives most important information
   c. Should answer most of the 5W's
5. Body
   a. Supplies detail
   b. Most important details come first
   c. Simple true statements
6. Quotation
   a. What someone actually said
   b. Adds accuracy
   c. Adds "at the scene" feeling

Read the following news report from the leading English Daily:

SpaceX launches rocket that can be re-used 10 times

Sat To Also Give Communication Boost to India

Tampa:

SpaceX on Friday blasted off its newest and most powerful Falcon 9 rocket, known as the Block 5, carrying the first high-orbit communications satellite for Bangladesh and marking a leap

forward in re-usability for the California-based aerospace company.

The satellite will offer video and communications coverage over India, Bangladesh and its territorial waters in the Bay of Bengal, as well as Nepal, Bhutan, Sri Lanka, the Philippines, and Indonesia.

The rocket is designed to require far less maintenance and refurbishment between flights, and is certified to carry humans to space later this year when Space X launches its Dragon crew capsule to the International Space Station.

The Block 5 Falcon 9 rocket's main goal for its maiden mission was to propel a communications satellite for Bangladesh, called Bangabandhu Satellite-1, to a geostationary transfer orbit roughly 35,000km above Earth. "In the continuous advancement of Bangladesh another milestone is added today," said Bangladesh PM Sheikh Hasina in a video address aired on Space X's launch webcast. "With the launch of Bangabandhu-1, we are hoisting our national flag into space."

The rocket is built to refly up to 10 times with minimal refurbishment, Space X CEO Elon Musk told reporters ahead of the launch. AFP

The Falcon 9 lifting off from at Cape Canaveral in Florida on Friday. The rocket, also certified to carry humans to space later this year when Space X launches its Dragon capsule, is carrying a communications satellite for Bangladesh.

Source: Times of India Dated 18th May, 2018.

5.9 POINTS TO REMEMBER

- ➢ The reports contain facts and figures.
- ➢ Reports are significant as they have become the part business set up.
- ➢ Reports should be precise, accurate, relevant, in simple language, concise, grammatically accurate, have unbiased recommendations and attractive presentation.
- ➢ The layout of the report varies from purpose to purpose.
- ➢ Eyewitness report is written in first report.
- ➢ News report is written with definite format.
- ➢ Activity report is a progressive report.

5.10 CHECK YOUR PROGRESS

1. Explain the concept of a report? Why is the significance of report writing to modern business organisation?

2. How do you organise a report logically?

3. What are the different forms of report writing? Explain them.

4. Bring out the salient features of an Ideal Report.

5. What is a Activity Report? What purpose does it serve the organisations?

6. You are team leader of your bank. Your bank has introduced new deposit scheme. Draft a activity report to be submitted to the Manager.

7. Draft the half yearly progress report of a training of your students at NCC camp for new recruits of to your battalion of which you have been appointed to train them.

8. The workers in a large industry have been asking for a rise in wages and housing accommodation. They are protesting for long. Write news report on it.

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Unit - 6

STORY WRITING AND DIALOGUE WRITING

UNIT STRUCTURE

6.0 OBJECTIVES

1. To make the students aware of the art of story writing

2. To introduce the students dialogue writing.

3. To prepare them to do the practice of preparing for the examination.

6.1 INTRODUCTION

This unit will make learners familiar with the concept of story writing and dialogue writing. Creative thinking and creative writing, involves use of imagination in organized way. It is important to be creative in communication. We usually think that imagination means to to be without restriction. However, imaginative and creative writing his planned and structured activity. Also one can learn this skill and perfect it by practice.

6.2 STORY WRITING

STORY WRITING
Dear friends as you know the syllabus, you have to write either a short story with the help of given points, or a dialogue on a given topic. This unit will ensure to perfect you in writing both. Read the unit neatly and follow the hints given below.

Creative writing by definition, involves being 'creative': making things up, letting your imagination run wild. Writing dialogues and short stories is about being factual and objective, communicating ideas and arguments in the clearest way possible and attempting to enhance the reader's knowledge, rather than their imagination.

1. Think about your reader
With creative writing, as with any kind of writing, your reader is your most important consideration. You need to know and understand whom you're writing for if you're to do a good job of keeping them interested. Let's think for a moment about the kind of person you're writing for when you're writing an essay and what you need to do to write specifically for them:

Teachers or university lecturers – they're going to be marking your essay, so it needs to answer the question effectively. They've set the question and they probably have a pretty good idea of how you're going to answer it – so be original and unpredictable; catch them by surprise with an unusual approach or structure.

They're going to be reading many other responses to the same question – so they may well be bored by the time they get to yours. Keep them interested!

They're probably going to be pressed for time – so they won't have time to reread badly written passages to try to understand what you're getting at. Keep your writing easy to read, succinct and to the point.

What all these points boil down to is the importance of keeping your reader interested in what you have to say. Since creative writing is all about holding the reader's interest, there must be some lessons to be learned from it and techniques that can be applied within the more limited style constraints of the academic essay. We'll now turn to what these are.

2. Three-act structure
The three-act structure is a writing device used extensively in modern writing, including for film and television dramas. These

'acts' aren't as distinct as acts in a play, as one follows seamlessly on from another and the audience wouldn't consciously realise that one act had ended and another began. The structure refers to a plotline that looks something like this:

Set-up – establishes the characters, how they relate to each other, and the world they inhabit. Within this first 'act', a dramatic occurrence called an 'inciting incident' takes place (typically around 19 minutes into a film) involving the principal character. They try to deal with it, but this results in another dramatic occurrence called a 'turning point'. This sets the scene for the rest of the story.

Confrontation – the turning point in the previous 'act' becomes the central problem, which the main character attempts to resolve – usually with plenty of adversity thrown their way that hampers their efforts. In a murder mystery, for example, this act would involve the detective trying to solve the murder. The central character – with the help of supporting characters – undergoes a journey and develops their knowledge, skills or character to a sufficient degree to be able to overcome the problem.

Resolution – the climax of the story, in which the drama reaches a peak, the problem is overcome, and loose ends are tied up.

This structure sounds all very well for made-up stories, but what has it got to do with a story writing? The key similarities here are:

The central argument of your story is the equivalent of the main character.

The essay equivalent of the set-up and resolution are the introduction and conclusion.

The inciting incident in a story encourages you to get to the point early on in the story.

The equivalent of character development in the second act is developing your argument.

So, applying the three-act structure to a story gives you something like this:

Set-up – the introduction. This establishes what you're talking about, setting the scene. The 'inciting incident' could be the introduction of evidence that contradicts a common theory, or the highlighting of a central disagreement in how something is interpreted.

Confrontation – you discuss the different problems surrounding the topic you're writing about. You develop the argument using various bits of evidence, moving towards an overall conclusion.

The Conclusion- You summarise and resolve the argument with your own opinion, by coming down on one side or the other, having weighed up the evidence you've discussed. You could perhaps tie up loose ends by offering an alternative explanation for evidence that doesn't sit with your conclusion.

Using this structure keeps you focused on the central point, and stops you from waffling, because everything you write is working towards resolving your argument. The use of the inciting incident in the first 'act' encourages you to get to the point early on in your essay, thereby keeping the reader interested. The principles of good plot-writing are centred around the connection between different events that show cause and effect, and this central tenet of the three-act structure has obvious parallels with the way in which essays work through presenting evidence in support of arguments.

3. An attention-grabbing opening
A murder mystery novel might start with the murder and then establish the build-up in flashbacks. An oft-spouted piece of advice in creative writing is to use an attention-grabbing opening. One way of doing this is to start with a 'flashback', which could disrupt the chronology of events by transporting the reader directly back to the midst of the action, so that the story begins with maximum excitement. In a murder mystery, for instance, the writer might skip a slow build-up and instead use the murder itself to form the opening of the novel, with the rest of the story charting the efforts of the detective to uncover the perpetrator and perhaps telling the events prior to the murder in a series of flashbacks.

4. Extended metaphors
Creative writing often makes use of extended metaphors. For example, when Shakespeare wrote the passage in Romeo and Juliet referring to "It is the East, and Juliet is the sun!" he was using an extended metaphor. With this in mind, it's time to revisit a point we made in a previous article about writing more original essays, in which we argued that, rather than battling on with trying to explain a complex concept in a straightforward way, it might be easier to use an analogy to convey the meaning by drawing comparisons, which people find easier to understand. A metaphor is a kind of analogy, so the similarities with creative writing are strong here. In our previous article we used the example of radioactive decay. An analogy for this is the pressure with which water escapes from a hole in a bucket. It does so exponentially, just as radioactive substances decay exponentially. In both instances, the rate of a consumptive process depends on how much there is left of

whatever is being depleted, which results in an exponential rate of decay. This concept is so much easier to explain using the analogy of water flowing from a hole in a bucket, as you give your reader something familiar to visualise in order to explain a concept with which they are unfamiliar.

5. Interesting details about setting and location

Another way of keeping your reader interested is to bring your essay to life with details about setting and location, just as creative writers do. Essays can become quite dry if you focus solely on the academic problems, but you can make them more interesting by peppering them with details. This may not work quite so well for a scientific essay, but it's certainly relevant for some humanities subjects, in particular English literature, history and archaeology. For example, an essay about the Roman emperor Augustus could mention that he lived a famously modest lifestyle, quoting details from Roman writers and archaeological evidence that support this: Suetonius mentions his "low bed" (interesting because of what it says about accepted standards of Roman beds!) and coarse bread and cheese diet, and the relatively small and non-lavish remains of his house on the Palatine Hill in Rome back up the idea of his having lived a modest life.

Incidental details like these can actually prove to be more significant than you initially realise, and you can use them to build your argument; in the case of Augustus, for example, his modest lifestyle is particularly important when seen in the context of Rome's troubled history with kings. As he gradually acquired more power and became Rome's first emperor, he had to avoid coming across as being too 'regal', and the little details we know about his way of life are significant in light of this. So, not only have you brought your essay to life, but you've raised an interesting point, too.

6. Editing

Few writers get it right first time. Once you've written a first draft, read through it and think about whether the order of your points is optimal and whether what you've written actually makes sense. It's easy in the age of computers to chop and change – you can simply copy and paste part of your essay into another part where it might fit better, and then make minor changes to your wording so that it flows. After you've finished editing, have a final read through and check that you're happy with the wording. Don't forget to proofread to ensure that your spelling and grammar is impeccable!

7. And finally… record your ideas

Creative writers swear by having a notebook with them at all times, ready to jot down any ideas that suddenly spring to mind.

You can adopt the same principle for your essay-writing, because you never know when the inspiration might strike. Have a think about your essay topic when you're out and about; you'd be surprised what occurs to you when you're away from your normal place of study.

As you can see, there are more similarities between two apparently unrelated kinds of writing than you might have realised. It is, of course, possible to go too far with the creative writing idea when you're essay-writing: literary devices aren't always appropriate, and your story still needs to retain objectivity and conform to the more formal conventions of academic writing. But there are certainly techniques to be borrowed from creative writing that will help your story stand out from the crowd and give your teacher or lecturer a welcome break from the monotony of story12marking.

6.3 DIALOGUE WRITING

Realistic dialogue written well can advance a story and flesh out characters while providing a break from straight exposition. Writing realistic dialogue does not come easily for everyone, though, and few things pull a reader out of a story faster than bad dialogue.

It takes time to develop a good ear for dialogue, but following some simple rules and avoiding some obvious pitfalls can make a huge difference.

Listen to How People Talk
Having a sense of natural speech patterns is essential to good dialogue. Pay attention to the expressions people use and the music of everyday conversation by paying attention to the way people talk. Note how people can maintain conversations without complete sentences and sometimes by even finishing others' sentences. Eavesdropping is not a crime, so go ahead and listen to how people communicate with one another.

Don't Be 100 Percent Realistic
People talk in stops and starts, and they pause with nonsense words like "um" and "er." Frequently they talk over one another. As much as you're trying to emulate realistic speech patterns, the dialogue still needs to be readable. Alfred Hitchcock said a good story is, "life with the dull parts taken out." This very much applies to dialogue. A transcription of a conversation would be boring and confusing, so give readers only what matters. Edit out filler words and unessential commentary that doesn't contribute to the plot in some way.

Don't Give Too Much Information at Once

It should never be obvious to readers that they're being fed important facts. Let the story unfold naturally. Readers can be trusted to remember details from earlier in the story, so you don't have to rush to tell them everything all at once. People who know each other leave a lot unsaid, so exposition still will be necessary to share some important facts.

Break up Dialogue with Action

Remind readers that your characters are physical human beings by grounding their dialogue in the physical world. Such details also help break up the words on the page. It can be as simple as referencing that characters are standing on the deck of a cabin cruiser. Long periods of dialogue are easier for readers when broken up by descriptions. The same holds true for long periods of descriptions, they need to be broken up with dialogue.

Don't Overdo Dialogue Tags

Veering too much beyond "he said/she said" only draws attention to the tags—and you want readers focused on your compelling dialogue, not your ability to think of synonyms for "said." You also need to trust that readers will be able to follow the conversation without attribution after each statement when it is part of a back-and-forth conversation between characters.

Stereotypes, Profanity, and Slang

Be aware of falling back on stereotypes, and be sure to use profanity and slang sparingly or you risk distracting or alienating your readers. Anything that takes readers out of the fictional world that you're working hard to create should be avoided.

Read Widely

Pay attention to why things work or don't work when you're reading. Take the time to note examples of when you are taken out of a story's action and then try to identify why? Where did you stop believing in a character? Or, when did the character really jump off the page, and how did the dialogue help accomplish that? Again, note when this happens and try to identify what the writer was doing to achieve this. In other words, start reading like a writer.

Punctuate Dialogue Correctly

The rules for punctuating dialogue can be confusing. Many writers need help getting them right; especially in the beginning. Take some time to learn the basics. A reader should get lost in your prose. You may have written beautiful dialogue but you don't want the reader stumbling over it because it's hard to follow due to missing or misplaced commas.

Cut to the Chase

Cutting greetings and other small talk is a great place to start paring down your dialogue. If you omit all the hellos and goodbyes, you get your characters into the scene faster and allow them to start telling your story through language and action.

Keep It Short

Try to keep each instance of dialogue to one sentence. When you get to the second sentence, it's likely your character has become an "explainer," delivering expository information instead of acting as a dynamic, believable character.

Any time you find yourself giving a character multiple sentences of dialogue, ask yourself if there's a natural way to put all the important information into one sentence. Or, see if it can be broken up and inserted into a few different places in the conversation. You can also see if another character can deliver some of the information.

Let It Flow

When you write the first draft of a scene, let the dialogue flow. Pour it out like cheap champagne. You can make it sparkle later, but first, you have to get it down on paper. This technique will allow you to come up with lines you probably would never have thought of if you tried to get it right the first time.

Be an Improvisational Actor

In the privacy of your own home, improvise a scene as though you are both characters in the scene. If the two characters are in conflict, start an argument. Allow a slight pause as you switch, giving yourself time to come up with a response in each character's voice.

6.4 CHECK YOUR PROGRESS

1. Write a brief dialogue between you and a stranger who meets you in a train while traveling to a hill station.

2. Write a short story with the points given bellow.

   i.   You receive pocket money Rs. 1000 from your father

   ii. You are thrifty by nature-you don't want spending unnecessarily

   iii. Savings

   iv. You invest in Mutual funds with the help of a friend's father

   v.   gift your father a motor bike after four years

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