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Education
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Dr. Babasaheb Ambedkar
Open University

(Established by Government of Gujarat)

MA JMC 05

SEM-02



**Basic English Language Skills
for Mass Media-2**

MASTER OF ARTS - JOURNALISM AND MASS COMMUNICATION

Message for the Students

Dr. Babasaheb Ambedkar Open University is the only state Open University, established by the Government of Gujarat by the Act No. 14 of 1994 passed by the Gujarat State Legislature; in the memory of the creator of Indian Constitution and Bharat Ratna Dr. Babasaheb Ambedkar. We stand at the seventh position in terms of establishment of the Open Universities in the country. The University provides as many as 81 courses including various Certificate, Diploma, UG, PG as well as Doctoral to strengthen Higher Education across the state.



On the occasion of the birth anniversary of Babasaheb Ambedkar, the Gujarat government secured a quiet place with the latest convenience for University, and created a building with all the modern amenities named 'Jyotirmay' Parisar. The Board of Management of the University has greatly contributed to the making of the University and will continue to this by all the means.

Education is the perceived capital investment. Education can contribute more to improving the quality of the people. Here I remember the educational philosophy laid down by Shri Swami Vivekananda:

“We want the education by which the character is formed, strength of mind is increased, the intellect is expands and by which one can stand on one’s own feet.”

In order to provide students with qualitative, skill and life oriented education at their threshold. Dr. Babasaheb Ambedkar Open University is dedicated to this very manifestation of education. The university is incessantly working to provide higher education to the wider mass across the state of Gujarat and prepare them to face day to day challenges and lead their lives with all the capacity for the upliftment of the society in general and the nation in particular.

The university following the core motto ‘स्वाध्यायः परमम् तपः’ does believe in offering enriched curriculum to the student. The university has come up with lucid material for the better understanding of the students in their concerned subject. With this, the university has widened scope for those students who are not able to continue with their education in regular/conventional mode. In every subject a dedicated term for Self Learning Material comprising of Programme advisory committee members, content writers and content and language reviewers has been formed to cater the needs of the students. Matching with the pace of the digital world, the university has its own digital platform Omkar-e to provide education through ICT.

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With all these efforts, Dr. Babasaheb Ambedkar Open University is in the process of being core centre of Knowledge and Education and we invite you to join hands to this pious *Yajna* and bring the dreams of Dr. Babasaheb Ambedkar of Harmonious Society come true.



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Basic English Language Skills for Mass Media-2

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Dr. Babasaheb Ambedkar Open University
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MJMC-05
Basic English Language Skills for Mass Media - 2

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1.0 INTRODUCTION

In English language a modifier can be an adjective, an adverb or a phrase or clause acting as an adjective or adverb. In every case, the basic principle is the same: the modifier adds information to another element in the sentence.

In this unit we will work with single-word modifiers – adjectives and adverbs – but the information here will also apply to phrases and clauses which act as modifiers.

1.1 LEARNING OBJECTIVES

- The purpose of this unit is to enable media students to learn about how modifiers can help them write a clear, concise and effective news story.
- In connection with the above detailed explanation and examples have also been provided with regards to – split infinitives; squinting modifiers; misplaced and dangling modifiers; and usage of: the comparative and superlative degree; conjunctive adverbs; adjectives

- with linking verbs; and adverbs and adjectives.
- The ultimate aim is to grammatically strengthen the writing of students.

On Completion of this Unit

- You will be able to understand the meaning and dos and don'ts regarding various modifiers.
- You will learn about – split infinitives, squinting modifiers, misplaced and dangling modifiers.
- You will pick up how to aptly use – the comparative and superlative degree; conjunctive adverbs; adjectives with linking verbs; and adverbs and adjectives.
- You will be able to write a good story by employing apt modifiers.

1.2 USING ADVERBS AND ADJECTIVES

Definition and Meaning:

Adverbs are words that modify verbs, adjectives, other adverbs and sometimes clauses and whole sentences. Adjectives are words that modify nouns and pronouns. Be careful not to use an adjective where you need an adverb.

Examples and Explanations:

Look at the sentences below and read the explanation–

- Once the operation was over, Sharan walked **slow** out of the hospital (Incorrect)
- Once the operation was over, Sharan walked **slowly** out of the hospital (Correct) (The sentence needs an adverb, not an adjective, to modify the verb WALKED)
- We tried **real** hard to get the perfect picture. (Incorrect)
- We tried **really** hard to get the perfect picture. (Correct) (The sentence needs an adverb, not an adjective to modify the adjective HARD. Please note that REALLY is an informal substitute for VERY and you should avoid it in formal essays)

Using GOOD, BAD, WELL and BADLY

Please note the distinctions between GOOD and BAD (which are adjectives) and WELL and BADLY (which are adverbs):

- Shalini plays the sitar **well** and the veena **badly**.
- The actor's performance was **good** even though he felt **bad** that night.
- WELL is an adjective only when it refers to health or condition:
- She protested that she was **well** enough to start playing sports again.

Check Your Progress:

Exercise - 1

Pick out the modifier and show which word it modifies:-

- He tied red and orange ribbons round the present.
- For years, we kept a pet dog that gave us much joy.
- A strong wind swept through the countryside.
- Dark clouds were gathering in the west.
- If we are quick, there will be tickets available.
- The film was short but exciting.
- He was nervous and shaking on stage.
- This is the best movie we have watched.
- The exam is hard to pass.
- Pesticides are harmful to the environment.
- Shalini sat silently throughout the meal.
- I rarely interrupt when other people are speaking.
- She suddenly left the party.
- He receives his copy of the magazine monthly.
- My father often reads the newspaper in bed.
- We finally decided to stay where we were.
- Jaya and Jatin regularly visit their parents.
- There is someone standing outside the door.
- He is quite serious about resigning.
- The girls are kept separately from the boys.
- At their age, they are still playing tennis.
- Perhaps, you'd like to join us for a walk?
- He came rushing upstairs after his sister.
- We see each other occasionally.
- Tanmay walked fast for the bus.

Exercise -2

Identify and underline the adverbial and adjectival phrases in the following sentences:-

- The train that he commutes between home and work is slow.
- He sings to her softly and beautifully.
- As the deadline approaches, we begin feeling stressful.
- Even though we had received an invitation, we did not want to go.
- We completed the task with minimum difficulty.
- They went with us to the movie.
- From where we sat, the building was hard to see.
- Until there were more seats, some of us had to stand during the speech.
- His father allowed him to keep the dog provided that he took good care of it.
- We made our way into the theatre, while others were already seated.

Answers

Exercise – 1

- He tied red and orange **ribbons** round the present. (Both colors red and orange modify the noun ribbons.)
- For years, we kept a **pet** dog that gave us much joy. (The word pet modifies and describes the dog.)
- A strong **wind** swept through the countryside. (Strong modifies the noun wind.)
- Dark **clouds** were gathering in the west. (The clouds are described as dark.)
- If **we** are quick, there will be **tickets** available. (Quick modifies we, and available modifies tickets.)
- The **film** was short but exciting. (Short and exciting modify the film.)
- **He** was nervous and shaking on stage. (Nervous and shaking modify how he felt while he was on stage.)
- This is the best **movie** we have watched. (The adjective best describes the movie as the best we have watched.)
- The **exam** is hard to pass. (Hard describes the difficulty in passing the exam.)
- **Pesticides** are harmful to the environment. (Harmful modifies pesticides. It tells about the harm pesticides can cause to the environment.)
- Shalini **sat** silently throughout the meal. (The adverb silently modifies sat. It answers the question of how she sat during the meal.)
- I rarely **interrupt** when other people are speaking. (Rarely modifies interrupt which tells us how infrequently I interrupt others.)
- She suddenly **left** the party. (Suddenly modifies the verb left, telling us in what manner the girl left the party.)
- He **receives** his copy of the magazine monthly. (Monthly modifies receives. It tells us how often he receives his magazine.)
- My father often **reads** the newspaper in bed. (Often is an adverb and it modifies reads and we know the reading is not done every night.)
- We finally **decided** to stay where we were. (Finally modifies decided to show that at last a decision was made.)
- Jaya and Jatin regularly **visit** their parents. (Regularly is the modifier of visit. The adverb regularly is used to show how often they visit their parents.)
- There is someone **standing** outside the door. (Outside, by modifying the verb standing, indicates where someone stands.)
- He is quite **serious** about resigning. (Quite is an adverb that modifies the adjective serious.)
- The girls are **kept** separately from the boys. (Separately modifies kept. So how are the girls and boys kept? Not together.)
- At their age, they are still **playing** tennis. (Using still, an adverb, to show they are still playing tennis when they are no longer young.)
- Perhaps, **you'd like to join us for a walk?** (Perhaps expresses uncertainty or possibility, and it modifies the whole sentence.)

- He came **rushing** upstairs after his sister. (The word upstairs modifies rushing, and it lets us know where he was rushing to.)
- We **see** each other occasionally. (The adverb occasionally modifies the verb see to show that we meet irregularly.)
- Tanmay **walked** fast for the bus. (The adverb fast, by modifying walk, conveys the speed of the walk.)

Exercise- 2

- The train that he commutes between home and work is slow. (The phrase between home and work is the adverbial phrase modifying commutes.)
- He sings to her softly and beautifully. (The adverbs softly and beautifully make up an adverbial phrase modifying sing.)
- As the deadline approaches, we begin feeling stressful. (Adverbial phrase)
- Even though we had received an invitation, we did not want to go. (Adverbial phrase)
- We completed the task with minimum difficulty. (Adverbial phrase)
- They went with us to the movie. (Adverbial phrases: with us / to the movie)
- From where we sat, the building was hard to see. (Adjectival phrase)
- Until there were more seats, some of us had to stand during the speech. (Adverbial phrase, Adjective phrase)
- His father allowed him to keep the dog provided that he took good care of it. (Adverbial phrase)
- We made our way into the theatre, while others were already seated. (Adjective phrase, Adverbial phrase)

1.3 USING ADJECTIVES WITH LINKING VERBS

Definition and Meaning:

- Do remember that adjectives modify nouns and pronouns. Do not mistakenly use an adverb to modify these parts of speech.
- For instance, after a linking verb you may be tempted to use an adverb instead of an adjective. You will recall that the linking verb is a special kind of verb because it links its subject to a subject complement. A subject complement can be either a noun (renaming the subject) or a modifier (describing the subject).
- When it is a modifier, it must be an adjective because it describes the subject (always a noun or pronoun). It does not modify the linking verb itself and should therefore not be an adverb.

Examples:

Look at the sentences below where the modifier in bold has been used correctly and in-correctly -

- We felt **badly** about having caused the trouble. (Incorrect)
- We felt **bad** about having caused the trouble. (Correct)

- Priya felt **sadly** on being separated from her parents. (Incorrect)
- Priya felt **sad** on being separated from her parents. (Correct)
- Raj was **happily** upon finding the ice cream parlour. (Incorrect)
- Raj was **happy** upon finding the ice cream parlour. (Correct)
- The teacher advised the students to study **hardly** if they wanted to make a career for them-selves. (Incorrect)
- The teacher advised the students to study **hard** if they wanted to make a career for them-selves. (Correct)

Check Your Progress:

Exercise -

Carefully read the sentences and underline the linking verbs in each sentence:-

- At the hospital, the sick kid's face turned blue.
- The old potatoes tasted awful.
- The boy was injured during the cricket match.
- I looked everywhere for my shawl.
- My parents sounded unhappy at the football game.
- At the park, I feel happy.
- On her birthday, she had a pink birthday cake.
- Dheeraj was the star player on the kabaddi team. At the top of the mountain, they appeared excited.
- The flower shop smelled beautiful.
- At the age of 60, he went blind in one eye.
- The weather turned out fine at the marathon.
- We were the champions of the football tournament.
- She felt surprised because of the size of the fish.
- The idea sounds great.
- My mother is in the kitchen.
- She looks very busy.
- Shalini has been very sad. Her uncle just passed away.
- This cake tastes delicious.
- A lot of people feel unhappy with the government.
- My sister grows more and more beautiful each day.
- The cake does not taste sweet.
- The actress looks so beautiful.
- The children feel happy.
- The leaves turn brown.
- The perfume smells jasmine.

Answers

Exercise

- At the hospital, the sick kid's face turned blue.
- The old potatoes tasted awful.
- The boy was injured during the cricket match.

- I looked everywhere for my shawl.
- My parents sounded unhappy at the football game.
- At the park, I feel happy.
- On her birthday, she had a pink birthday cake.
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- The cake does not taste sweet.
- The actress looks so beautiful.
- The children feel happy.
- The leaves turn brown.
- The perfume smells jasmine.

1.4 USING CONJUNCTIVE ADVERBS

Definition and Meaning:

- The conjunctive adverb is a special kind of adverb that often serves as a transition between two independent clauses in a sentence. Some common conjunctive adverbs are THERE-FORE, HOWEVER, MOREOVER, NEVERTHELESS, CONSEQUENTLY and FURTHERMORE.
- While using a conjunctive adverb at the beginning of the second independent clause, be sure to precede it with a semicolon not a comma.

Examples:

Look at the sentences below where the modifier conjunctive adverb has been highlighted in bold -

- My roommate usually listens to Hindi film music; **however** he also likes Jagjit Singh and several other ghazal singers.
- Rohit is hard working; **therefore** he is successful.
- I absolutely hate social occasions; **nevertheless** I shall be present because the occasion is special.
- Radha is prettier than Meera; **however** Meera is more caring than Radha
- Reading at the age of eighty is challenging; **moreover** being focussed is challenging.

- Sharman is not a good financial manager; **consequently** he wasted all his earnings on frivo-lous pursuits.
- The resort is located at a remote place; **furthermore** the roads are terrible so reaching ontime is practically impossible.

List of Conjunctive Adverbs

There are many conjunctive adverbs – in fact, there are many more of these than there are com-mon conjunctions. Here is a comprehensive list of conjunctive adverbs.

Additionally	Again	Almost	Anyway
As a result	In addition	Besides	Certainly
Comparatively	Consequently	Contrarily	Comparatively
Consequently	Conversely	Elsewhere	Equally
Eventually	Finally	Further	Furthermore
Elsewhere	Hence	Henceforth	However

Check Your Progress:

Exercise -

Fill in the blanks with the most appropriate conjunctive adverb from the options given below each sentence:-

Vegetables are rich sources of vitamins and antioxidants and_____ eating vegetables is essential for good health.

- since
- as
- hence

‘The last bus has gone.’ ‘....., we are going to have to walk.’

Therefore

- As
- Then

..... the starter, I thought the meal was nice.

- Apart from
- Besides
- In addition

I bought that car. It looked good and,, it was reasonably priced.

- besides
- moreover

Studies seem to suggest that bright blue and bright yellow are the most visible and

..... the safest colours for vehicles.

- therefore
- also

You had better mend your ways;....., you will land in serious trouble.

- hence
- otherwise

She didn't leave her husband the fact that he had cheated on her.

- however
- although
- despite

..... each individual is unique in many ways, members of the same species share many common characteristics.

- Despite
- Although
- However

They have recruited more people and the service has improved

- as result
- as consequence
- consequently

I was not confident of winning., I decided to give it a try.

- So
- Nevertheless
- Although

You need to put more effort into your work; _____, you won't get a passing grade.

- Moreover
- Otherwise
- Unless
- Instead

We wanted to spend the day at the beach; _____, it rained so we stayed home.

- Moreover
- Unless
- However
- Additionally

She is a very smart girl; _____, it's not at all surprising that she gets such good grades.

- Again
- Besides
- Contrarily
- Therefore

Jayesh is a millionaire; _____, his brother Haresh is always flat broke.

- In contrast
- Accordingly
- Again
- Likewise

He felt he couldn't tell the truth about what happened; _____, he lied.

- In contrast
- Likewise
- Undoubtedly
- Instead

I love to eat chocolates; _____, people often give them to me at holidays.

- nevertheless
- accordingly
- however
- also

The tree has developed a large crack over the years; _____, it will have to be cut down for safety's sake.

- for example
- however
- eventually
- likewise

It would be nice to spend our vacation on the beach in Jamaica; _____ it would be fun to hike the Swiss alps.

- on the other hand
- as a result
- indeed
- therefore

Answers

Exercise -

- Vegetables are rich sources of vitamins and antioxidants and **hence** eating vegetables is es-sential for good health.
- ‘The last bus has gone.’ ‘**Then**, we are going to have to walk.’
- **Apart from** the starter, I thought the meal was nice.
- I bought that car. It looked good and, **moreover**, it was reasonably priced.
- Studies seem to suggest that bright blue and bright yellow are the most visible and **therefore** the safest colours for vehicles.
- You had better mend your ways; **otherwise**, you will land in serious trouble.
- She didn’t leave her husband **despite** the fact that he had cheated on her.
- **Although** each individual is unique in many ways, members of the same species share many common characteristics.
- They have recruited more people and **consequently** the service has improved
- I was not confident of winning. **Nevertheless**, I decided to give it a try.
- You need to put more effort into your work; **otherwise**, you won’t get a passing grade.
- We wanted to spend the day at the beach; **however**, it rained so we stayed home.
- She is a very smart girl; **therefore**, it’s not at all surprising that she gets such good grades.
- Jayesh is a millionaire; **in contrast**, his brother Haresh is always flat broke.
- He felt he couldn’t tell the truth about what happened; **instead**, he lied.
- I love to eat chocolates; **accordingly**, people often give them to me at holidays.
- The tree has developed a large crack over the years; **eventually**, it will have to be cut down
- It would be nice to spend our vacation on the beach in Jamaica; **on the other hand**, it would be fun to hike the Swiss alps.

1.5 USING THE COMPARATIVE & SUPERLATIVE

Definition, Meaning and Examples:

You should use the comparative form of an adjective or adverb to compare exactly two things. You can form the comparative by adding the suffix ER to the modifier (for some short words) or by using the word MORE with the modifier:

- Of the two designs, the fashion designer is convinced that the panel will select the more **ex-perimental** one. (comparing two designs)
- Now that it is December, the days are getting **shorter**. (longer before than now)

- Of the two girls Maya and Riya, Riya is **more compassionate**. (comparing Maya and Riya)

You should use the superlative form to compare three or more things. You can form the superlative by adding the suffix EST to the modifier (for some short words) or by using the word MOST with the modifier:

- This is definitely the **smartest, wittiest, most imaginative** advertisement strip I have ever seen. (implying that I have seen more than two)
- ‘Three Idiots’ is the **funniest, meaningful and most successful** films which Amir Khan has ever acted in. (meaning that Amir Khan has acted in lots of films)
- Madhuri is the **most sincere, hard working and most obedient** of all the students in Class VII. (implying a comparison among Madhuri and the other students)

Common Problems with the Comparative and Superlative-

There are certain modifiers which you cannot logically use in the comparative and superlative forms. Adjectives like ‘perfect’ and ‘unique’ for instance express absolute conditions and do not allow for degrees of comparison. Something cannot be MORE perfect than another thing: it is either perfect or not perfect.

You should avoid using a double comparison – that is using both a suffix and an adverb to indicate the comparative or superlative:

- I am convinced that my son is **more smarter** than your son. (Incorrect)
- I am convinced that my son is **smarter** than your son. (Correct)
- Laurel and Hardy are the **most funniest** comedians in the history of children films. (Incorrect)
- Laurel and Hardy are the **funniest** comedians in the history of children films. (Correct)
- Helen of Troy is the **most prettiest** woman in history and wars have been fought over her. (Incorrect)
- Helen of Troy is the **prettiest** woman in history and wars have been fought over her. (Correct)

Similarly although the double negative – the use of two negative words together for a single negative idea – is common in speech and has a long history in the English language, you should avoid using it in formal writing:

- We decided that there **wasn’t no** point in pursuing the matter further. (Incorrect)

- We decided that there **was no** point in pursuing the matter further. (Correct) OR
- We decided that there **wasn't any point** in pursuing the matter further. (Correct)
- I **can't get no** satisfaction. (Incorrect)
- I **can't get any** satisfaction. (Correct)
- I **can get no** satisfaction. (Correct)

Double negatives involving NO and NOT are fairly easy to spot and fix. However some other adverbs for example - HARDLY, SCARCELY, BARELY – imply the negative and you shouldnot use them with another negative:

- Even though he has lived in Delhi for six years, **he does not have hardly any** friends there.(Incorrect)
- Even though he has lived in Delhi for six years, he **has hardly any** friends there. (Correct)OR
- Even though he has lived in Delhi for six years, he **does not have many** friends there.(Correct)

Examples:

Look at the sentences below where the modifier in bold has been used correctly and in- correctly -

- We felt **badly** about having caused the trouble. (Incorrect)
- We felt **bad** about having caused the trouble. (Correct)
- Priya felt **sadly** on being separated from her parents. (Incorrect)
- Priya felt **sad** on being separated from her parents. (Correct)
- Raj was **happily** upon finding the ice cream parlour. (Incorrect)
- Raj was **happy** upon finding the ice cream parlour. (Correct)
- The teacher advised the students to study **hardly** if they wanted to make a career for them-selves. (Incorrect)
- The teacher advised the students to study **hard** if they wanted to make a career for them-selves. (Correct)

Check Your Progress:

Exercise-1

Fill in the blanks with the correct phrase from the options given below each sentence:-

Many people have tried to sell us air conditioners, but you are certainly one of the _____ sales people we have met.

- more convincing

- most convincing

The sound quality of this film is poor, and the picture is focuse _____ as well.

- bad
- badly

My brother's roommate this year is _____ than the graduate student he lived with last year.

- louder
- loudest
- more louder

The lady dressed _____ and knows what would suit her best.

- smart
- smartly

She is _____ prompt at making policy decisions.

- real
- really

Sunita followed the recipe closely, but the cake smelled _____ after twenty minutes in the oven.

- strangely
- strange

Her husband draws so _____ that he has been asked to submit sketches to an ad agency.

- good
- well

She felt _____ about the whole incident for weeks afterward.

- badly
- bad

Exercise -2

Read the following sentences and select the most suitable comparatives and superlatives:-

- My aunt is fat/fatter/fattest.
- The fierce/fiercer/fiercest of the two women was Laira.
- Of the three piglets, the fat one is the funny/funnier/funniest character.
- I am not a good/better/best chest player myself.
- He thinks his brain is good/better/best than mine.
- Of course, Shayona is smart/smarter/smarter.
- Samaira is the smart/smarter/smarter student in the class.
- Sheetal has got a goo/better/best score in mathematics than the last one.
- Jayant has now run the far/farther/farthest than all the participants.
- Police are seeking far/further/furthest evidence before charging him.

Answers

Exercise - 1

- Many people have tried to sell us air conditioners, but you are certainly one of the **mostconvincing** sales people we have met.
- The sound quality of this film is poor, and the picture is focused **badly** as well.
- My brother's roommate this year is **louder** than the graduate student he lived with last year.
- The lady dressed **smartly** and knows what would suit her best.
- She is **really** prompt at making policy decisions.
- Sunita followed the recipe closely, but the cake smelled **strange** after twenty minutes in the oven.
- Her husband draws so **well** that he has been asked to submit sketches to an ad agency.
- She felt **bad** about the whole incident for weeks afterward.

Exercise -2

- My aunt is **fat**.
- The **fiercer** of the two women was Laira.
- Of the three piglets, the fat one is the **funniest** character.
- I am not a **good** chest player myself.
- He thinks his brain is **better** than mine.
- Of course, Shayona is **smart**.
- Samaira is the **smartest** student in the class.
- Sheetal has got a **better** score in mathematics than the last one.
- Jayant has now run the **farthest** of all the participants.
- Police are seeking **further** evidence before charging him.

1.6 MISPLACED AND DANGLING MODIFIERS

Definition, Meaning and Examples:

You have a certain amount of freedom in deciding where to place your modifiers in a sentence:

- We rowed the boat **vigorously**.
- We **vigorously** rowed the boat.
- **Vigorously**, we rowed the boat.

However you must be careful to avoid misplaced modifiers – modifiers that are positioned such that they appear to modify the wrong thing.

In fact you can improve your writing quite a bit by paying attention to basic problems like misplaced modifiers and dangling modifiers.

Misplaced Words

In general you should place single-word modifiers near the word or words they modify, especially when a reader might think that they modify something different in the sentence:

- After our short discussion, we could understand the rules spoken by our visitors from the Delhi Office **easily**. (Incorrect)
- After our short discussion, we could **easily** understand the rules spoken by our visitors from the Delhi Office. (Correct)

It is particularly important to be careful about where you put limiting modifiers. These are words like ALMOST, HARDLY, NEARLY, JUST, MERELY, ONLY and so on. Many writers regularly misplace these modifiers. You can accidentally change the entire meaning of the sentence if you place these modifiers next to the wrong word:

- We **almost** ate all of the Diwali sweets. (we didn't ALMOST EAT it) (Incorrect)
- We ate **almost** all of the Diwali sweets. (Correct)
- Riya can see **hardly** anything without her spectacles. (Incorrect)
- Riya can **hardly** see anything without her spectacles. (Correct)
- **Just** for ten rupees you can enjoy the snack. (Incorrect)
- You can enjoy the snack **just** for ten rupees. (Correct)

Misplaced Phrases and Clauses

It is important that you place the modifying phrase or clause as close as possible to the word or words it modifies:

- By accident, he hit the little girl with his stick **in the eye**. (Incorrect)
- By accident, he hit the little girl **in the eye** with his stick. (Correct)
- **After the wedding**, Suresh told us at his party that he would start behaving like a responsible adult. (Incorrect)
- Suresh told us at his party that he would start behaving like a responsible adult **after his wedding**. (Incorrect)

Check Your Progress:

Exercise -1

Indicate whether each sentence does or does not contain a misplaced modifier or a dan-gling modifier:-

1. Flashing a huge grin, Roshan apologized for being late and then handed his grandmother a bouquet of flowers.
2. The surgeon was able to quickly and painlessly remove the stitches from my palm.
3. After gathering flowers all summer and pressing them between the pages of a heavy book, the dried petals were ready for Namrata to make greeting cards to sell at the fair.
4. We had almost watched the entire movie when suddenly the person behind us blurted out,“The nurse did it!”
5. Before buying a new stereo, you should carefully consider what you need and what you can afford.
6. I heard that he got married to a princess with a vast fortune in a small temple in Rajasthan.
7. Covered with bowls of strawberries, plates of bread and cheese, trays of squares and cook-ies, and huge frosted caked the Vishal Banquet Hall had organized a lavish tea.
8. After borrowing from all his friends, he had barely enough money to pay his rent.
9. To succeed in the engineering field, some technical writing ability is a definite asset.
10. My best friend is starting a weight gaining regime in two weeks of five meals a day.

Exercise -2

Rewrite each sentence to eliminate misplaced modifiers:-

- Running quickly gives her a headache.
- Although tired, the sale was so good that we shopped until nine.
- Raging and blowing from the north, we had a terrible blizzard on Saturday.
- I gave my niece a photo of her golden retriever in a silver frame.
- To be considered by the top firms, your resume must look professional.

Answers

Exercise -1

1. No
2. No
3. Misplaced and Dangling Modifier

4. No
5. Misplaced and Dangling Modifier
6. Misplaced and Dangling Modifier
7. Misplaced and Dangling Modifier
8. No
9. Misplaced and Dangling Modifier
10. Misplaced and Dangling Modifier

Exercise – 2

- She gets a headache when running quickly.
- The sale was so good that, although tired, we shopped until nine.
- Raging and blowing from the north, the blizzard was terrible on Saturday.
- I gave my niece a photo in a silver frame of her golden retriever.
- For you to be considered by the top firms, your resume must look professional.

1.7 SQUINTING MODIFIERS

Definition, Meaning and Examples:

A squinting modifier is an ambiguously placed modifier that can modify either the word before it or the word after it. In other words, it is squinting in both directions at the same time:

- Defining your terms **clearly** strengthens your argument. (does defining ‘clearly strengthen’ or does ‘defining clearly’ strengthen?) (Incorrect)
 - Defining your terms will **clearly** strengthen your argument. (Correct)
- OR
- A **clear** definition of your terms strengthens your argument. (Correct)

Check Your Progress:

Exercise -

Replace the incorrectly used squinting modifiers with the correct usage in the following sentences:-

- A. Showering with very hot water quickly causes dry skin to develop.
- B. Getting married often changes your financial situation.
- C. The homework that the teacher assigned quickly frustrated the students.
- D. Taking some time to focus clearly makes the product you create higher quality.
- E. What you see often you will like.
- F. Saving a life often made him feel proud.

Answers

Exercise -

- A. Dry skin quickly develops when people shower with very hot water.
- B. Your financial situation often changes when you get married.
- C. The teacher assigned the homework quickly, which frustrated the students. OR The students quickly became frustrated by the homework that the teacher assigned.
- D. Taking some time to clearly focus on your product can make it a higher quality end product.
- E. What you often see, you will like. OR What you see, often you will like.
- F. Saving a life made him feel proud often.

In summary, a squinting modifier:

- is a type of misplaced modifier
- makes unclear which word or words it modifies
- is usually an adverb
- should be corrected to make the meaning of a sentence clear

1.8 SPLIT INFINITIVES

Definition, Meaning and Examples:

The infinitive form of the verb consists of the word TO followed by the base form of the verb; TO BE, TO SERVE, TO CHOP etc. Inserting a word or words between the TO and the verb of an infinitive creates what is known as a split infinitive.

In general you should avoid placing long disruptive modifiers between the TO and the verb of an infinitive. However you must use your judgement when it comes to single word modifiers. Sometimes a sentence becomes awkward if a single-word modifier is placed anywhere but between the elements of the infinitive:

- The marketing team voted to, **before they launched the new software**, run an anticipatory ad campaign. (disruptive – the infinitive should not be split) (Incorrect)
- The marketing team voted to run an anticipatory ad campaign **before they launched the new software** (Correct)

Dangling Modifiers

The dangling modifier, a persistent and frequent grammatical problem

in writing is often (though not always) located at the beginning of a sentence. A dangling modifier is usually a phrase or an elliptical clause – a dependent clause whose subject and verb are implied rather than expressed that functions as an adjective but does not modify any specific word in the sentence, or worse modifies the wrong word.

Consider the following example:

Raised in Mumbai, it is natural to miss the smell of the sea.

The introductory phrase in the above sentence looks as if it is meant to modify a person or persons but no one is mentioned in the sentence. Such introductory adjective phrases, because of their position automatically modify the first noun or pronoun that follows the phrase – in this case IT. The connection in this case is illogical because IT was not raised in Mumbai. The same sentence could be revised in a number of ways –

- **For a person raised in Mumbai**, it is natural to miss the smell of the sea. (the phrase no longer functions as an adjective)
- **Raised in Mumbai**, I often miss the smell of the sea. (the phrase functions as an adjective but now automatically modifies I a logical connection)

A dangling modifier can also appear when you place an elliptical clause improperly:

- **Although nearly finished**, we left the show early because we were worried about children left alone in the house.
The way this sentence is structured the clause “Although nearly finished” illogically modifies ‘we’ the pronoun directly following the clause. An easy way to rectify the problem is to re-insert the subject and verb that are understood in the elliptical clause:
- Although **the show was nearly finished**, we left early because we were worried about children left alone in the house.

Check Your Progress:

Exercise -1

Correct the following sentences which have misplaced or dangling modifiers:-

- Dheeraj won the fight though even he was smaller in size.
- Had a stomach ache while taking his dinner.
- Around the age of five, my father took me to the circus.
- Jaya left her new bag in a taxi that she bought last week.
- Walking three kilometres a day, his legs increase their muscle mass.
- Having entered the market, the fishy smell was everywhere.

- Being a travelling salesman, my mom seldom saw my dad.
- Fearful of flying, the airplane is not for me.
- Passing through the park, vandalism of benches became clear.
- Being young, my parents did not understand me.

Exercise -2

Mentioned below are some sentences containing split infinitives. You will need to change them so that the infinitive is no longer split. The answer given may be slightly different from your own. That is fine as long as the infinitive in your answer is no longer split:-

- I was told to always keep a good look out.
- She said I had to quickly finish my homework.
- I really want to fully understand this concept.
- She was impatient to finally leave home.
- He decided to completely re-write his essay.
- I decided to definitely accept the invitation.
- The bandits wanted to suddenly strike.
- She decided to quietly slip away from the dreadful party.
- I had intended to fully refund the stolen money.
- She promised to always be there for us.
- I would like you to just sit down and keep quiet.
- I have been told to always think about others before myself.

Answers

Exercise -1

- Dheeraj won the fight even though he was smaller in size
- He had a stomach ache while taking his dinner.
- I was five years old when my father took me to the circus.
- In a taxi, Jaya left her new bag that she bought last week.
- Walking three kilometres a day increases the muscle mass of his legs.
- As we entered the market, the fishy smell was everywhere.
- Being a travelling salesman, my dad seldom saw my mom.
- Because I am fearful of flying, travelling by airplane is not for me.
- As I/we passed through the park, vandalism of benches became clear to me/us.
- Because I was young, my parents did not understand me.

Exercise-2

- I was told always to keep a good look out.
- She said I had to finish my homework quickly.
- I really want to understand this concept fully.
- She was impatient finally to leave home.
- He decided to re-write his essay completely.
- I decided definitely to accept the invitation.
- The bandits wanted to strike suddenly.
- She decided to slip away from the dreadful party quietly
- I had intended to refund the stolen money fully.
- She promised to be there for us always.
- I would like you just to sit down and keep quiet.

- I have been told always to think about others before myself.

In a nutshell...

- A working definition for the word “modify” is to change or to alter something. This definition is the same when considering the purpose of modifiers within a sentence.
- A modifier changes, clarifies, qualifies, or limits a particular word in a sentence in order to add emphasis, explanation, or detail. Modifiers tend to be descriptive words, such as adjectives and adverbs.
- Modifiers engage the reader and hold their attention. Like most writing techniques, modifiers can be brilliant when used correctly and effectively. On the other hand, if a modifier is used incorrectly, the meaning of the sentence can become blurred or distorted.
- Misplaced modifiers can cloud the meaning of a sentence due to poor placement of key phrases within the sentence.
- Dangling modifiers attribute a description to the wrong noun because of being placed in the wrong place in a sentence.
- Split infinitives are acceptable in many writing situations, but you should understand them so you can avoid them when you need to.

1.9 KEY WORDS

Adverbs	Words that modify verbs, adjectives, other adverbs and sometimes clauses and whole sentences
Adjectives	Words that modify nouns and pronouns
Linking Verb	A special kind of verb which links its subject to a subject complement
Subject Complement	Either a noun (renaming the subject) or a modifier (describing the subject)
Conjunctive Adverb	A special kind of adverb that often serves as a transition between two independent clauses in a sentence
Comparative Form	Form of an adjective or adverb used to compare exactly two things
Superlative Form	Form of an adjective or adverb used to compare three or more things
Misplaced Modifiers	Modifiers that are positioned such that they appear to modify the wrong thing
Squinting Modifier	An ambiguously placed modifier that can modify either the word before it or the word after it - In other words, it is squinting in both directions at the same time
Dangling Modifier	Usually a phrase or an elliptical clause (a dependent clause whose subject and verb are implied rather than expressed) that functions as an adjective but does not modify any specific word in the sentence, or worse modifies the wrong word

1.10 LET US SUM UP

- A working definition for the word “modify” is to change or to alter something. This definition is the same when considering the purpose of modifiers within a sentence.
- A modifier changes, clarifies, qualifies, or limits a particular word in a sentence in order to add emphasis, explanation, or detail. Modifiers tend to be descriptive words, such as adjectives and adverbs.
- Modifiers engage the reader and hold their attention. Like most writing techniques, modifiers can be brilliant when used correctly and effectively. On the other hand, if a modifier is used incorrectly, the meaning of the sentence can become blurred or distorted.
- Misplaced modifiers can cloud the meaning of a sentence due to poor placement of key phrases within the sentence.
- Dangling modifiers attribute a description to the wrong noun because of being placed in the wrong place in a sentence.
- Split infinitives are acceptable in many writing situations, but one should understand them so one can avoid them when one needs to.

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:: STRUCTURE::**2.0 Introduction****2.1 Learning Objectives****2.2 Function of Phrases****2.3 Recognising Clauses****2.4 Using Clauses as Nouns, Adjectives and Verbs****2.5 Understanding Phrases and Clauses****2.6 List of Common Phrases****2.7 Key Words****2.8 Let Us Sum Up****2.9 References**

2.0 INTRODUCTION

Strong journalism flourishes on right-branching sentences, that is, sentences that start with a subject and a verb and add other material to the right of the subject and verb.

Introductory components are left branching, that is, they appear before the main subject and verb of the sentence. They delay the flow of information. Sometimes journalists use them deliberately for a stylistic effect, such as creating suspense. Sometimes they are left with no other option. Words such as *no* and *yes*, for instance, are set off by commas, as in - *Yes, it has been a century since World War I, but world leaders are plagued by the same issues and geography then as now.*

Introductory matter generally comes in one of three forms: adverbial clauses, prepositional phrases and participial phrases.

In this unit we will understand how to use clauses and phrases to strengthen our writing.

2.1 LEARNING OBJECTIVES

- The purpose of this unit is not to provide a complete and detailed discussion of every kind of phrase and clause in the English language. It is, rather, a place to turn for some practical explanation that will help writers avoid certain kinds of grammar errors. Phrases, Clauses and Sentences are the most important structural units of language. They provide structure and meaning to almost all the languages. The phrases and clauses provide a sense to a sentence.
- A complete understanding of the structural parameters is crucial to the understanding of the meaning of sentences. Here we will study two components of a sentence structure Clauses and Phrases.

On Completion of this Unit

- You will be able to understand the difference between a phrase and a clause.
- You will learn how to recognize and use phrases and clauses correctly.
- You will pick up how to use clauses as nouns, adjectives and adverbs.
- You will get access to a list of commonly used phrases.
- You will be able to write a good and reader-friendly story by aptly employing phrases and clauses.

2.2 FUNCTION OF PHRASES

Understanding the Meaning of a Phrase

- A phrase is a group of two or more grammatically connected words without a subject and a predicate; while a group of grammatically linked words with a subject and predicate is called a clause.
- The group ‘mother both sons and’ is not a phrase because the words have no grammatical relationship to one another. Similarly, the group ‘road the across’ is not a phrase
- In both the cases the words need to be rearranged in order to create phrases. The group ‘both sons and mother’ and the group ‘across the road’ are both phrases.
- The underlined words in each of the following sentences make up a phrase :
- She bought some flowers when she went to the market
- Lightning flashed brightly in the dark sky
- They heard high pitched cries in the middle of the night
- Young children often insist that they can do things by themselves.

Function of Phrases

A phrase may function as a verb, noun, an adverb or an adjective.

A verb phrase consists of a verb, its direct and/or indirect objects and any adverb, adverb phrases or adverb clauses which happen to modify it.

The predicate of a clause or sentence is always a verb phrase.

- Samhita is trying to decide whether she wants to go to medical school or to go to law school.
- After he had learned to drive, Sharan felt more independent.
- We will meet at the mall at 5.30 pm.

NOUN PHRASES

- A noun phrase consists of a pronoun or noun with any associated modifiers, including adjectives, adjective phrases, adjective clauses and other nouns in the possessive case.
- Like a noun, a noun phrase can act as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of a preposition as in the following examples:

Subject

Young children often insist that they can do things by themselves.

Object of a Verb

To read quickly and accurately is Arshad's goal

Object of a Preposition

The tourists were caught unaware by the sudden change in weather.

Subject Complement

Frankenstein is the name of the scientist not the monster

Object Complement

I consider Leena my favourite cat.

NOUN PHRASES USING VERBALS

Since some verbals – in particular the gerund and the infinitive – can act as nouns, they also can form the nucleus of a noun phrase:

- Tea picking is the main occupation here.

However since verbals are formed from verbs, they can also take direct objects and can be modified by adverbs. A gerund phrase or infinitive phrase then is a noun phrase consisting of a verbal, its modifiers (both adjectives and adverbs) and its objects:

- Running a marathon in the summer is a difficult task.
- I am planning to buy a house next month.

ADJECTIVE PHRASES

An adjective phrase is any phrase which modifies a noun or pronoun. You often construct adjective phrases using participles or prepositions together with their objects:

- I was driven mad by the sound of my neighbour's constant hammering. In this sentence the prepositional phrase 'of my neighbour's constant hammering' acts as an adjective modifying the noun 'sound'.
- My father-in-law kept his tools in the trunk of a borrowed car. Similarly in this sentence, the prepositional phrase 'of a borrowed car'

acts as an adjective modifying the noun 'trunk'.

- We say Salman dashing across the street.
Here the participle phrase 'dashing across the street' acts as an adjective describing the proper noun 'Salman'
- We picked up the pieces of glass broken in the scuffle.
In this sentence, the participle phrase 'broken in the scuffle' modifies the noun phrase 'the pieces of glass'.

ADVERB PHRASES

A prepositional phrase can also be an adverb phrase functioning as an adverb as in the following sentences:

- She bought some dal when she went to the corner store.
In this sentence the prepositional phrase 'to the corner store' acts as an adverb modifying the verb 'went'
- Lightning flashed brightly in the night sky.
In this sentence the prepositional phrase 'in the night sky' functions as an adverb modifying the verb 'flashed'
- We will meet at the library at 3.30 pm.
In this sentence the prepositional phrase 'at 3.30 pm' acts as an adverb modifying the verb phrase 'will meet'
- The dogs were capering about the clown's feet.
In this sentence the prepositional phrase 'about the clown's feet' acts as an adverb modifying the verb phrase 'were capering'

Check Your Progress:

Exercise-

Identify the following sentences as a Subject, Direct Object, Indirect Object, Subject Complement or Adverb:

1. More heavy rain is expected later.
2. The old lady was wearing a thick woollen coat.
3. They gave the old beggar money for a cup of tea.
4. Jatin is a gifted singer.
5. I'll see you tomorrow night.
6. A rather fat, middle-aged man was staring at her.
7. I don't much like modern fusion music.
8. Tarun took his wife to the market.
9. The rain was a great relief.
10. Next year we will visit France.

Answers

- More heavy rain is expected later. (Subject)
- The old lady was wearing a thick woollen coat. (Direct Object)
- They gave the old beggar money for a cup of tea. (Indirect Object)
- Jatin is a gifted singer. (Subject Complement)
- I'll see you tomorrow night. (Adverbial)
- A rather fat, middle-aged man was staring at her. (Subject)
- I don't much like modern fusion music. (Direct Object)
- Tarun took his wife to the market. (Indirect Object)
- The rain was a great relief. (Subject Complement)
- Next year we will visit France. (Adverbial)

Interesting Quote...

“Prose consists less and less of words chosen for the sake of their meaning, and more and more of phrases tacked together like the sections of a prefabricated hen-house.”
- **George Orwell**, *Politics and the English Language*.

Recognising Clauses

- A clause is a collection of grammatically- related words including a predicate and a subject (though sometimes the subject is implied). A collection of grammatically related words with-out a subject or without a predicate is called a phrase (as studied in the earlier section).
- Clauses are the building blocks of sentences: Every sentence consists of one or more clauses. This section will enable us to recognise and more significantly, use different types of clauses in our writing.

Recognising Clauses Consider these examples –

CLAUSE

Cows eat grass

- This example is a clause because it contains the subject ‘cows’ and the predicate ‘eat grass’

PHRASE

Cows eating grass

- This noun phrase could be a subject, but it has no predicate attached to it: the adjective phrase ‘eating grass’ shows which cows the writer is referring to, but there is nothing here to show why the writer is mentioning cows in the first place.

CLAUSE

Cows eating grass are visible from the highway

- This is a complete clause again. The subject ‘cows eating grass’ and the predicate ‘are visible from the highway’ make up a complete thought.

CLAUSE

Run!

- This single word is also a clause, even though it does seem to have a subject. With a direct command, it is not necessary to include the subject, since it is obviously the person or people you are talking to: in other words the clause really reads “[You] run!” One should not usually use direct commands in one’s writings, except in quotations.

Principal and Subordinate Clauses

Clauses that depend on other clauses are called subordinate clauses -I shall come when you are home

Even if it’s cold, I take my bath with cold water because it’s good for me

The clauses that subordinate clauses depend on are called main clauses or principal clauses-I shall come when you are home
Even if it’s cold, I take my bath with cold water because it’s good for me.

Check Your Progress:

Exercise –

Identify the main clauses and the subordinate clauses in the following sentences –

1. I could see that she was uncomfortable
2. I’ll come whenever I have spare time
3. I don’t know whether the meeting will be held
4. Do you know what she did when I told her about the incident?
5. I don’t know whether we should be doing this
6. Stay where you are until I come
7. If you go, she will go too
8. Whenever I run, my leg hurts

Answers

1. I could see (main clause) that she was uncomfortable (subordinate clause)
2. I’ll come (main clause) whenever I have spare time (subordinate clause)
3. I don’t know (main clause) whether the meeting will be held (subordinate clause)
4. Do you know (main clause) what she did when I told her about the incident? (subordinate clause)
5. I don’t know (main clause) whether we should be doing this (subordinate clause)
6. Stay (main clause) where you are until I come (subordinate clause)
7. If you go, (subordinate clause) she will go too (main clause)
Whenever I run, (subordinate clause) my leg hurts (main clause)



Language is not merely a set of unrelated sounds, clauses, rules, and meanings; it is a total coherent system of these integrating with each other, and with behaviour, context, universe of discourse, and observer perspective. - Kenneth Lee Pike.

2.4 USING CLAUSES AS NOUNS, ADJECTIVES AND VERBS

If a clause can stand alone as a sentence, it is an independent clause as in the following example –

- **INDEPENDENT**

The Prime Minister is in New Delhi

Some clauses however cannot stand alone as sentences: in this case they are dependent clauses or subordinate clauses. Consider the same clause with the subordinating conjunction ‘because’ added to the beginning:

- **DEPENDENT**

Because the Prime Minister is in New Delhi

In this case the clause could not be a sentence by itself since the conjunction ‘because’ suggests that the clause is providing an explanation for something else. Since this dependent clause answers the question ‘when’ just like an adverb, it is called a dependent adverb clause (or simply an adverb clause since adverb clauses are always dependent clauses). Note how the clause can replace the adverb ‘tomorrow’ in the following examples:

- **ADVERB**

The committee will meet tomorrow

- **ADVERB CLAUSE**

The committee will meet when the Chairman is in Delhi

Dependent clauses can stand not only for adverbs, but also for nouns and for adjectives.

- **NOUN CLAUSES**

A noun clause is an entire clause which takes the place of a noun in another clause or phrase. Like a noun, a noun clause acts as the subject or object of a verb or the object of a preposition, answering the questions “who (m)?” or “what?” Consider the following examples:

- **NOUN**

I know Devnagri

- **NOUN CLAUSE**

I know that Devnagri is no longer spoken here

In the first example the noun ‘Devnagri’ acts as the direct object of the verb ‘know’. In the second example, the entire clause ‘that Devnagri...’ is the direct object.

In fact many noun clauses are indirect questions:

- **NOUN**
Their destination is unknown

- **NOUN CLAUSE**
Where they are going is unknown

The question ‘Where are they going?’ with a slight change in word order becomes a noun clause when used as a part of a larger unit – like the noun ‘destination’ the clause is the subject of the verb ‘is’.

Here are some more examples of noun clauses:

About what you did that day

This noun clause is the object of the preposition ‘about’ and answers the question ‘about what’

Whoever broke the car will have to pay for it

This noun clause is the subject of the verb ‘will have to pay’ and answers the question ‘who will have to pay?’

- **ADJECTIVE CLAUSES**

An adjective clause is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like ‘which?’ or ‘what kind of?’ Consider the following examples:

- **ADJECTIVE**

The red coat

- **ADJECTIVE CLAUSE**

The coat which I bought yesterday

Like the word ‘red’ in the first example, the dependent clause ‘which I bought yesterday’ in the second example modifies the noun ‘coat’. Note that an adjective clause usually comes AFTER what it modifies while an adjective usually comes BEFORE.

In formal writing an adjective clause begins with the relative pronouns ‘who(m)’, ‘that’ or ‘which’. In informal writing or speech, you may leave out the relative noun when it is not the subject of the adjective clause, but you should usually include the relative pronoun in formal, academic writing.

- **INFORMAL**

The books people read were mainly philosophical

- **FORMAL**

The books that people read were mainly philosophical

- **FORMAL**

Some army men never meet the people they save

- **FORMAL**
- Some army men never meet the people whom they save Here are some more examples of adjective clauses:
 - The meat which they ate was tainted
This clause modifies the noun ‘meat’ and answers the question ‘which meat’
 - About the incident which made him cry
This clause modifies the noun ‘incident’ and answers the question ‘which incident’
 - They are searching for the one who borrowed the book
The clause modifies the pronoun ‘one’ and answers the question ‘which one’
 - Did I tell you about the actor whom I met?
The clause modifies the noun ‘author’ and answers the question ‘which author’

- **ADVERB CLAUSES**
An adverb clause is a dependent clause which takes the place of an adverb in another clause or phrase. An adverb clause answers questions such as ‘when, where, why, with what goal/result, under what conditions’
Note how an adverb clause can replace an adverb in the following example:

- **ADVERB**
The Chairman gave a speech here

- **ADVERB CLAUSE**
The Chairman gave a speech where the workers had gathered
Usually a subordinating conjunction like ‘because, when (ever), where (ever), since, after, so that’ will introduce an adverb clause. Note that a dependent adverb clause can NEVER stand alone as a complete sentence:

- **INDEPENDENT CLAUSE**
They left the field

- **DEPENDENT ADVERB CLAUSE**
After they left the field

The first example can easily stand alone as a sentence, but the second cannot – the reader will ask what happened ‘after they left the field’. Here are some examples of adverb clauses expressing the relationships of cause, effect, space, time and condition:

- **CAUSE**
Maninder wanted to kill his uncle because the uncle had murdered Maninder’s father. The adverb clause answers the question ‘why’

- **EFFECT**

Maninder wanted to kill his uncle so that his father's murder would be avenged The adverb clause answers the question 'with what goal/result'

- **TIME**

After Maninder's uncle Rajinder married Maninder's mother, Maninder wanted to kill him. The adverb clause answers the question 'when'. Note the change in word order – an adverb clause can often appear either before or after the main part of the sentence

- **PLACE**

Where the whole Punjabi community was assembled, Maninder arranged a play in an attempt to prove his uncle's guilt. The adverb clause answers the question 'where'

- **CONDITION**

If the farmers support, the ruling party may hope to win this election. The adverb clause answers the question 'under what conditions'

Check Your Progress:

Exercise -

Determine if the following sentences have noun, adjective or adverb clauses

Tip:

- Remember that a noun clause answers questions like 'who(m)' or 'what'
- An adjective clause answers questions like 'which (one)'
- And an adverb clause answers questions like 'when', 'where', 'why' 'with what goal/result' and 'under what conditions'

1. Raju brought the flowers that you ordered.
2. Give the message to whoever is in the office.
3. He went to the office when he felt like it.
4. I liked the proposal which the Director proposed.
5. Do the job in whatever way you wish.
6. When he felt like it, he opened his scrap book.
7. Philosophers who are thinkers look for facts.
8. That Shruti is partially deaf is a well-known fact.
9. Whenever required, we stay back and complete the task.
10. I saw the actor whom we saw act yesterday.
11. What the head boy proposed was not practical.
12. We stay back after class whenever it is necessary.

Answers

Exercise -

1. Raju brought the flowers that you ordered. (Adjective Clause)
2. Give the message to whoever is in the office. (Noun Clause)
3. He went to the office when he felt like it. (Adverbial Clause)

4. I liked the proposal which the Director proposed. (Adjective Clause)
5. Do the job in whatever way you wish. (Noun Clause)
6. When he felt like it, he opened his scrap book. (Adverbial Clause)
7. Philosophers who are thinkers look for facts. (Adjective Clause)
8. That Shruti is partially deaf is a well-known fact. (Noun Clause)
9. Whenever required, we stay back and complete the task. (Adverbial Clause)
10. I saw the actor whom we saw act yesterday. (Adjective Clause)
11. What the head boy proposed was not practical. (Noun Clause)
12. We stay back after class whenever it is necessary. (Adverbial Clause)

Interesting Quote...

“The arrangement of the words matters, and the arrangement you want can be found in the picture in your mind. The picture dictates the arrangement. The picture dictates whether this will be a sentence with or without clauses, a sentence that ends hard or a dying-fall sentence, long or short, active or passive.” - Joan Didion.

2.5 UNDERSTANDING PHRASES & CLAUSES

Importance of Clauses

- By using clauses correctly, one can quickly improve the quality of one’s writing as well as one’s ability to communicate with an audience. Clauses can help one to direct the attention of the reader so that one’s sentence is understood. Proper usage will also help one to avoid dreaded sentence fragments.
- Of course, the opposite of a sentence fragment is a run-on sentence. This is a sentence that’s missing appropriate punctuation and, perhaps, has too many clauses

Importance of Phrases

- Phrases are a group of words that work together to communicate an element of speech. They are very important because they allow one to communicate better, through both written and spoken language.

Key Differences between Phrase and Clause

The points given below substantiate the difference between phrases and clauses:

- A phrase is described as a group of two or more than two words related to one another that constitute a single unit. On the other extreme, the clause is a part of a sentence that contains a subject (noun phrase) that actively performs an action (finite verb form).
- A phrase is a part of a clause or a sentence. As against, a clause is a sentence fragment.
- A clause has a subject and predicate, whereas a phrase doesn’t.
- A phrase cannot stand alone, as it does not convey a meaning. In contrast, a clause is a stand-alone statement, which conveys a thought or idea.

Examples

Phrase

- She lives near my friend's home.
- I was waiting, outside the hostel.

Clause

- This is my last attempt for the IAS examination.
- She understands what you cannot explain in words.

How to Remember the Difference

One can easily find out, which set of words is a phrase or clause, by dividing them into various parts of speech. If the combination of words contains a subject and a verb, then it is regarded as a clause, otherwise, it is termed a phrase.

Basis for Comparison	Phrase	Clause
Meaning	A phrase is a set of words, taken together in the form of a conceptual unit.	A clause is a component of grammatical arrangement that contains set of words having a subject and verb.
Component of	Clause or sentence	Complete sentence
Convey a thought or idea?	No	Yes
Examples	I will see you at the court. Harry loves to travel alone.	The one who met you at McDonalds, is my neighbour. You can play, after watching TV.

Check Your Progress:

Exercise – 1

Identify if each of the following is a phrase or a clause

1. The apple of my eye
2. The little turtle had a big smile on its face while it ate the strawberry
3. I threw my dog's ball in the pool; he was too scared of the water to go get it

Exercise – 2

Combine the sentence and phrase/clause provided to create the most logical option.

1. **Sentence:** Bring me back a prize
Phrase: From the fair
- A. Bring me back from the fair a prize.
B. Bring me back a prize from the fair.
C. Bring from the fair me back a prize.

2. **Sentence:** I'm enjoying this yogurt parfait
Clause: Even though I'm lactose intolerant

- A. I'm enjoying even though I'm lactose intolerant this yogurt parfait.
- B. I'm enjoying this yogurt parfait even though I'm lactose intolerant.
- C. I'm enjoying this even though I'm lactose intolerant yogurt parfait.

3. **Sentence:** I don't want my book to end
Clause: So I'm reading it very slowly

- A. So I'm reading it very slowly, I don't want my book to end.
- B. I don't want, so I'm reading it very slowly, my book to end.
- C. I don't want my book to end, so I'm reading it very slowly.

4. **Sentence:** I had a fun time
Clause: After it stopped raining

- A. I after it stopped raining had a fun time.
- B. After it stopped raining, I had a fun time.
- C. I had after it stopped raining a fun time.

Answers

Exercise – 1

- 1. Phrase
- 2. Phrase
- 3. Clause

Exercise – 2

- 1. B
- 2. B
- 3. C
- 4. B



“Lovely phrases had lit candles in her mind, one after the other, till she felt intoxicated with the brightness.” - Elizabeth Goudge, Island Magic.

“The most emphatic place in a clause or sentence is the end. This is the climax; and, during the momentary pause that follows, that last word continues, as it were, to reverberate in the reader’s mind. It has, in fact, the last word.” - F. L. Lucas.

2.6 LIST OF COMMON PHRASES

- In this Section, you will learn 80 common English Phrases. You will learn common phrases to ask how someone is, express how are you

are, how to invite someone here, how to respond to situations... among other situations so that you can improve your English Vocabulary and use these common English phrases when speaking in English.

- The common 80 English Phrases have been divided into 18 topics, to better help you remember them and use them in the appropriate situation when expressing yourself in English.

Common phrases to ask how someone is:

- What's up?
- What's new?
- What have you been up to lately?
- How's it going?
- How are things?
- How's life?

Common phrases to say how you are:

- I'm fine, thanks. How about you?
- Pretty good.
- Same as always
- Not so great.
- Could be better
- Can't complain

Common phrases to say thank you:

- I really appreciate it.
- I'm really grateful
- That's so kind of you.
- I owe you one. (this means you want/need to do a favour for the other person in the future)

Common phrases to respond to thank you:

- No problem.
- No worries
- Don't mention it.
- My pleasure.
- Anytime.

Common phrases to end a conversation politely:

- It was nice chatting with you.
- Anyway, I should get going.

Common phrases to ask for information:

- Do you have any idea...?
- Would you happen to know...? (when you're not sure if the other person has the information.)
- I don't suppose you (would) know...? (when you're not sure if the other person has the information.)

Common phrases to say I don't know:

- I have no idea/clue.

- I can't help you there.
- (informal) Beats me.
- I'm not really sure.
- I've been wondering that, too.

Common phrases for not having an opinion:

- I've never given it much thought.
- I don't have strong feelings either way.
- It doesn't make any difference to me.
- I have no opinion on the matter.

Common phrases for agreeing:

- Exactly.
- Absolutely.
- That's so true.
- That's for sure.
- I agree 100 per cent
- I couldn't agree with you more.
- (informal) Tell me about it! / You're telling me!
- (informal) I'll say!
- I suppose so. (use this phrase for weak agreement – you agree, but reluctantly)

Common phrases for disagreeing:

- I'm not so sure about that.
- That's not how I see it.
- Not necessarily

Common phrases to respond to great news:

- That's great!
- How wonderful!
- Awesome!

Common phrases to respond to bad news:

Oh no...

- That's terrible.
- Poor you. (Use this to respond to bad situations that are not too serious)
- I'm so sorry to hear that.

Common phrases to invite someone somewhere:

- Are you free... [Saturday night?]
- Are you doing anything... [Saturday night?]
- (formal) Would you like to... [join me for dinner?]

Common phrases for food:

- I'm starving! (= I'm very hungry)
- Let's grab a bite to eat.
- How about eating out tonight? (eat out = eat at a restaurant)
- I'll have... (use this phrase for ordering in a restaurant)

Common phrases for price:

- It cost a fortune.
- It cost an arm and a leg.

- That's a rip-off. (= overpriced; far more expensive than it should be)
- That's a bit pricey.
- That's quite reasonable. (= it's a good price)
- That's a good deal. (= a good value for the amount of money)
- It was a real bargain.
- It was dirt cheap. (= extremely inexpensive)

Common phrases for weather:

- It's a little chilly.
- It's freezing. (= extremely cold)
- Make sure to bundle up. (bundle up = put on warm clothes for protection against the cold)

Common phrases for hot weather:

- It's absolutely boiling! (boiling = extremely hot)
- It's scorching hot outside

Common phrases for being tired:

- I'm exhausted.
- I'm dead tired.
- I'm beat
- I can hardly keep my eyes open
- I'm going to hit the sack. (hit the sack = go to bed)

Check Your Progress:

Exercise –

Select the correct answer from the options given below each sentence

1. Phrases are grammatical units that consist of
 - one or more words
 - more than one word
2. A noun phrase with more than one word can consist of a noun and words that
 - replace the noun
 - qualify the noun
3. "The tour includes three Asian countries." Which is a noun phrase?
 - The tour includes
 - three Asian countries
4. A verb phrase consists of a main verb and its
 - auxiliary verbs
 - phrasal verbs
5. "She has been studying all day." Which is a verb phrase?
 - studying all day
 - has been studying
6. An adjective phrase can be a single adjective or a group of words built around
 - an adjective
 - a single noun
7. "Cats are playful pets, but dogs are very loyal as well." This sentence has

- one adjective phrase
- two adjective phrases
- 8. Which sentence has an adverb phrase?
 - She sings very nicely
 - She sings very nice songs.
- 9. A prepositional phrase consists of a preposition and its
 - object
 - subject
- 10. “We always play football after work.” Which is a prepositional phrase?
 - always play football
 - after work

Answers

Exercise –

- | | |
|---------------------------|---------------------------|
| 1. one or more words. | 2. qualify the noun. |
| 3. three Asian countries. | 4. auxiliary verbs. |
| 5. has been studying. | 6. an adjective. |
| 7. two adjective phrases. | 8. She sings very nicely. |
| 9. object. | 10. after work |



“It’s strange how a word, a phrase, a sentence, can feel like a blow to the head.”
 - **Veronica Roth**, *Allegiant*.

A GOOD BLOG

<http://blog.writeathome.com/index.php/2012/10/phrases-and-clauses/>
Phrases and Clauses

- *Brian Wasko*

- Most people find grammar confusing. I often wonder why that is. I suspect it’s because of how it’s taught. But basic grammar doesn’t have to blow your mind. There are just a handful of basic concepts you have to understand, and after that, it’s all about solving the puzzle.
- The first concept you need to understand grammar is the infamous parts of speech. This is where most grammar curricula start — as they should. I’ll talk about the parts of speech in detail in another post, but for now, just understand that when we refer to the parts of speech, we are talking about the function of words. Every word you’ve ever written, spoken, or read performs one of the eight or nine functions covered by the parts of speech. Words that name things are nouns. Words that take the place of nouns are pronouns. Words that show action or state of being are

verbs. Words that modify other words are adjectives and adverbs. Words that connect ideas are conjunctions. Words that show relationship are prepositions, and words that indicate emotion are interjections. That's it. Pretty much every word ever used fits into one of those categories.

- Once you've got the basics of parts of speech figured out, you can move on to the subject of this article: phrases and clauses. Words often work together with other words to create meaning. They form word groups. And there are only two basic kinds of word groups: phrases and clauses.
- Oh, sure, there are different kinds of phrases and different kinds of clauses, but before you worry about that, just grasp the simplicity of it all. When words join up together, they either form a phrase or a clause. There are no other possibilities.
- So, what's the difference between a phrase and a clause? Easy. Check it out:

Phrase

- A phrase is a group of words that functions like one of the parts of speech. Remember how each word does one of eight jobs? Phrases do some of the same jobs, only they do it as a group of words instead of a single word.
- Let's look at a simple sentence: A silly man danced. As with every sentence, each of these words functions individually as one of the parts of speech. The word silly, for example, is an adjective because it modifies, or describes, the noun man.
- But what if you wrote it like this: A man in a red hat danced. We've replaced the word silly with a group of words: in the red hat. Each of these words is its own part of speech too (preposition, adjective, adjective, noun), but they also work together to perform the same function as the word silly. What kind of man is in the first sentence? A silly man. What kind of man is in the second sentence? A man in a red hat. Both silly and in a red hat describe, or modify, the word man. That's why we call in a red hat an adjective phrase¹—because the group of words does the job of an adjective.
- There are noun phrases and verb phrases, adjective and adverb phrases, prepositional phrases and even interjection phrases. There are others too: participial phrases, gerund phrases, and appositive phrases to name a few, but we can work on those another time. The simple fact is every one of these phrases works like a part of speech. Before you worry about the different kinds, just get the idea of a phrase in your head.

Clause

- So how is a clause different from a phrase? Simple. A clause always contains a subject and a verb, or predicate. By subject, we mean a noun or pronoun that the clause is about. A verb is a word that shows action (or sometimes state of being, but we'll get to that later).
- Take the sentence from above: A silly man danced. This group of words includes a subject (man) and a verb (danced). The action of the sentence is danced and the word doing the dancing is man. That means you have a clause.
- But wait, you might say, I thought a silly man danced is a sentence. Yes, it's a sentence too. A clause that stands alone as a sentence (or can stand alone as a sentence) is called an independent clause.
- But a clause doesn't have to be a complete sentence. Take the clause whenever I look at you. We have a subject (I) and a verb (look). So, we have a clause. But whenever I look at you is not a complete sentence. It's just a fragment of an idea that needs other words to make it whole. It's still a clause though. Clauses that cannot stand alone as a sentence are called dependent, or subordinate, clauses.
- A sentence, by the way, is always composed of at least one clause. Sometimes you have to put two clauses together. You might say, for example: Whenever I look at you, my heart pounds in my chest. That's a complete sentence made up of a dependent clause (whenever I look at you) and an independent clause (my heart pounds in my chest). Both word groups have a subject (I and heart) and a verb (look and pounds). That means they are both clauses.
- Maybe you noticed that each of these clauses include a phrase too. At you and in my chest are both phrases that act like adverbs. So you've got words wrapped up in phrases, wrapped up in clauses, wrapped up in a sentence. Yup. That's how it works.

Summary

But let's get back to the basic idea here — the two simple points to remember:

- A phrase is a group of words that work together like a single part of speech.
- A clause is a group of words that includes a subject and a predicate.

2.7 KEY WORDS

1. **Phrase:** A phrase is simply a group of words that go together. There are several types of phrases, but not one of them can be a sentence all by itself. Phrases add dimension to our sentences; they provide details. Phrases can contain many combinations of words and be quite long (so length is not a parameter to determine if something is a sentence or not). What phrases don't have is both a subject and a verb. They may have a noun; they may have something that looks like a verb; but they won't have both. This knowledge is important for avoiding sentence fragments, one of the major errors.

- 2. Clause:** Like a phrase, a clause is also a group of words that go together. The difference is that a clause has both a subject and a working verb. The group of words has to have both a subject and a working verb to be a clause. If it's missing one or the other, the group is a phrase.
- In English we have more than one type of clause—the independent and the dependent.
 - The independent clause is called “independent” because it can be lifted out of a larger sentence to be a sentence by itself. This kind of clause is not “dependent” on any other sentence part or group of words to be a sentence. It stands alone; it has a complete thought.
 - The dependent clause (also called a subordinate clause) cannot be a sentence by itself; if lifted out of a larger sentence, it cannot stand alone as a sentence. It is “dependent” on an independent clause to be part of a complete idea.
 - Why is this important? Well, if you can't distinguish between a phrase, a dependent clause, and an independent clause, you will have trouble with writing fragments instead of sentences. Sentence fragments are confusing for your reader. Avoid them.

2.8 LET US SUM UP

- Complex sentences are combinations of phrases and clauses. Most writers know this, but they cannot remember how to distinguish the two.
- Understanding clauses and phrases helps writers avoid errors such as dangling modifiers, fused sentences, comma splices, and fragments.
- A clause is a part of a sentence that contains its own subject and verb but is not the complete sentence. What can be confusing is that some clauses could stand alone as sentences. When searching for clauses in sentences, look for verbs and their subjects.
- A noun clause is a clause acting as a noun, sometimes as the subject of a sentence. If you can replace the clause with it, you have identified a noun clause
- An adjective clause acts as an adjective, modifying a noun or pronoun. Use an adjective clause when an adjective or two will not suffice. Often, the relative pronouns who, whose, whom, which, and that attach adjective clauses to their antecedents.
- An adverb clause (not adverbial) acts as an adverb and indicates the time, manner, or degree of an action. Adverb clauses often begin with subordinate conjunctions.
- A phrase is a group of words that cannot function as a sentence. A phrase acts together, as if the words of the phrase are a single word. Phrases act as nouns, adjectives, and adverbs.

Useful Link

- <https://www.youtube.com/watch?v=ROpRmlYJh3A>
- (Phrases v. Clauses)

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:: STRUCTURE::**3.0 Introduction****3.1 Learning Objectives****3.2 Features of a Sentence****3.3 Basics: Subject and Verb Should Agree In a Sentence****3.4 Why Sentence Structure Matters?****3.5 Types of Sentences****3.6 Key Words****3.7 Let Us Sum Up****3.8 References**

3.0 INTRODUCTION

Strong journalism flourishes on writing sentences that create a word picture of the entire event for the reader. In today's digital era a well written story doesn't simply leave an impact on the reader but pushes him to share it on his social media handles creating a buzz about both the story and the writer.

Hence it's extremely important to focus on writing good sentences – because each sentence carries a huge responsibility. A sentence must simultaneously do two things: hold the reader's interest in what it is saying, and act as a tiny bridge to the next one.

Imagine your sentences as links in a chain. The stronger you can make each one, and the more tightly you can connect it to the ones on either side, the more powerful your writing will be.

In this unit we will understand in detail about sentences and carry our learnings to the following unit also which is part two of sentences.

3.1 LEARNING OBJECTIVES

- The purpose of this unit is to introduce students to the meaning of a sentence and to explain the various features of a sentence along with helping them understand the structure of a sentence and the types of sentences based on the same.

- Sentences are the weapons of journalists – a well-written sentence can create an immediate connect with the reader and leave a deep impact on his mind regarding the news story.
- Hence, a clear and complete understanding of the different elements, types and features of a sentence is crucial.

On Completion of this Unit

- You will be able to understand the meaning of a sentence.
- You will learn how to structure a sentence.
- You will pick up the various features and elements of a sentence like – subject verb agreement; pronoun reference agreement; sentence fragments; run on sentences; and parallel structures.
- You will learn how to frame different types of sentences – simple, compound, complex etc.
- You will be able to write a meaningful news story by aptly employing sentences

3.2 FEATURES OF A SENTENCE

According to the Oxford Dictionary – “A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.”

There are four necessary elements for writing complete, grammatically correct sentences. These include: the sentence fragment; the run-on sentence; subject-verb and pronoun-reference agreement; and parallel structure.

Sentence Fragments

A fragment is a sentence which is not complete, and therefore not grammatically correct. Sentence fragments are problematic because they are disjointed and confusing to the reader.

We shall learn in detail about sentence fragments in the next section

Run-on Sentences

A run-on sentence is one which actually contains two (or more) complete sentences without the proper punctuation to create separate sentences. There are two common forms of the run-on: (1) the “comma splice” in which a comma is inserted between two complete sentences where a period should actually be used; (2) a lack of punctuation where a semi-colon or period is needed.

Incorrect Examples - The Comma Splice

- Jayant is a musician, he plays the guitar for a living.
- The girl walked home, she decided not to ride the bus.

- He could only guess at the number of guests who attended the party, the entire yard was filled with people.
- In each of the examples above, the two sentences are incorrectly joined by a comma, thus “splicing” two complete sentences together into one run-on sentence. To correct these run-on’s, the comma should be replaced by a period, thus creating two separate sentences, as shown below.

Correct Examples

- Jayant is a musician. He plays the guitar for a living.
- The girl walked home. She decided not to ride the bus.
- He could only guess at the number of guests who attended the party. The entire yard was filled with people.

Incorrect Examples - Lack of Punctuation

- There is a problem with the television however no one is available to fix it.
- Nobody knows what really happened the policeman said there was a fight.
- That is the problem when people have conflict they attack each other personally.
- In each of the examples above, some type of punctuation is needed to separate the two parts of the sentence: either a semi-colon or a period.

Correct Examples

- There is a problem with the television; however, no one is available to fix it. There is a problem with the television. However, no one is available to fix it.
- Nobody knows what really happened; the policeman said there was a fight. Nobody knows what really happened. The policeman said there was a fight.
That is the problem when people have conflict; they attack each other personally. That is the problem when people have conflict. They attack each other personally.

Subject-Verb Agreement

- In order for a sentence to be grammatically correct, the subject and verb must both be singular or plural. In other words, the subject and verb must agree with one another in their tense. If the subject is in plural form, the verb should also be in plural form (and vice versa). To ensure subject-verb agreement, identify the main subject and verb in the sentence, then check to see if they are both plural or singular. Consider the examples below.

Incorrect examples - Subject-Verb Agreement

- The group of students are complaining about grades.
The main subject in this sentence is “group,” which is singular. The

main verb is “are complaining,” which is plural.

- A recipe with more than six ingredients are too complicated.
The main subject in this sentence is “recipe,” which is singular.
The main verb is “are,” which is plural.
- The facts in that complex case is questionable.
The main subject in this sentence is “facts,” which is plural. The main verb, “is,” is singular.
- The people is wearing formal attire
The main subject in this sentence is “people,” which is plural. The main verb is “is wearing,” which is singular.

Correct examples

- The group of students is complaining about grades.
- A recipe with more than six ingredients is too complicated.
- The facts in that complex case are questionable.
- The people are wearing formal attire.

Pronoun-Reference Agreement

- A variation of the subject-verb agreement is pronoun-reference agreement. In the case of pronoun-reference agreement, all of the pronouns should agree with one another in singular or plural tense.

Consider the examples below.

Incorrect examples - Pronoun-Reference Agreement

- A manager should always be honest with their employees.
- The subject in this sentence, “manager,” is singular. The corresponding pronoun, “their,” is plural.
- Organizations must be careful about discriminating against its employees.
- The subject in this sentence is “organizations,” which is plural. The corresponding pronoun, “its,” is singular.
- If you really care about somebody, let them make their own choices.
- In this sentence, the pronoun “somebody” is singular, but the corresponding pronouns, “them” and “their” are plural.

Correct examples

- A manager should always be honest with his (or her) employees.
- Organizations must be careful about discriminating against their employees.
- If you really care about somebody, let him (or her) make his (or her) own choices.

Parallel Structure

- The parallel structure of a sentence refers to the extent to which different parts of the sentence match each other in form. When more than one phrase or description is used in a sentence, those phrases or descriptions should be consistent with one another in their form and wording. Parallel structure is important because it enhances the ease

with which the reader can follow the writer's idea.

Consider the following examples.

Incorrect examples - Parallel Structure

Example One:

- He is strong and a tough competitor.
Notice that "strong" and "a tough competitor" are not the in the same form. "Strong" and "competitive" are consistent in form.

Example Two:

- The new coach is a smart strategist, an effective manager, and works hard.
Notice that "a smart strategist" and "an effective manager" are consistent with one another, but not consistent with "works hard."

Example Three:

- In the last minute of the game, Jimmy intercepted the football, evaded the tacklers, and a touchdown was scored.
Notice that the first two phrases in this sentence are consistent with one another: "intercepted the football" and "evaded the tacklers." However, the final phrase, "and a touchdown was scored" is not consistent with the first two phrases.

Correct examples

Example One:

- He is strong and competitive.

Example Two:

- The new coach is a smart strategist, an effective manager, and a hard worker.

Example Three:

In the last minute of the game, Jimmy intercepted the football, evaded the tacklers, and scored a touchdown.

Check Your Progress

Exercise-

Arrange the words to make affirmative sentences. Place time expressions at the end of the sentences:

- go / now / home / will / I
- give / the present / tomorrow / we / him / will
- her / met / last night / at / we / the station
- was / last week / he / in hospital
- in Greece / spend / I / will / next year / my holiday
- must / at five o'clock / leave / we / the house
- the library / take / I / the book / will / today / to
- my mum / breakfast / in the morning / made
- tonight / want / to the cinema / to go / we

- wrote / last week / they / at school / a test

Answers

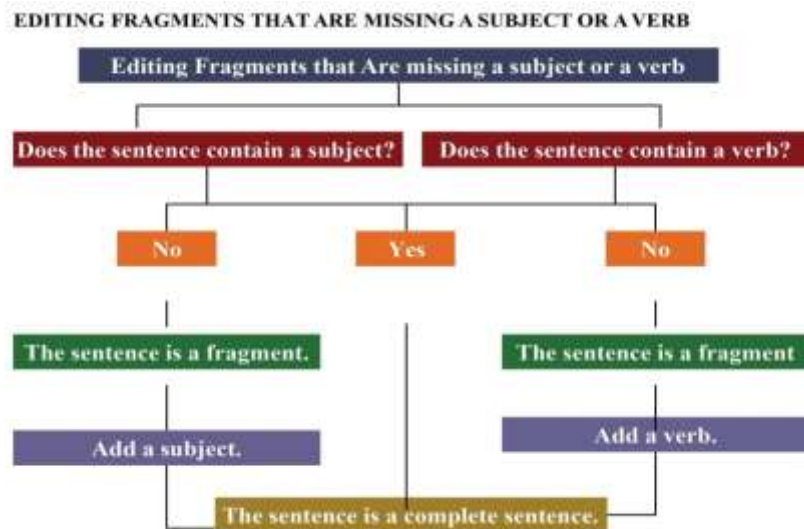
- I will go home now
- We will give him the present tomorrow.
- We met her at the station last night.
- He was in hospital last week
- I will spend my holiday in Greece next year.
- We must leave the house at five o'clock.
- I will take the book to the library today.
- My mum made breakfast in the morning.
- We want to go to the cinema tonight.
- They wrote a test at school last week.



“To cut and tighten sentences is the secret of mastery.” - Dejan Stojanovic.

Sentence Fragments

- A sentence that is missing a subject or a verb is called a fragment. A fragment may include a description or may express part of an idea, but it does not express a complete thought.
- Fragment: Children helping in the kitchen.
- Complete sentence: Children helping in the kitchen often make a mess.
- One can easily fix a fragment by adding the missing subject or verb. In the example, the sentence was missing a verb. Adding ‘often make a mess’ creates an S-V-N sentence structure



See whether you can identify what is missing in the following

fragments

- Fragment: Told her about the broken vase.
- Complete sentence: I told her about the broken vase.
- Complete sentence: The store down on C G Road sells music.

Common Sentence Errors

- Fragments often occur because of some common errors, such as starting a sentence with a preposition, a dependent word, an infinitive, or a gerund. If you use the six basic sentence patterns when you write, you should be able to avoid these errors and thus avoid writing fragments.

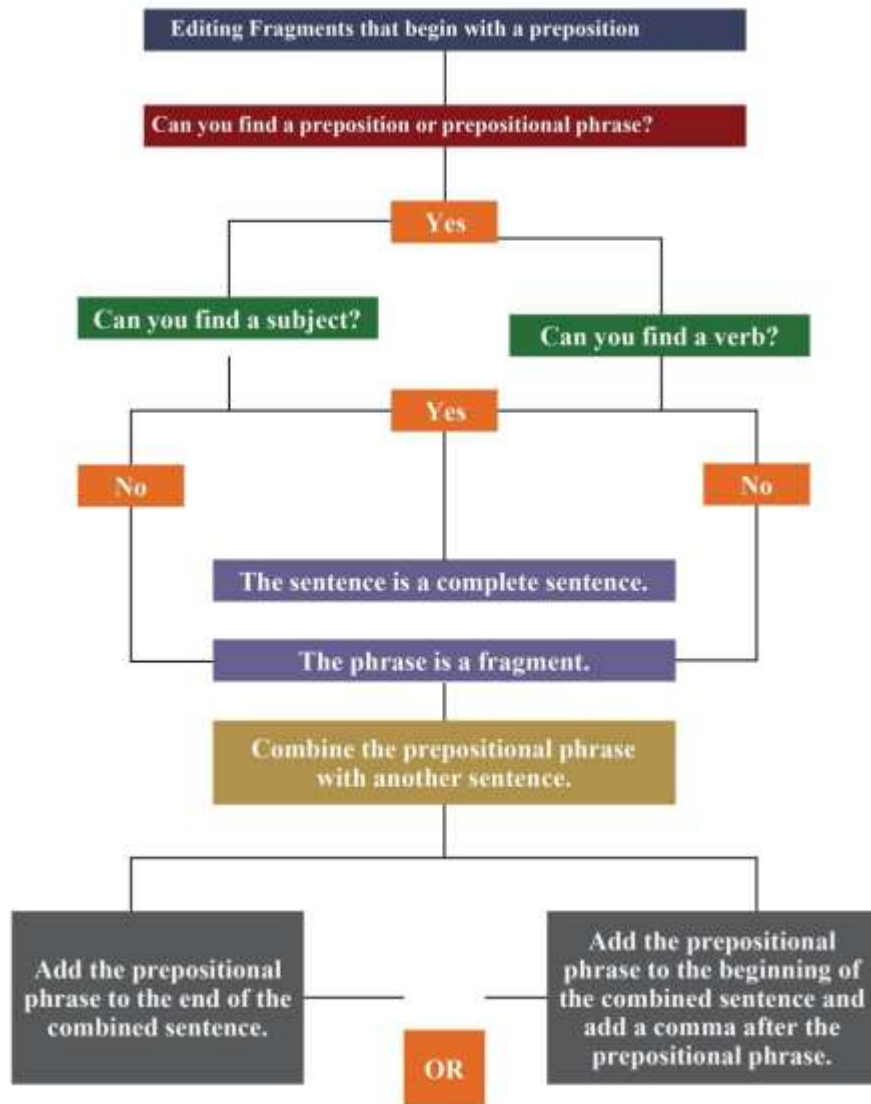
When you see a preposition, check to see that it is part of a sentence containing a subject and a verb. If it is not connected to a complete sentence, it is a fragment, and you will need to fix this type of fragment by combining it with another sentence. You can add the prepositional phrase to the end of the sentence. If you add it to the beginning of the other sentence, insert a comma after the prepositional phrase. Look at the examples.

Examples

- **Incorrect:** After walking over two miles, Jayant remembered his wallet
- **Correct:** Jayant remembered his wallet, after walking over two miles

- **Incorrect:** The dog growled at the vacuum cleaner. When it was switched on
- **Correct:** The dog growled at the vacuum cleaner when it was switched on

EDITING FRAGMENTS THAT BEGIN WITH A PREPOSITION



Clauses that start with a dependent word—such as since, because, without, or unless—are similar to prepositional phrases. Like prepositional phrases, these clauses can be fragments if they are not connected to an independent clause containing a subject and a verb. To fix the problem, you can add such a fragment to the beginning or end of a sentence. If the fragment is added at the beginning of a sentence, add a comma after it before the independent clause.

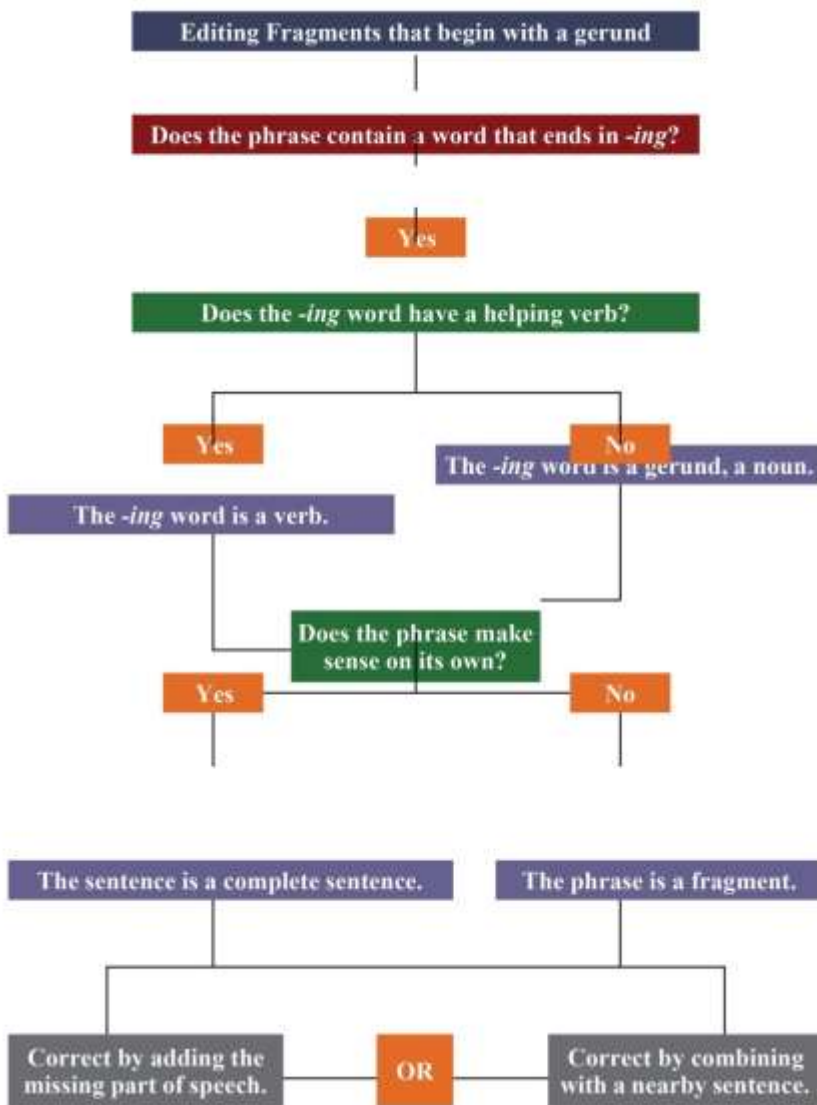
Example -

- **Incorrect:** Because we lost power. The entire family overslept
- **Correct:** The entire family overslept because we lost power.
- **Incorrect:** He has been seeing a physical therapist. Since his accident
- **Correct:** Since his accident, he has been seeing a physical therapist.

When you encounter a word ending in *-ing* in a sentence, identify whether it is being used as a verb in the sentence. You may also look for a helping verb. If the word is not used as a verb or if no helping verb is used with the *-ing* verb form, the verb is being used as a noun. An *-ing* verb form used as a noun is called a gerund.

Once you know whether the *-ing* word is acting as a noun or a verb, look at the rest of the sentence. Does the entire sentence make sense on its own? If not, what you are looking at is a fragment. You will need to either add the parts of speech that are missing or combine the fragment with a nearby sentence.

EDITING FRAGMENTS THAT BEGIN WITH GERUNDS



Example

- **Incorrect:** Taking deep breaths. Sam prepared for his presentation.
- **Correct:** Sam prepared for his presentation. He was taking deep breaths.

- **Incorrect:** Congratulating the entire team. Sanjana raised her glass to toast their success.
- **Correct:** Congratulating the entire team, Sanjana raised her glass to toast their success.

Another error in sentence construction is a fragment that begins with an infinitive. An infinitive is a verb paired with the word to; for example, to run, to write, or to reach. Although infinitives are verbs, they can be used as nouns, adjectives, or adverbs. You can correct a fragment that begins with an infinitive by either combining it with another sentence or adding the parts of speech that are missing.

Example -

- **Incorrect:** We needed to make 300 more paper cranes. To reach the one thousand mark.
- **Correct:** We needed to make 300 more paper cranes to reach the one thousand mark.

Check Your Progress:

Exercise –

Choose the complete sentence from the options given in each cluster

- He is one.
The people that you met last weekend at the barbeque. For example, coffee shops.
The watch your parents gave you for your birthday.

- That isn't the reason.
Which, as you know, is illegal. For it is very convenient.
Because we need one as soon as possible.

- He is one and she is another.
Anyone who rides a bicycle to school or work.
Any sort of clothing that people use in cold weather. Dogs, cats and other popular family pets.

- As long as we find what we are looking for at reasonable prices. As soon as I have finished, I'll call you.
Before my wife and I met.
Every morning, as soon as I get out of bed.

- Before cutting the grass. Cut the grass.
Because the grass hadn't been cut in a long time.

The grass, which was very long because nobody had cut it for a few weeks.

- At least two or three times a week.
Anyone wishing to improve his or her English writing skills.If you won't, I will.
Which, as many people know, can be a frustrating experience.
- Among all the reasons for choosing to date online, the most important.For example, online dating.
Many years ago, medical training for instance.I will when you are ready.
- Life, and being free to pursue one's goals.
If the washing machine and dryer that we bought are delivered on Thursday.Arriving on time.
Living abroad changes people.
- Rain is expected through the night.
Heavy rain throughout the night which will turn into showers tomorrow afternoon.The weather, which everyone had expected to be bad.
Because the weather was so bad.
- Seasons such as spring and summer.
Later in the year when the weather has improved.After you have finished your homework.
They are.
- More and women are choosing engineering as a career.As soon as she leaves the office today.
And as for myself.
For example, delivering letters or parcels, which used to be a solely male profession.
- Being a complete surprise.
The award was a complete surprise. Because he was not expecting the award.
The award which he received.



"A group of sentences joined together is like a mob: up to no good." - Marty Rubin.

3.3 BASICS: SUBJECT AND VERB SHOULD AGREE IN A SENTENCE

- It must be always kept in mind that a verb must agree with its subject. When the subject of a verb is a singular noun, the verb must be in the third person singular. The third person singular is the form

of the verb used with the personal pronouns – he, she and it.

- When the subject of a verb is a plural noun, the verb must be in the third person plural. The third person plural is the form of the verb used with the personal pronoun THEY.

In the following examples, the verbs are in italics and their subjects are highlighted :

Singular Subject:	The book is interesting
Plural Subject:	The books are interesting
Singular Subject:	A duck was flying overhead
Plural Subject:	Two ducks were flying overhead
Singular Subject:	One student lives here
Plural Subject:	Three students live here

Check Your Progress

Exercise - 1

For each of the following sentences, change the subject of the verb to the plural and change the verb so that it agrees with the subject :

1.	The room is large	19.	The plant has grown
2.	The tourist has a map	20.	The hedge is being trimmed
3.	The girl studies hard	21.	The process was invented last year
4.	The book was thick	22.	The sketch is neat
5.	The train has left	23.	The breeze was warm
6.	The bird was twittering	24.	The wall is being painted
7.	The door was opened by the maid	25.	The mosque is two hundred years old
8.	The shoe fit well	26.	The bridge will soon be completed
9.	The parcel is being wrapped	27.	The carpet has been dusted
10.	The newspaper is read by many people	28.	The branch is covered with leaves
11.	The flame is flickering in the wind	29.	The berry was sour
12.	The ship has anchored	30.	The key was made of steel
13.	The street was being repaired	31.	The valley is very beautiful
14.	The box was heavy	32.	The eddy can be dangerous for swimmers
15.	The river flows to the delta	33.	The journey was undertaken by pilgrims
16.	The plant has grown in the last one year	34.	The daisy was plucked by the gardener
17.	The hat was on sale	35.	The monkey is considered to

			be sacred in India
18.	The bench is broken	36.	The gully is full of water
37.	The boy jumped in the open field	38.	The facility is open to the public
39.	The secretary works sincerely	40.	The toy was being distributed
41.	The child is jubilant	42.	The sheep has been sheared
43.	The man was being given a haircut	44.	The deer is eating the green grass
45.	The woman has talked to us	46.	The mouse makes a great deal of noise at night
47.	The gentleman would like to go sightseeing	48.	The louse is a nuisance
48.	Your foot is size eight	50.	The fisherman has had a good season
51.	The tooth needs to be extracted	52.	The policewoman was directing traffic

Exercise -2

For each of the following sentences, fill in the blank with either the singular or plural verb form given in the brackets:

- The crew _____ preparing to set sail (is, are)
- The crew _____ different kinds of tools to fix the ship (has, have)
- Two kilograms of butter _____ too much (is, are)
- The class _____ not agree on what should be done (do, does)
- The members _____ contributed eighty thousand rupees to the cause (has, have)
- Three ounces of gold _____ worth more than three ounces of copper (is, are)
- The committee _____ decided to hold a meeting once a month (has, have)
- The group _____ varied backgrounds (has, have)
- Fifty paise _____ the regular price (was, were)
- Twenty rupees _____ been collected (has, have)
- Either a large jar or two small jars _____ required (is, are)
- Neither the road nor the highway _____ to Pune (lead, leads)
- A duck and a swan _____ in the pond (is, are)
- Either spring or winter _____ a good time to visit our country (is, are)
- Both the bow and the arrows _____ to the instructor (belong, belongs)

16. Neither the boats nor the raft _____ in good repair (was, were)
17. Milk and cornflakes _____ a nutritious breakfast (is, are)
18. Either his uncle or his mother _____ here (lives, live)
19. The committee _____ put forward a new proposal (has, have)
20. The committee _____ disagreed on what policy to adopt (has, have)
21. Two tons of coal _____ required (is, are)
22. Both the sky and the water _____ blue (is, are)
23. Satish and Brothers _____ a company dealing in antiques (is, are)
24. Either Robin or his uncle _____ sure to be there (is, are)
25. Neither the main office, nor the branch offices _____ open (is, are)

Answers

Exercise -1

- 1) The rooms are large
- 2) The tourists have a map
- 3) The girls study hard
- 4) The books were thick
- 5) The trains have left
- 6) The birds were twittering
- 7) The doors were opened by the maid
- 8) The shoes fit well
- 9) The parcels are being wrapped
- 10) The newspapers are read by many people
- 11) The flames are flickering in the wind
- 12) The ships have anchored
- 13) The streets were being repaired
- 14) The boxes were heavy
- 15) The rivers flow to the delta
- 16) The plants have grown in the last one year
- 17) The hats were on sale
- 18) The benches are broken
- 19) The plants have grown
- 20) The hedges are being trimmed
- 21) The processes were invented last year
- 22) The sketches are neat
- 23) The breezes were warm
- 24) The walls are being painted
- 25) The mosques are two hundred years old
- 26) The bridges will soon be completed
- 27) The carpets have been dusted
- 28) The branches are covered with leaves
- 29) The berries were sour
- 30) The keys were made of steel
- 31) The valleys are very beautiful
- 32) The eddies can be dangerous for swimmers
- 33) The journeys were undertaken by pilgrims

- 34) The daisies were plucked by the gardener
- 35) Monkeys are considered to be sacred in India
- 36) The gullies are full of water
- 37) The boys jumped in the open field
- 38) The facilities are open to the public
- 39) The secretaries work sincerely
- 40) The toys were being distributed
- 41) The children are jubilant
- 42) The sheep have been sheared
- 43) The men were being given a haircut
- 44) The deer are eating the green grass
- 45) The women have talked to us
- 46) The mice make a great deal of noise at night
- 47) The gentlemen would like to go sightseeing
- 48) Lice are a nuisance
- 49) Your feet are size eight
- 50) The fishermen have had a good season
- 51) The teeth need to be extracted
- 52) The policewomen were directing traffic

Exercise – 2

1. The crew is preparing to set sail
2. The crew has different kinds of tools to fix the ship
3. Two kilograms of butter is too much
4. The class does not agree on what should be done
5. The members have contributed eighty thousand rupees to the cause
6. Three ounces of gold is worth more than three ounces of copper
7. The committee has decided to hold a meeting once a month
8. The group has varied backgrounds
9. Fifty paise was the regular price
10. Twenty rupees have been collected
11. Either a large jar or two small jars are required
12. Neither the road nor the highway leads to Pune
13. A duck and a swan are in the pond
14. Either spring or winter is a good time to visit our country
15. Both the bow and the arrows belong to the instructor
16. Neither the boats nor the raft were in good repair
17. Milk and cornflakes are a nutritious breakfast
18. Either his uncle or his mother lives here
19. The committee has put forward a new proposal
20. The committee have disagreed on what policy to adopt
21. Two tons of coal is required
22. Both the sky and the water are blue
23. Satish and Brothers is a company dealing in antiques
24. Either Robin or his uncle is sure to be there
25. Neither the main office, nor the branch offices are open

 **Interesting Quote...**

“A sentence has to sound as if it has always existed, as if cribbed from everyone else’s inner history ever—from everything you were never to be privy to. It should hit you not as news but as a reminder of what you now wish you never knew.” - Gary Lutz.

3.4 WHY SENTENCE STRUCTURE MATTERS?

- Although ordinary conversation, personal letters and even some types of professional writing (such as newspaper stories) consist almost entirely of simple sentences; you will be expected to use all types of sentences in your writing. Writers who use only simple sentences are like truck drivers who do not know how to shift out of first gear; they would be able to drive a load from Mumbai to Delhi (eventually), but they would have a great deal of trouble getting there.
- Using phrases and clauses carefully will ensure that sentences become much more interesting and ideas much clearer.
- For example, this complex sentence develops a major, central idea and provides structured background information:
- Since it involves the death not only of the title character but of the entire royal court, Hamlet is the most extreme of the tragedies written by the Elizabethan playwright William Shakespeare.
- Just as a good driver uses different gears, a good writer uses different types of sentences in different situations:
 - A long complex sentence will show what information depends on what other information
 - A compound sentence will emphasise balance and parallelism
 - A short simple sentence will grab a reader’s attention
 - A loose sentence will tell the reader in advance how to interpret your information
 - A periodic sentence will leave the reader in suspense, until the very end
 - A declarative sentence will avoid any special emotional impact
 - An exclamatory sentence, used sparingly, will jolt the reader
 - An interrogative sentence will force the reader to think about what you are writing
 - An imperative sentence will make it clear that you want the reader to act right away

Check Your Progress:

Exercise –

Pick up a copy of the Times of India and try to identify and note down the following types of sentences – simple, compound, complex, loose, periodic, declarative, exclamatory, interrogative and imperative – on the basis of the explanations given above.



“A sentence is both the opportunity and limit of thought - what we have to think with, and what we have to think in.” - Wendall Berry.

3.5 TYPES OF SENTENCES

The Simple Sentence

The most basic type of sentence is the simple sentence which contains only one clause, a subject, a predicate and both the subject and the predicate may have modifiers.

A simple sentence can be as short as one word or more than one:

- Run!
- Melt!
- Ice melts.
- The ice melts quickly.
- The ice on the river melts quickly under the warm June sun.
- Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm June sun.

As one can see, a simple sentence can be quite long – so it is wrong to presume that one can tell a simple sentence from a compound or complex sentence simply by its length.

The most natural sentence structure is the simple sentence. In written work, simple sentences can be very effective for grabbing a reader’s attention or for summing up an argument, but they need to be used with care; as too many simple sentences can make a piece of writing appear childish.

Transitional phrases must be added to simple sentences to connect them to the surrounding sentence.

The Compound Sentence

The compound sentence consists of two or more independent clauses (or simple sentences) joined by coordinating conjunctions like – and, but, or.

For example the below mentioned two sentences can be joined into one compound sentence –

- India is a developing country.
- Still it has many wealthy people.

India is a developing country, but still it has many wealthy people. Although compound sentences come in handy for connecting ideas and avoiding pausing yet if over-used in written pieces they may end up making the writing uninteresting.

A compound sentence is most effective when you use it to create a sense of balance or contrast between two or more equally important pieces of information:

Mumbai has better buses, but Delhi has an excellent Metro.

There are two special types of compound sentences worth taking note of

Compound Complex Sentence with Coordinating Conjunction

- When a coordinating conjunction is used to join two complex sentences OR one simple sentence and a complex sentence
- The package arrived in the morning, but the courier left before I could check the contents

Compound Complex Sentence with Punctuation

- When two originally separate sentences are joined into a compound sentence using a semi-colon instead of a co-ordinating conjunction:

Singer Sunny had a serious drinking problem; when sober, however, he could be a formidable singer.

The Complex Sentence

A complex sentence contains one independent clause and at least one dependent clause. Unlike a compound sentence however a complex sentence contains clauses which are NOT equal.

Consider the following examples –Simple

My friend invited me to a party. I do not wish to go.

Compound

My friend invited me to a party, but I do not wish to go.

Complex

Although my friend invited me to a party, I do not wish to go.

A complex sentence is very different from a simple sentence or a compound sentence because it makes clear which ideas are most important as evidenced above.

Check Your Progress:

Exercise –

Identify if the sentences given below are – Simple, Compound, Complex or Compound-Complex–

1. Delhi is the capital of India, but Chennai is the capital of Tamil Nadu.
2. Democracy is a noble goal; it is important, however, to protect the

- minority from the tyranny of the majority.
3. I do now own a Mercedes.
 4. Call your father as soon as you arrive in Kolkata.
 5. I ate a sandwich and left the restaurant.
 6. Unless my mother postpones her visit to Bhopal, I will not have time to study for my examination.
 7. Prerna wanted to be here, but she cannot come because her car is in the workshop.
 8. The cricket match was abandoned because it was raining.
 9. The football game was cancelled because of the snow.
 10. When the flight arrives and if Mr Ahmed is in it, he will be met by our staff.

Answers

Exercise –

1. Compound
2. Compound-Complex
3. Simple
4. Complex
5. Compound
6. Complex
7. Compound-Complex
8. Complex
9. Complex
10. Complex

Interesting Quote...

“Just about every sentence we say or hear is a recombination of existing words appearing in that exact configuration for the very first time.”

— **John Pollack**, *The Pun Also Rises: How the Humble Pun Revolutionized Language, Changed History, and Made Wordplay More Than Some Antics.*



A GOOD

<https://www.fluentu.com/blog/english/english-sentence-structure/>
The Guide to English Sentence Structure That’s Easier Than You Expect

- Archita Mitra, Freelance Writer,
 Journalist, Editor and Educator

- Are your English sentences a little shaky?
- Do they wobble like a chair with one short leg?
- Good sentence structure is the key to strong, effective communication in English.

- If you don't know the parts of a sentence or how to combine them in the right order, your sentences will simply fall apart! In this post, I'll show you how to write and speak with grammatically correct sentences in three steps.

Dos and Don'ts to Improve Your English Sentences

Before we delve into the rules of sentence structure, it may be helpful to keep these tips in mind to speak and write with stronger sentences in English.

Don't:

- Rely on broken English: Sometimes it's tempting to just put a subject and verb together and hope your listener understands. But if you're actively practicing sentence structure, take the time to create complete sentences. Even if they're wrong, you'll learn from the process.
- Think in your native language: Every language has its own sentence structure rules. If you translate back-and-forth between English and your native language, you'll never get truly comfortable with the rules of English. So try to formulate sentences by thinking in English first.

Do:

- Learn some phrases/structures by heart: This way, you won't need to think through the sentence structure rules every time you want to say a basic sentence. Pick some sentences that you use a lot (for example, sentences for introducing yourself) and memorize how to say them the right way.
- Listen to authentic English on FluentU: Immersion (surrounding yourself with spoken and written English) is one of the fastest ways to learn English sentence structure. The patterns will just become natural to you. FluentU makes this possible no matter where you are, by transforming real English videos into personalized language lessons.
- The videos include movie trailers, news clips, music videos, inspiring speeches and more. Every video has interactive captions. Just hover over a word and the video will automatically pause to show you a definition. You'll also see other videos that have the word so you can hear how it's used in different types of sentences.
- Then there are exercises, flashcards and full transcripts to reinforce what you've learned. It's a fun but effective way to practice English. As you explore the full video library, you'll start to absorb English sentence structures before you even realize it
- Correct your writing with Grammarly: Grammarly is like a super-charged grammar and spelling checker. It won't just point out your mistakes, but it will also actually show you what you did wrong! That means you won't make the same error the next time.

Grammarly can find sentence structure errors such as problems with word order or missing words, among many other types of grammar and spelling issues.

Sentences are the fundamental building blocks of any language. Luckily, the rules of sentence structure and syntax in English are pretty easy to understand, apply and learn.

The Building Blocks of English Sentences

You'll need to understand these terms before we examine the different types of English sentence structures and the rules for forming them.

Subjects and Predicates

- The most basic English sentences usually have two parts: a subject and predicate. The subject refers to who or what is performing the action in the sentence. The predicate gives us some information connected to or about the subject.
- Let's take the sentence "I walk the dog." In this sentence, "I" is the subject, because it refers to the person who's performing an action.
- Meanwhile, "walk the dog" is the predicate because it tells us what the subject is doing.

Here are some more examples. The subject is in bold and the predicate is in italics -

- **I** study at a public university.
- **Rajesh** works at a marketing firm.
- **She** likes the color purple a lot.

Independent and Dependent Clauses

- A clause refers to a group of words containing a subject and predicate.
- There are independent clauses, which can stand alone as complete sentences. There are also dependent clauses, which need to be attached to an independent clause in order to make sense.
- Independent clause: I went home.
- Dependent clause: If I went home...

Direct and Indirect Objects

- Subjects, predicates and clauses can be found in any sentence, but direct objects and indirect objects are only in some sentences. However, they're extremely common and it's important to be able to recognize them when they're used.
- The direct object refers to something that has an action performed on it by the subject. The indirect object is who/what receives the action.
- Okay, that's a little confusing, right? Let's look at an example.
- Logan gives the book to his brother.
"His brother" receives the book from Logan, so "his brother" is the

indirect object. Since Logan performed an action on the book (“gives”), the book is the direct object.

The Four Basic Sentence Structures

Sentences can be short and sweet or long, messy and complicated. Here are the different types and the rules for how they’re formed –

- **Simple Sentence:** A simple sentence contains a single independent clause.
For example: “John finished the book.” This sentence has a subject and predicate and can stand alone as a complete sentence.
- **Compound Sentence:** A compound sentence is formed when two or more simple sentences are joined together, usually by conjunctions (e.g. and, or, but) or a semicolon.
For instance, the sentence “She went to sleep and he stayed up to finish the work” is a compound sentence because it can be broken into two simple sentences: “She went to sleep.” and “He stayed up to finish the work.”
- **Complex Sentence:** A complex sentence contains an independent and a dependent clause. For instance, take the sentence “John finished the book even though he was getting late for work.” The independent clause (“John finished the book”) is combined with a dependent clause (“even though he was getting late for work.”).
- **Compound-complex Sentence:** A compound-complex sentence contains at least two independent clauses and one or more dependent clauses.
For example: “Even though I set my alarm last night, I didn’t hear it ring this morning and I woke up late.” The independent clauses are in bold and the dependent clause is in italics.

When you’re learning and practicing, start off with the simple sentences and then use conjunctions to form compound ones. Once you’ve gained enough confidence, you can start forming longer complex and compound-complex sentences.

The Rules of Word Order

The English language is very particular about syntax, which refers to the arrangement and order of words in a sentence. If you’re confused, these rules should help you out.

Adjectives Go Before the Noun, Adverbs Go After the Verb

- Adjectives are always placed before a noun or a pronoun that they’re modifying. Adverbs are usually placed after the verb that they’re modifying.
- For example, we say “She wore a red dress” and never “She wore a dress red.”

Similarly, you're more likely to hear a sentence like "The bird sang sweetly" instead of "Thebird sweetly sang." Just know that it's generally not considered a huge mistake to put the adverb before the verb

Info Is Organized by "Place, Manner, Time"

- When adding details to your sentences, it's useful to remember the rule of "place, manner, time." Information is generally structured in this order.
- For example, an English speaker might say, "I travel to her house (place) by bus (manner) every weekend (time)." They would probably not say, "I travel by bus every weekend to herhouse."
- Of course, you'll occasionally come across sentences that don't follow this rule and they aren't grammatically incorrect, but this is the standard order. Sometimes, the "time" is mentioned in the beginning of a sentence, usually for the purpose of emphasis.

Don't Begin Sentences with Conjunctions (Formal English)

- When it comes to formal English writing, avoid starting your sentences with conjunctions.
- Conjunctions include words like and, but, yet, or and because.
- It's not actually grammatically incorrect to start with a conjunction—however, it's a very well-known tradition among English speakers. Many English professors, for example, may expect you to follow this rule when writing academic essays.
- You certainly don't have to follow it while you're speaking or writing informally.

Question Words Go at the Beginning

- In the English language, certain words are always used in questions. These are how, when, why, what, where, etc. and are usually placed at the beginning of the sentence.

For example, if you were to ask for directions you would say something like:

- What is the fastest route to the airport?
- How can I go from school to the store?
- Where is the local pharmacy shop here?

- Those are the basics for the structure of English questions—you can find an in-depth guide to forming questions in English here.

The best way to learn English is to use it as much as possible. So look for every opportunity you can to speak and write in English. Talk to your friends or an online study partner or make it a point to write down your thoughts and feelings regularly. Look up online grammar resources and links, do your lessons regularly and don't be afraid to make mistakes or to ask your teachers for feedback. The more you expose yourself to the language and familiarize yourself with it, the faster you'll learn.

3.6 KEY WORDS

Simple Sentences	A sentence with only one independent clause.
Compound Sentences	Two (or more) simple sentences joined by a conjunction or an appropriate mark of punctuation.
Complex Sentences	A sentence that contains an independent clause (or main clause) and at least one dependent clause.
Compound-Complex Sentences	A sentence with two or more independent clauses and at least one dependent clause.

3.7 LET US SUM UP

- A sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point.
- The word “sentence” is from the Latin for “to feel.” The adjective form of the word is “sentential.”
- The four basic sentence structures are: Simple; Compound; Complex and; Compound-Complex
- Functional types of sentences are: Declarative; Interrogative; Imperative and Exclamatory
- Keep your sentences as clear and simple as possible.
- Vary them in length and structure to keep the interest of your readers alive.
- Do not write sentence fragments (incomplete sentences), unless they are part of a dialogue.
- Use the same pattern of words (parallel structure) to show two or more ideas in a sentence.
- When writing a sentence, the main point you are trying to put across should preferably be in the beginning. The rest should come later. This makes your readers understand your sentence better.
- Write concise sentences. A sentence should not contain unnecessary words.
- Vary your sentence openings. Too many similar openings in your prose make reading tedious. Besides freshness, variety brings emphasis to the sentence.
- Do not confuse a compound sentence with a complex sentence. A compound sentence consists of two independent clauses joined by a coordinator. This coordinator may either be a coordinating conjunction (e.g. and, but, or, for, yet, so), a conjunctive adverb (e.g. therefore, however, moreover, furthermore, nevertheless), or a semicolon. While a complex sentence consists of an independent clause joined by one or more dependent clauses. The dependent

clause is always headed by a subordinating conjunction (e.g. because, although, since, if, though) or a relative pronoun (e.g. who, which, that).

Avoid writing phrases that add nothing to the meaning of a sentence. Either reduce them to single words, or omit them altogether.

Useful Link

- <https://www.youtube.com/watch?v=jul2urONzOQ>
- (English Sentence Structure - English Grammar Lesson)

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UNIT: 4**SENTENCES 2****:: STRUCTURE::****4.0 Introduction****4.1 Learning Objectives****4.2 Purpose of a Sentence and the Basic Word Order
of a Sentence****4.3 Short Versus Long Sentences****4.4 Inversion****4.5 Fronting****4.6 Emphasis****4.7 Discourse Markers****4.8 Create an Impact with Your Sentences****4.9 Key Words****4.10 Let Up Sum Up****4.11 References**

4.0 INTRODUCTION

Master the art of sentence-writing and you can paint vivid word pictures that people will rush to read and share. Learn to write great sentences and you'll set your ideas free.

The good news is that you already know more than you think you do about how to write effective sentences. Some of it you'll have learned at school, the rest through experience, but it's all there. You just need to be reminded of it to formalize some key concepts in your mind so that you can draw upon them at will.

Why is it so important to focus on writing good sentences? Because each one carries a lot of responsibility. A sentence must simultaneously do two things: hold the reader's interest in what it's saying, and act as a tiny bridge to the next one.

Imagine your sentences as links in a chain. The stronger you can make each one, and the more tightly you can connect it to the ones on either side, the more powerful your writing will be.

In this unit we will understand the meaning and usage of various tools like – short and long sentences; fronting; inversion; discourse markers and; emphasis – to create a piece of writing which leaves a deep impact on the reader and forces him to think.

4.1 LEARNING OBJECTIVES

- The purpose of this unit is to strengthen the understanding and minute details regarding a critical component of writing which is – sentences. Besides learning about the purpose and basic word order of a sentence; this unit will also enlighten writers about how to deploy tools like inversion, fronting, discourse markers and emphasis to create an impact on the reader. Another critical component which is covered in this unit is when and where to use short and long sentences.

On Completion of this Unit

- You will be able to understand the basic word order of a sentence and what are the various functions of a sentence according to the sentence type.
- You will learn the meaning and usage of inversion, fronting, emphasis and discourse markers in writing.
- You will be able to create a perceptible impact on your reader through the sentences you write.

4.2 PURPOSE OF A SENTENCE AND THE BASIC WORD ORDER OF A SENTENCE

Purpose of a Sentence

This part of the first section describes WHY are sentences written in the first place? Basically sentences simply – state facts, conjectures, arguments, command or question.

The Declarative Sentence

This is the most important type and frequently used one too. It states a fact or argument, without requiring either an answer or action from the reader. It is punctuated with a simple full stop:

- New Delhi is the capital of India.
- Roma is a reserved girl.

The Interrogative Sentence

This asks a direct question and always ends with a question mark:

- Who can read this and not be moved?

- How many apples a day must a man eat?

The Exclamatory Sentence

This is simply a more forceful version of a declarative sentence, marked at the end with an exclamation mark:

- Her own friend did it!
- Some wildlife reserves in Assam lost up to a third of their animals during the floods last year!

The Imperative Sentence

This gives a direct command to someone; and can end either with a period or an exclamation mark depending on how forceful the command is:

- Quiet!
- Read this book for tomorrow.

Basic Word Order of a Sentence

- Not all sentences make a single point – compound sentences specially may present several equally-important pieces of information; but most of the time when one writes a sentence there is a single argument, statement, question or command which one wishes to get across.
- When one is writing sentences, care needs to be taken not to bury the main point in the middle; instead the beginning or end of the sentence should be used as the position for emphasis.

The Loose Sentence

- The main point placed at the beginning of a long sentence means a loose sentence
- **I am willing to pay slightly higher taxes for the privilege of living in Delhi**, considering the good housing, excellent educational institutions, the low pollution, the good roads and the wonderful winters.
- Loose sentences are extremely natural for English speakers as they almost always talk in loose sentences; in fact even the most sophisticated English writers tend to use loose sentences much more often than periodic sentences. While a periodic sentence can be useful for making an important point for a special dramatic effect, it is almost much more difficult to read and often requires readers to go back and re-read the sentence once they understand the main point.
- A loose sentence needs to be structured as carefully as a periodic sentence: it is very easy to lose control of a loose sentence leading to the reader forgetting what your main point is.

The Periodic Sentence

- If your main point is at the end of a long sentence, you are writing a periodic sentence.

- Considering the good housing, excellent educational institutions, the low pollution, the goodroads and the wonderful winters, **I am willing to pay slightly higher taxes for the privilege of living in Delhi.**
- Over the past hundred years the periodic sentence has become much rarer in formal English writing and it has never been common in informal spoken English. Still it is a powerful rhetorical tool. An occasional periodic sentence is not only dramatic but persuasive too.
- Periodic sentences are like exclamatory sentences: used once or twice in a piece of writing they can be very effective; used any more than that they can make the writer sound dull and pompous!

Check Your Progress:

Exercise-

Pick up the Times of India, DNA and the Ahmedabad Mirror. Read all the front page stories and identify and note down examples of – Loose Sentences, Periodic Sentences, Exclamatory Sentences, Imperative Sentences and Interrogative Sentences.



*“One day the Nouns were clustered in the street.
An adjective walked by, with her dark beauty.
The Nouns were struck, moved, changed.
The next day a Verb drove up, and created the Sentence...”*

- Kenneth Koch, “Permanently.” Published in “The Collected Poems of Kenneth Koch.” Borzoi Books, 2005.

4.3 SHORT VERSUS LONG SENTENCES

Very often inexperienced writers do not recognize the effect of long sentences or the intonation from and shade of the text. This section will help to understand the possible of the lengths of the sentence on the writing.

What do short sentences do?

- In academic or any type of professional writing, it is usually good to stick to a happy medium. While too short sentences sound as if the writer of the paper has insufficient level of language usage and lacks the ability to provide proper linkage words in clause sentences; too long sentences on the other hand, make it difficult to follow the logic and, thus, the flow of the writing is disrupted. Therefore, the suggestion is to use middle-lengths sentences that

reflect clear logic and do not look deficient.

- Nonetheless, when it comes to writing artistic literature stories, fairy tales, ghost stories or detective stories, the effects of short sentences are hard to overestimate.

Why do Writers Use Short Sentences?

To create tension

- When an author starts using short phrases, usually it is a sign that something might happen and hence it is a way to create tension. Short sentences are used to express the tension that is present in the air at the moment preceding the event.

To grab the attention of the reader to some detail

- When the normal pace of writing is made abrupt by short sentences, it is a sign of a significant detail. For instance –
- “She was walking down the straight pedestrian walk in Manhattan. She was tall, a fashionably dressed girl in her twenties. The only detail that could tell about her status was her watch. Chopard L.U.C Tourbillon Baguette. Limited edition. Tourbillon mechanics. 25 carats of diamond.”

Here short sentences are used to depict the special features of the detail – the expensive and exclusive watch.

To present sudden events

- Another important usage of short sentences is associated with the out-of-the-blue events or acts. For example, the story below narrates about a girl who is lost in the forest late at night:
- “The girl is scared. She rushes without proper direction and tries to keep her tears away. She hopes to find the right way and get out of this terrifying place. Suddenly, she hears the strange noise. Bang! Here I am! She is not alone! Not anymore! It’s a saviour! She smiles and cries! She will get out!”

To summarize the ideas presented in the long paragraph or sentences

- For example, consider this instruction:
- “Work with us is easy and comfortable. Our ordering system requires the customers only to fill out the form CS1 that could be found at the upper right side of our homepage. As soon as we receive your form, our manager processes it and evaluates your chances. If you are qualified for the services, we issue the form CS2 which is sent to your e-mail. In case you are not eligible, we will send you a regret-letter. So remember: Go to our website. Fill CS1. Wait for a response.”
- The short sentences at the end are used to summarize the key points of the whole instruction material.

The effect of long sentences in creative writing

Although long sentences have the smell of old-fashioned nineteenth century romantic prose, the usage of long sentences in modern creative writing also has right for a life. Long sentences may be used for several reasons:

- To develop tension. While a short sentence is the ultimate sign of the tension, long sentences could be used to develop this tension to a point of culmination.
- To give vivid descriptions.
- To investigate the argument, idea or fact thoroughly. For instance, when we write about the nature of the humankind, we may use long sentences: The idea that humankind is inherently good is well supported by the facts that all babies are born sinless and the bad features are acquired during the life. In addition, people are creatures of God and God promotes the goodness, grace and charity, while the sins and crime are perceived as aberrations.

To sum up, we may say that short sentences are usually used to show sudden events, summarize main ideas, or grab the attention of the reader to the detail. On the other hand, long sentences may have good effect when we develop tension, provide lively descriptions or thorough investigation.

Check Your Progress:

Exercise – 1

Shorten the following long sentence to make a crisp paragraph of short sentences –

The gilt picture frames that decorated the walls of the guest bedroom were set on fire by the early morning sunlight shining through the stained glass window and brought the collection of oil paintings to new, vibrant life while transforming the swathes of muslin draping the four poster bed into an opal waterfall of translucent colour.

Exercise -2

Lengthen the following short sentences into a 4-line paragraph of one long sentence –

1. Someone recently bereaved.
2. A man running away from an angry mob.
3. A dull Monday afternoon in a care home.

Interesting Quote...

“...what matters is not complexity or decoration but rather intelligibility, grace, and the fact that the sentence should strike us as the perfect vehicle for expressing what it aims to express...”

- Francine Prose, 'Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them'.

4.4 INVERSION

Inversion is used in several different situations in English. Inversion just means putting the verb before the subject. This is usually done in question forms:

Normal sentence: You are tired. (The subject is 'you'. It's before the verb 'are'.)

Question form: Are you tired? (The verb 'are' is before the subject 'you'. They have changed places. This is called inversion.)

In most English verb tenses, when we want to use inversion, we just move the verb to before the subject. If there's more than one verb, because a verb tense has auxiliary verbs for example, we move the first verb.

With two verb tenses we just change the places of the verb and subject:

- Present simple with 'be': am I / are you / is he
- Past simple with 'be': were you / was she

With other verbs tenses, we change the place of the subject and the auxiliary verb (the first aux-iliary verb if there is more than one). We don't move the other parts of the verb:

- **Present Continuous:** am I going / are you going
- **Past Continuous:** was he going / were they going
- **Present Perfect:** have we gone / has she gone
- **Present Perfect Continuous:** has she been going / have they been going
- **Past Perfect:** had you gone
- **Past Perfect Continuous:** had he been going
- **Future Simple:** will they go
- **Future Continuous:** will you be going
- **Future Perfect:** will they have gone
- **Future Perfect Continuous:** will she have been going
- **Modal Verbs:** should I go / would you go

There are two tenses where we need to add 'do / does / did' to make the question form. We also need to change the main verb back to the infinitive. This is usually still called inversion.

Present Simple with any verb except 'be' (add 'do' or 'does'):

do you go / does he go

Past Simple with any verb except 'be'
(add 'did'): did we go / did they go

When do we use inversion? Of course, we use inversion in questions.

But we also sometimes use inversion in other cases, when we are not making a question.

When we use a negative adverb or adverb phrase at the beginning of the sentence

Usually, we put the expression at the beginning of the sentence to emphasise what we're saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative expression later in the sentence in the normal way :

- Seldom have I seen such beautiful work.
(‘Seldom’ is at the beginning, so we use inversion. This sentence emphasizes what a beautiful work it is.)
- I have seldom seen such beautiful work.
(‘Seldom’ is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

Here are some negative adverbs and adverb phrases that we often use with inversion :

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could Jayesh earn enough money to survive.
In no way	In no way do I agree with what you're saying.
On no account	On no account should you do anything without asking me first.

In the following expressions, the inversion comes in the second part of the sentence:

Not until	Not until I saw Jaimin with my own eyes did I really believe he was safe.
Not since	Not since Lata left college had she had such a wonderful time.
Only after	Only after I'd seen her flat did I understand why she wanted to live there.
Only when	Only when we'd all arrived home did I feel calm.
Only by	Only by working extremely hard could we afford to eat.

We only use inversion when the adverb modifies the whole phrase and not when it modifies the noun:

- Hardly anyone passed the exam. (No inversion.)

We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

- **Normal conditional:** If I had been there, this problem wouldn't have happened.
- **Conditional with inversion:** Had I been there, this problem wouldn't have happened.
- **Normal conditional:** If we had arrived sooner, we could have prevented this tragedy!
- **Conditional with inversion:** Had we arrived sooner, we could have prevented this tragedy !

We can use inversion if we put an adverbial expression of place at the beginning on the sen-tence. This is also quite formal or literary:

- On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)
- Round the corner came the knights. (Normal sentence: The knights came round the corner.)

We can use inversion after 'so + adjective...that':

- So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)
- So delicious was the food that we ate every last bite. (Normal sentence: the food was so de-licious that we ate every last bite.)

Check Your Progress:

Exercise -

Choose the best inversion structure to complete each sentence –

1. _____ should children be allowed to drive.
no sooner
under no circumstances
2. _____ after months of planning were they ready for the conference.
rarely
only
3. _____ had I left than I heard them laughing.
no sooner
only when
4. Now _____ to escape and she jumped from the window.
was the time
the time was
5. Many a time _____ plan to divorce her husband, but she never did.
she did
did she
6. Only _____ can we start the party.
when Jaya has arrived
when has Jaya arrived
7. _____ who borrowed the money.
Madan it was
It was Madan
8. What _____ is simply not true.
are you saying
you are saying

Answers

Exercise-

1. under no circumstances
2. only
3. no sooner
4. was the time
5. did she
6. when Jaya has arrived
7. It was Madan
8. you are saying



“A sentence has to sound as if it has always existed, as if cribbed from everyone else’s inner history ever—from everything you were never to be privy to. It should hit you not as news but as a reminder of what you now wish you never knew.” - Gary Lutz.

4.5 FRONTING

The technique of adding emphasis to a word or a phrase by placing it at the beginning of the sentence is called fronting. The main clause and sentence subject will now follow after the “fronted” word or phrase, where the fronted words would normally follow the main verb. This technique is also called “front-focus” or “pre-posing” and is a popular and robust way to use composition as a tool for emphasis.

To punctuate the fronting of a clause, a comma can be added between the phrases where it feels like there is a natural pause.

- Varun will arrive by plane the day after tomorrow.
- The day after tomorrow, Varun will arrive by plane.
- The plane will be ready for take-off in about twenty minutes.
- In about twenty minutes, the plane will be ready for take-off.
- Please take me with you when you go to the store.
- When you go to the store, please take me with you.

These clauses can contain questioning and they are fronted in the same fashion. As in the first sentence of each example, no question marks are required. This questioning form is very common in English, especially in spoken conversation, and is almost an idiom in itself; to a native ear, the sentence might seem awkward if composed any other way.

- I will never know how my dog got the cookies out of the cupboard.
- How my dog got the cookies out of the cupboard, I will never know.

Check Your Progress:

Exercise – 1

Complete the second sentence so that the meaning stays the same.

- A homeless man sat on the corner of the street.
On the corner of the street...

- I didn't know that he was a compulsive liar.
Little ... a compulsive liar.
- The situation was so strange that I couldn't sleep.
So ... that I couldn't sleep.
- The Minister comes here now.
Here... now.
- The Town Hall stood beside the public library.
Beside the Town Hall...
- A young woman in red was running down the road. Running down
the road... red.
- There was a knock at the door just after I got into bed.
Hardly ... bed, when there was a knock at the door.
- I wouldn't wear a mini-skirt under any circumstances.
Under no circumstances... mini-skirt.
- I didn't understand the problem until then.
Only then ... problem.
- I didn't realise I had seen the film until after it started.
Only after the film started ... before.
- The soap opera was so popular that the streets were deserted.
Such ... that the streets were deserted.
- I won't have a holiday until June.
Not until June... holiday.
- I had never in my life experienced this emotion.
Never ... this emotion

Answers

Exercise –

- sat a homeless man.
- did I know that he was.
- strange was the situation.
- comes the Minister.
- stood the public library.
- was a young woman in.
- had I got into.
- would I wear a.
- did I understand the.
- did I realise I had seen it.
- was the popularity of the soap opera.
- will I have a in my life had I experienced



Interesting Quote...

“Being a journalist influenced me as a novelist. I mean, a lot of critics think I’m stupid because my sentences are so simple and my method is so direct: they think these are defects. No. The point is to write as much as you know as quickly as possible.”

- Kurt Vonnegut.

4.6 EMPHASIS

We are all well aware that in writing an essay, the organization of ideas and paragraphs is important.

However, organization is important even at the sentence level. If you can control the emphasis in your sentences, your writing will be much more clear and persuasive.

Organization of Phrases

The position of words or phrases can be used in a sentence to create varying degrees of emphasis.

- Words placed at the end of the sentence are in the most emphatic position because they are most easily remembered.
- The next most emphatic position in the sentence is at the beginning.
- Words in the middle of the sentence are most easily forgotten.

Consider the following example -

- My friend Shyam commented, “The movie Captain America is thrilling.”
- “The movie Captain America is thrilling,” my friend Shyam commented.

In the first sentence, the word “thrilling” is in the position of emphasis. The sentence is a strong endorsement of the film. The reader’s response might be to look up the show times at the nearest theatre.

The second sentence has less impact because it ends with the word “commented.” The power of the word “thrilling,” hidden in the middle, has diminished by the end of the sentence. The reader will perhaps wait for the movie to come out on DVD.

Sentence-level emphasis can be useful in helping to persuade the reader.

Compare the following two sentences -

- Let’s celebrate our technical triumph and forget about how long we took to get here.
- Let’s forget about how long we took to get here and celebrate our technical triumph.

In the second sentence, the reader's final thought is about the ultimate triumph not the long, arduous journey, making that sentence more effective.

Organization of Information

Emphasis can also be used effectively in expository writing.

Place information such as new technical terms and complex, difficult to understand phrases and clauses at the end of the sentence.

Consider the following two sentences -

- A description of the impact of Teddy Roosevelt's political tactics on the conservation movement at the turn of the twentieth century was the main goal of this study.
- The main goal of this study was to describe the impact of Teddy Roosevelt's political tactics on the conservation movement at the turn of the twentieth century.

The first sentence is more difficult to read because of the long, complex opening. In the second sentence, the introductory phrase tells the reader the significance of the information which follows. The reader can then focus on and more easily remember the information itself.

In scientific and technical writing, placing the most complicated information at the end of the sentence improves readability.

Compare the following two sentences –

- An increase in glucose intolerance in people over sixty-five as well as people with a high body mass index is a common assumption in diabetes research.
- A common assumption in diabetes research is that glucose intolerance increases in people over sixty-five as well as in people with a high body mass index.

In the second sentence, the information itself is in the position of emphasis, making it more memorable. Consequently, keeping in mind sentence-level emphasis is extremely useful in technical and instructional writing.

Key Points to Remember

- The end of the sentence is the most emphatic position.
- The beginning of the sentence is the next most emphatic position.
- Place the most persuasive part of a sentence at the end of the sentence.
- Start a sentence with old information, and end it with new information.
- Begin a sentence with simple information, and end it with complex information.

Check Your Progress:

Exercise –

Pick up the Times of India, DNA and the Ahmedabad Mirror. Read all the front page stories and identify and note down examples of emphasis in sentences.



Interesting Quote...

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.” - William Strunk, Jr.

4.7 DISCOURSE MARKERS

Discourse markers are words and phrases used in speaking and writing to ‘signpost’ discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only.

Example

- Words like ‘actually’, ‘so’, ‘OK’, ‘right?’ and ‘anyway’ all function as discourse markers as they help the speaker to manage the conversation and mark when it changes.
- Discourse markers are an important feature of both formal and informal native speaker language. The skilful use of discourse markers often indicates a higher level of fluency and an ability to produce and understand authentic language.
- A discourse marker is a particle (such as oh, like, and you know) that is used to direct or re-direct the flow of conversation without adding any significant paraphrasable meaning to the discourse.
- Discourse Markers are also known as DM, discourse particle, discourse connective, pragmatic marker, or pragmatic particle.
- In most cases, discourse markers are syntactically independent: that is, removing a marker from a sentence still leaves the sentence structure intact.
- Discourse markers are more common in informal speech than in most forms of writing.

Examples and Observations

- “I could so go for like a huge cookie right now, with like, a lamb kabob simultaneously.” (Juno MacGuff in Juno, 2007)

- “You should’ve gone to China, you know, ‘cause I hear they give away babies like free iP- ods. You know, they pretty much just put them in those t-shirt guns and shoot them out at sporting events.” (Juno MacGuff in Juno, 2007)
- “Flipping people off is really more up my twin sister Sarah’s alley anyway, although I have to admit that my two years of city dwelling have made me a tad more aggressive. But any- way, I’m a sucker for cowboys, so I don’t flip him off.
- “Okay, they’re not really cowboys since we have farms here in Pinewood, not ranches, but they’re close enough in my book.” (LuAnn McLane, Trick My Truck but Don’t Mess With My Heart. Signet, 2008)
- **Captain Renault:** Mademoiselle, you are in Rick’s! And Rick is . . .
Ilsa: Who is he?
Captain Renault: Well, Rick is the kind of man that . . . well, if I were a woman, and I werenot around, I should be in love with Rick.
(Casablanca, 1942)
- Victor Laszlo: Captain, please . . .
Captain Renault: Oh, please, monsieur. It is a little game we play.
They put it on the bill, I tear up the bill.
(Casablanca)
- “You’re getting on that plane with Victor where you belong..... Now, you’ve got to listen to me!” (Humphrey Bogart as Rick in Casablanca)

Functions of Discourse Markers “Discourse markers are used

- to initiate discourse,
- to mark a boundary in discourse (shift/partial shift in topic),
- to preface a response or a reaction,
- to serve as a filler or delaying tactic,
- to aid the speaker in holding the floor,
- to effect an interaction or sharing between speaker and hearer,
- to bracket the discourse either cataphorically or anaphorically,- to mark either foregrounded or back grounded information.”
(Simone Müller, Discourse Markers in Native and Non-Native English Discourse. John Benja-mins, 2005)

Check Your Progress:

Exercise –

Fill in the blanks with the correct word/s:

1. Some people regard discourse markers as a feature of _____ language only.
2. Words like ‘actually’, ‘so’, ‘OK’, ‘right?’ and ‘anyway’ all function as _____ as they help the speaker to manage the conversation and mark when it changes.
3. In most cases, discourse markers are __ independent: that is,

removing a marker from a sentence still leaves the sentence structure intact.

4. Discourse Markers are also known as DM, discourse particle, discourse connective, _____ marker, or _____ particle.

The skilful use of discourse markers often indicates a higher level of fluency and an ability to produce and understand _____ language.

Answer –

1. Some people regard discourse markers as a feature of spoken language only.
2. Words like ‘actually’, ‘so’, ‘OK’, ‘right?’ and ‘anyway’ all function as discourse markers as they help the speaker to manage the conversation and mark when it changes.
3. In most cases, discourse markers are syntactically independent: that is, removing a marker from a sentence still leaves the sentence structure intact.
4. Discourse Markers are also known as DM, discourse particle, discourse connective, pragmatic marker, or pragmatic particle. The skilful use of discourse markers often indicates a higher level of fluency and an ability to produce and understand authentic language.

Interesting Quote...

“Writing is an exhausting and demoralizing task that destroys human conceits. Writing an elongated series of personal essays opens a person’s mind to explore paradoxes and discover previously unrealized personal truths. Writing is as arduous as any trek into the wilderness. Every sentence takes a writer deeper into the jungle of the mind, a world of frightening inconsistencies created by our waking life’s desire that the world of chaos conform to our convenience.” - Kilroy J. Oldster, Dead Toad Scrolls.

4.8 CREATE AN IMPACT WITH YOUR SENTENCES

Everything that one writes ... every blog post, every landing page, every email, short story, or Google+ post ... begins and ends with a sentence. Hone your sentence-writing skills and those pieces of content will only get better and be more widely shared.

Let’s see how we can create a greater impact with our sentences -

Stanley Fish has aptly said - “The skill it takes to produce a sentence, the skill of lining events, actions, and objects in a strict logic is also the skill of creating a world.” In other words, sentences are the engines of creativity.

Take this sentence for instance-

- Moses fed his muffedetta to the woolly mammoth.
- There is a mountain of meaning buried in those eight words. Change the sequence and you change the meaning, but as long as you don't mess with that framework, people will stay with you.
- But as a writer there's more to it as aptly mentioned by Eugene Schwartz -
- "No sentence can be effective if it contains facts alone. It must also contain emotion, image, logic, and promise."

Here's a great example: "Baby shoes: for sale, never worn."

- This is Ernest Hemingway, and that little six-word story is possibly his best. Why? Well because it's a story selling a pair of shoes ... shoes with an intense emotional connotation.
- As one can well observe one's sentences don't have to say much. They just have to say the right things. Then leave the rest to the reader's imagination.
- So, when one is trying to get people to respond to one's requests, subscribe to one's e-news-letter, or donate to one's cause... one needs to write enticing sentences, and that too naturally.
- Presenting some tips below on how to create an impact with one's sentences -

Insert facts

This is nothing more than basic subject and verb agreement:

- "Moses ate a muffedetta."
Logical and consistent. The building blocks of a story.
- One can insert facts by thinking through the 5 Ws: Who, What, When, Where, Why. And one needs to put it in specific and concrete terms.

Compare –

- "On the first day of winter Moses fed his muffedetta to the woolly mammoth"
- "On the last day of winter Moses fed his muffedetta to the woolly mammoth."
The significance is heightened in the first sentence, minimized in the second. All by one word.
- And notice how your sympathies change when you read –
"On the first day of winter, Moses fed his muffedetta to the three-day old woolly mammoth." Those new facts heighten the emotional appeal of that simple story.
- It's the same sort of feeling one gets when one reads "Baby shoes: for sale, never used."

Create images

Remember - the root of “imagination” is “image.”

- Imagination is the capacity for people to see the world you are trying to paint. Intelligent people like to use their imagination. Don’t insult their intelligence by over-explaining, but also don’t abuse their intelligence by starving it.
- Use active verbs and concrete nouns and naturally create images – “The buzzard bled.”
- Introduce one, two, or all of the five senses (sight, smell, touch, taste, and sound), and you’ll enhance those images

“The screaming buzzard bled.”

- Use phrases like “imagine this” or “picture this” to signal to your reader you are about to paint a picture-

“Imagine a fifty-something man in a blue long-sleeve shirt, the cuffs unbuttoned, his knuckles thick and coarse. He’s on the side of the road, quibbling over a stack of used cinder blocks with a merchant.”
(10 Productivity Tips from a Blue-Collar Genius)

- In those two sentences one learns the colour of the shirt, the state of the cuffs, and the condition of his knuckles. One comes to know where he is and what he is doing in concrete language.
- In extremely precise language one also learns what he was doing: he wasn’t talking, he was “quibbling.” Something entirely different than chatting.

Arouse feelings

Following the above two steps can naturally create a mood in one’s sentences, but as a writer you don’t want emotion to be an afterthought. You must carefully plan and manufacture emotion. But the trick lies in subtlety

Make Promises

The next step is making readers see hope in your sentences:

- What promises are you making to the reader in this sentence?
- What advantages will the reader gain?
- What pain will they avoid if they obey you?

One needs to focus on the above three elements if one wishes to write compelling stuff which ensures that the right type of readers can’t resist your words

Practice makes the man perfect Writing great sentences takes work.

Initially it may feel mechanical, wooden. That’s okay. The goal is to get

to a point where you unconsciously blend these elements so they feel natural in the sentence and can't be pulled apart.

Here are some tips to help you improve your sentence writing:

- Copy great sentences: Hand-write 100 great first sentences. Memorize portions of great salesletters. Dissect killer lines.
- Opening and closing paragraphs: It's arduous to consciously think about each and every sentence you write in a 500-hundred word article. However, you can pour energy into every sentence inside the opening and closing paragraphs.
- Headlines: Your headlines won't be complete sentences, but they offer you an opportunity to focus closely on what you are writing.
- Subject lines: Unlike headlines you can use your subject line in an unconventional way. Write complete, robust sentences. "Thought of you while I was at the cafe." Who's not going to open that email up? Measure responses, adjust, and test more ideas.
- Tweets: Twitter is the ideal platform for perfecting your sentences. Why? Well because you are forced to say a lot in 140 characters. And you get feedback. People either respond — or they don't. Check for retweets, favourites, and replies. And if you don't get a response, try sharing it again.

Check Your Progress:

Exercise –

Pick up the Times of India. Read all the front and third page stories and identify and note down sentences which created an impact on you as a reader.



"A sentence is both the opportunity and limit of thought-- what we have to think with, and what we have to think in." - Wendall Berry.



A GOOD

<https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/grammar/discourse/>

- *Discourse Markers*

- Discourse markers (words like 'however', 'although' and 'nevertheless') are referred to more commonly as 'linking words' and

‘linking phrases’, or ‘sentence connectors’. They may be described as the ‘glue’ that binds together a piece of writing, making the different parts of the text ‘stick together’. They are used less frequently in speech, unless the speech is very formal.

- Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.
- Care must also be taken, however, to avoid over-use of discourse markers. Using too many of them, or using them unnecessarily, can make a piece of writing sound too heavy and ‘artificial’. They are important, but must only be used when necessary.

What are the different discourse markers that can be used?

There are many discourse markers that express different relationships between ideas. The most common types of relationship between ideas, and the sentence connectors that are most often used to express these relationships, are given in the table below. The discourse markers in the table are generally used at the start of a phrase or clause (a clause is a minimal grammatical structure that has meaning in its own right, and consists of a subject and verb, and often an object too). Sentence connectors do not always begin a completely new sentence; they may be separated from the previous idea with a semi-colon.

Note that there are two particular features of the sentence connectors indicated below:

- Sentence connectors can be used to begin a new sentence or a new clause that follows a semi-colon;
- Some sentence connectors can be placed in different positions within the sentence: initial position (e.g. Because he is ill, he needs to rest.) and ‘mid-way position’ at the start of another clause (e.g. He must rest, because he is ill)

Type of Relationship	Sentence Connectors	Position Within Clause/Sentence
Adding something	Moreover; In addition; Addition-ally; Further; Further to this; Also; Besides; What is more.	Initial position
Making a contrast between two separate things, people, ideas, etc.	However; On the other hand; In contrast; Yet.	Initial position

Making an unexpected contrast(concession)	Although; Even though; Despite the fact that; In spite of the fact that; Regardless of the fact that.	Initial position Starts a second/ subordinate clause
Saying why something is the case	Because; Since; As; Insofar as.	Initial position Starts a second/ subordinate clause
Saying what the result of some-thing is	Therefore; Consequently; In consequence; As a result; According-ly; Hence; Thus; For this reason; Because of this.	Initial position
Expressing a condition	If; In the event of; As long as...; So long as...; Provided that...; Assum- ing that...; Given that...	Initial position Starts a second/ subordinate clause
Making what you say stronger	On the contrary; As a matter of fact; In fact; Indeed.	Initial position

How can sentence connectors be replaced in order to increase variety in writing?

In your writing, you will want to spend some time ensuring that your work has a sense of variety. In order to do this, you might think of the following:

1. Use conjunctions as well as/instead of sentence connectors. A conjunction is a word like ‘and’, ‘but’, etc., which is used to join two ideas together into a complex sentence. Unlike sentence connectors such as ‘However’, etc., a conjunction cannot be used at the beginning of a sentence and must come at a mid-point, at the end of one clause and the beginning of another. It is usually possible to rephrase a pair of sentences that use a sentence connector by using a conjunction instead. For example, instead of saying ‘He studied French; however, his wife studied Physics’, it might actually be more natural to say ‘He studied English but his wife studied Physics’. Similarly, instead of saying ‘English is hard; therefore, one must spend a lot of time practising it’, we can say: ‘English is hard so one must spend a lot of time practising it.’ These are simple examples, but the principle of paraphrase can be extended to other, more complex sentences.
2. Use conjunctions at least some of the time. Words like and + but may seem boring, but they help to lighten the style of your writing. This in turn helps the writing to sound less pompous and formal. And in any case, in writing, it is often helpful to use a variety of structures rather than just saying things in one way.

3. It can also be helpful to omit discourse markers if they do not serve any useful purpose. Knowing when to omit the discourse marker is a subtle aspect of language use and comes with more practice and wider reading.
4. Try joining two clauses together by making one subordinate to the other. If we go back to the sentence ‘He studied English but his wife studied Physics’, we can rephrase this as follows: ‘He studied English whereas his wife studied Physics’, or ‘He studied English while his wife studied Physics.’ The clause beginning with while/whereas is subordinate. This means that it is used to qualify/add extra information to the sentence, but cannot stand on its own.
5. Remember, it can be tedious to read a piece of writing which has too many discourse markers. The writing can seem pedantic, heavy and over-pompous. You are ideally seeking a light, flowing style, not a heavy or forced one.

How are paragraphs linked together?

- In much the same way that ideas within a paragraph are linked, a new paragraph must be linked in some way with the previous one. This, too, necessitates the use of discourse markers.
- In the table below are some different ways in which the opening of a paragraph can link back to what has happened before. The three basic types of paragraph-paragraph relationship are: reinforcement of idea; contrast of ideas; and concession. Indicating these relationships builds a ‘bridge’ between paragraphs and makes reading the text easier.

Relationship with Previous Paragraph	Possible Linguistic Formula
Reinforcement of idea	a) A further example of this phenomenon can be seen in Foucault’s work. b) Jones (1999) further demonstrates this point in his most recent research.
Contrast of ideas	a) Jones, meanwhile/on the other hand, expresses this notion as ‘self-defence’. b) This argument is not, however, accepted by all critics. For instance, Smith (1999) holds that....

Concession	<p>a) Although the ideas of Jones (1999) are interesting and useful, they do not take account of the growing problems of identity theft.</p> <p>b) While Roberts (2006) emphasises the importance of Foucault's notion of the panopticon, the opposite view is held by other commentators. For example,...</p>
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In your own writing, it is useful to consider the following points:

- Do my paragraphs serve a definite purpose?
- What is the exact link between the paragraph I have written and the previous paragraph? Is that link clear?
- Are my paragraphs laid out strategically, in order to help me to organise my materials to best effect?
- Do my paragraphs help me to build up my ideas in a logical and gradual fashion ?

4.9 KEY WORDS

Purpose of a Sentence	To state facts, conjectures, arguments, give commands or ask questions.
Inversion	Putting the verb before the subject.
Fronting	The technique of adding emphasis to a word or a phrase by placing it at the beginning of the sentence.
Emphasis	The position of words or phrases in a sentence to create varying degrees of emphasis.
Discourse Markers	Words and phrases

4.10 LET US SUM UP

- A sentence is complete when it contains both a subject and verb. A complete sentence makes sense on its own.
- Every sentence must have a subject, which usually appears at the beginning of the sentence. A subject may be a noun (a person, place, or thing) or a pronoun.
- A compound subject contains more than one noun.
- A prepositional phrase describes or modifies another word in the sentence but cannot be the subject of a sentence.
- A verb is often an action word that indicates what the subject is doing. Verbs may be action verbs, linking verbs, or helping verbs.
- Variety in sentence structure and length improves writing by making it more interesting and more complex.
- Fragments and run-on sentences are two common errors in sentence construction.
- Fragments can be corrected by adding a missing subject or verb.

Fragments that begin with a preposition or a dependent word can be corrected by combining the fragment with another sentence.

- Run-on sentences can be corrected by adding appropriate punctuation or adding a coordinating conjunction.

Useful Link

- <https://www.youtube.com/watch?v=4dr5lN1jqRE>
(Learn English Grammar: The Sentence)

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UNIT: 5**CONSTRUCTING CORRECT SENTENCES****:: STRUCTURE::****5.0 Introduction****5.1 Learning Objectives****5.2 Mixed Structures****5.3 Structure of Spoken Sentences****5.4 Short Answers, Reply Questions and Question Tags****5.5 Kinds of Spoken Questions****5.6 Repetition****5.7 Abbreviated Styles****5.8 News Headlines****5.9 Key Words****5.10 Let Us Sum Up****5.11 References**

5.0 INTRODUCTION

One commonality among everyone in the whole world is that they learned to speak before they learned grammar. Speaking is the first step for any English learner. So for those who are a novice at English, they need to focus on their speaking and listening skills prior to studying grammar. After being able to speak English fluently, one will realize how much easier grammar is. But it does not work the other way around. Being fluent in English speaking will help one with grammar studies, but studying grammar will NOT help one with one's speaking.

In this unit we will strengthen our knowledge of construction of sentences in spoken English by taking an in-depth look at mixed structures, short answers, reply questions, question tags, kinds of spoken questions, repetition, abbreviated styles etc.

The last section of this unit deals with an interesting topic for journalists how to write catchy headlines?

5.1 LEARNING OBJECTIVES

- The earlier units have focussed on sentences, types of sentences and elements of a sentence. The purpose of this unit is to provide journalism students with an understanding of how to construct correct sentences – both spoken and written.
- In pursuance of the same crucial topics like – mixed structures, structure of spoken sentences, short answers, reply questions, question tags, types of spoken questions, repetition and abbreviated styles are being explained in this unit.
- Thereafter effort has also been taken to share through headline samples an idea as to what sort of grammar rules are followed in headlines of newspaper stories.
- The final objective is to enable students to understand the liberties which are allowed in spoken English in terms of grammar and sentence construction.

On Completion of this Unit

- You will be able to understand different types of mixed structures of sentences and spoken sentences in general.
- You will learn about how to use tools like - short answers, reply questions and question tags
– to strengthen your spoken English.
- You will grasp various types of spoken questions like – declarative, echo and rhetorical.
- You will gain an understanding about how to deploy repetition and abbreviated styles to lend variety to your spoken English.

You will be able to have a taster of what sort of grammar rules can be flaunted while scripting headlines for newspaper and web stories

5.2 MIXED STRUCTURES

- Mixed construction sentences are a common and complex problem.
- What is a mixed construction sentence? Mixed construction sentences commonly happen when you start a sentence with one structure, and then switch to a different kind of structure halfway through. Some people compare it to following along railroad tracks and then falling off along the journey (Bonn).
- But from the broader perspective, mixed constructions are often the result of the misplacement of subordinate clauses.
- The first step to fixing a mixed construction sentence is to recognize one in your own writing.
- Mixed construction sentences are common in rough drafts, and often

are the result of a wandering mind. They can often be caught by reading a sentence out loud or by considering as you reread your paper if all of your sentences actually make sense.

- Read out your draft loudly. Reading a paper out loud makes inconsistencies stick out. Mixed construction sentences most often just sound awkward when they're said aloud.

Here are some examples:

- The fact that the marathon is twenty-six miles, a length that explains why I never have finished it.
- The most valued trait in an employee is a person who is loyal.
- The first sentence is a mixed construction sentence, because the main thought of the sentence isn't completed. There needs to be a follow up to the first half that completes the intention of the sentence.

A good correction would be:

- The marathon is twenty-six miles, which is too long for me to ever finish.
- The most valued trait in an employee is loyalty.
- The key to avoiding mixed construction sentences is making sure that all of the parts of your sentence work together to complete an idea. When reading through a paper out loud and something sounds strange, ask yourself, "Does this make sense?" The key to fixing a mixed construction sentence is often simplifying your writing.

Check Your Progress:

Exercise-

Is it possible to put in THAT (please write 'Yes' or 'No' against each sentence):

1. Who did you say _____ you met in Shimla?
2. Who did you say _____ phoned?
3. We're going to meet somebody _____ I know you'll like.
4. It's a house that we feel _____ we might want to buy
5. Can you suggest somebody that you think _____ might be able to help us?
6. The police have arrested a man that they believe _____ is responsible for the burglaries
7. She's found a hairdresser that she says _____ does a wonderful job
8. Here are the papers that I thought _____ I'd lost

Exercise – 2

Put together the beginning and the end modify and make a meaningful sentence

NO	PART 1	NO	PART 2
1	Here's a book that I think (that)	A	Dheeraj would like...
2	Is this the bracelet that you said (that)	B	I could possibly work with...
3	Jayant's somebody that I don't think (that)	C	nobody will get on with...
4	We got to a river that we knew (that)	D	we couldn't cross...
5	We've got a new manager that I'm sure (that)	E	you had married...?
6	When do you suppose (that)	F	you wanted to give to Jaya...?
7	Who did you say (that) you wish	G	you'll be able to pay me...?

Answers

Exercise 1

1. Yes 2. No 3. Yes 4. Yes
5. No 6. No 7. No 8. Yes

Exercise 2

1. Here's a book that I think Dheeraj would like
2. Is this the bracelet that you said you wanted to give to Jaya?
3. Jayant's somebody that I don't think I could possibly work with
4. We got to a river that we knew we couldn't cross
5. We've got a new manager that I'm sure nobody will get on with
6. When do you suppose that you'll be able to pay me?
7. Who did you say that you wished you had married?



“Always try to use the language so as to make quite clear what you mean and make sure your sentence couldn't mean anything else.” - C. S. Lewis.

5.3 STRUCTURE OF SPOKEN SENTENCES

Simpler Structure

Informal spoken sentences are generally simpler than written sentences. They have fewer sub-ordinate clauses and mostly use a small number of common conjunctions like – and, but, that, so, because, if, when

Example-

- **Formal Writing**

While the region was remarkable for its natural beauty, the family experienced seriously disappointing weather, which continued throughout their stay.

- **Informal Speech**

The place was lovely but the weather was terrible the whole time

Passives

These are more common in writing than in speech.

Example –

- **Formal Writing**

Customer toilets are situated at the rear of the building

- **Informal Speech**

Toilets? Round the back, please

Separating out Information

In writing information is often packed tightly into complex structures. This does not necessarily cause problems for reader, who can take their time and read a phrase or sentence several times if necessary. In speech, information is generally separated out and given piece by piece to make it easier to take in: one can read at one's own speed; but one cannot listen at one's own speed!

Example –

- **Formal Writing**

A carefully constructed progressive three-level course, incorporating built-in oral and written revision tests

- **Informal Speech**

A course with three levels, it's carefully put together, progressive, it's got revision tests, they're oral and written

Fronting

Spoken sentences may be built up quite differently from written sentences, not necessarily with the order subject-verb-object. Other pieces of information may be moved to the front to give them more importance, or to set the scene for what follows.

Example –

- Those shorts, you can't get them anymore!
- One of my brothers, his wife's a singer, she says it's really hard to make a living at it.
- That meeting, I thought I was going to scream

Tails

In another spoken structure, the subject comes at the end of the sentence in a 'tail'. In its place at the beginning there may be a pronoun or nothing at all.

Example –

- (He) hasn't a chance, Farid
- (She) always gets it wrong, that woman
- (They) need a lot of help, some of those children
- (I) can't sing a note, myself

The subject may be reinforced by an auxiliary

Example –

- Gone mad, you have.
- Like a good thriller, I do.

Check Your Progress:

Exercise –

Please read each sentence given below and decide whether it is a WRITTEN or SPOKEN sentence:

1. He took time afterwards to shake hands with staff and customers before emerging to an enthusiastic crowd of hundreds of people who shouted 'Congratulations!' and 'We love you!'...
 2. His last book, OK the critics liked it but me, I just couldn't get into it...
 3. A 6 feet long boa constrictor is on the loose after escaping from a zoo in Ahmedabad.
 4. The Scottish government says the argument for Scotland gaining more financial powers has to be won in order to grow the economy...
 5. Kids these days, they just don't know what it's like...
 6. A man I met in a café, he said those TV quiz shows you know, where you can win a crore, well it's all fixed, I mean the contestants, they get to see the questions in advance...
- Never smiles at anybody, that woman

Answers

1. Written

2. Spoken

3. Written

4. Written

5. Spoken

6. Spoken

7. Spoken



“Be yourself. Above all, let who you are, what you are, what you believe shine through every sentence you write, every piece you finish.” - John Jakes.

5.4 SHORT ANSWERS, REPLY QUESTIONS AND QUESTION TAGS

Although most users of English language would be familiar with these structures, yet it’s worth checking one’s knowledge on the same.

Short Answers

- We usually avoid unnecessary repetition in answers. A common pattern is –
- Yes/No + pronoun + auxiliary plus any other words that are really necessary

Generally YES and NO alone are felt to be too short and not polite enough. We use DO as there is no other auxiliary.

Example –

- Has Prashant arrived? No, he hasn’t
- Those kids make a lot of noise. They certainly do.

Reply Questions

- The structure of these is –
 - auxiliary + pronoun
- and these are extremely common in conversation. They are not real questions: just attention signals to show that we are listening and reacting.

Example –

- I’ve got a headache. Have you? Let me get you an aspirin
- People often answer reply questions, making a three-part exchange.
- Reema is getting married. Is she? Yes she is. Next month I think.

Question Tags

- The structure of these is generally –
- auxiliary + pronoun and they are added to statements. They can be real questions, used to check one’s information; or they can simply be requests for agreement with no real meaning. The intonation (music of the voice) is different in the two cases. Please compare and see for yourself

Example –

- That’s Heena, isn’t it? (Real question)
- Lovely day, isn’t it? (Request for agreement)
- After negative sentences (including sentences with – never, hardly and other similar words)
– we use non-negative tags.
- It isn’t right, is it?
- He never smiles, does he?
- Question tags can complete short answers.
- Lovely day. Yes it is, isn’t it?

Question Tags after Imperatives

After imperatives several question tags are possible – can you, could you, will you and would you.

- Give me a hand, can you?
- Wait here for a moment, will you?
- After negative imperatives, the normal tag is – will you?
- Don’t forget, will you?

Same Way Tags

- Non-negative tags are quite common after affirmative sentences. Like reply questions they express interest, surprise or some other reaction.
- So you’re getting a new job, are you? That should be nice.
- Negative tags after negative sentences can sound aggressive
- So you don’t like my soup, don’t you? Well you can cook for yourself from now on.

Negative Questions

- Note the use of YES and NO in answers to negative questions
- Don’t you want anymore? No, I don’t
- Hasn’t the post come? Yes it has.
- Negative short answers can be used as exclamations to express surprise

I told her exactly what I thought of her. You didn’t! Well done.

Check Your Progress:

Exercise -

Fill in suitable short answers, reply questions or question tags:

1. Can she swim? Yes _____
2. It was a terrible party, _____? Yes it was.
3. It’s hardly rained this monsoon, _____
4. Are you ready? No _____
5. I’m late, _____? Yes, _____

6. We had a lovely holiday. _____ Yes we went to Malaysia
7. Have you phoned Jamila? Sorry _____
8. They never try to help, _____
9. Jayant likes that girl next door _____ He's much older than her
10. This film isn't much good, _____
11. You haven't paid for the tickets. _____ I sent a cheque
12. I don't understand. _____ I'm sorry I'll explain it again
13. You don't need a lift, _____, actually
14. They got everything wrong. Every single thing. _____ Yes, _____ really _____
15. Do we have to pay now? _____, I'm afraid _____

Answers

Exercise -

1. Can she swim? Yes she can
2. It was a terrible party. Was it? Yes it was.
3. It's hardly rained this monsoon, has it?
4. Are you ready? No I'm not
5. I'm late, aren't I? Yes, you are.
6. We had a lovely holiday. Did you? Yes we went to Malaysia
7. Have you phoned Jamila? Sorry I haven't
8. They never try to help, do they?
9. Jayant likes that girl next door. Does he? He's much older than her
10. This film isn't much good, is it?
11. You haven't paid for the tickets. Yes I have. I sent a cheque
12. I don't understand. Don't you? I'm sorry I'll explain it again
13. You don't need a lift, do you? Yes, actually I do.
14. They got everything wrong. Every single thing. Did they? Yes, they really did.
15. Do we have to pay now? Yes, I'm afraid you do



“Judge a man by his questions rather than by his answers.” - Voltaire.

5.5 KINDS OF SPOKEN QUESTIONS

Basically there are three types of spoken questions.

Declarative Questions

In spoken questions we do not always use interrogative word order. It is the rising intonation (music of the voice) which shows that we are making a question.

You're working tomorrow?

These declarative questions are often used to check that we are right about something. This is your car? (=I suppose this is your car, isn't it?)

That's the boss? (=I thought he was the cleaner.)

The word order is not usually possible after a question word. When are you going?

Echo Questions

To question what has been said, a speaker may simply repeat (echo) what he/she has heard. Rising intonation is common here.

I'm getting married. You're getting married?

To ask about one part of a sentence, we can repeat the rest of the sentence and put in a stressed question word in place of the part we are asking about.

Take a look at that. Take a look at what?

She's invited thirteen people for dinner. She's invited how many? We're going to Manali for our holidays. You're going where?

I've broken the porcelain vase. You've broken the what?

To ask about a verb, or the part of a sentence beginning with the verb, what or do what is used. She set fire to the car. She what/did what?

Rhetorical Questions

Questions do not always ask for information. A question with an obvious answer or with no answer can be an indirect way of pointing something out to somebody. These are called rhetorical questions.

Do you know what time it is? (=You're late) Who's a lovely baby? (=You're a lovely baby)

I can't find my coat. What's this, then? (=Here it is, stupid)

The expressions – Why should; How should/would I know – are quite aggressive.

Could your sister help us in the office tomorrow? Why should she? She doesn't work for you. What time does the film start? How should I know?

Negative questions can be rhetorical.

Haven't I done enough for you? (=I have done enough for you) Didn't I tell you it would rain? (=I told you)

Check Your Progress:

Exercise – 1

Which of these questions are possible in informal speech?:

1. It's lunchtime already?
2. Why you are crying?
3. You're in this evening?
4. You're wife's Gujarati?
5. You expect me to believe that?
6. What you are doing at the weekend?
7. You've got a letter from Ila?
8. They won the match?
9. Where you got that coat?
10. You saw a ghost?
11. How you want to pay?
12. That parcel's for me?
13. Is Tuesday, the meeting?
14. When we're seeing Dheeraj?

Exercise – 2

Write 'translations' of these questions to show what they might really mean? (Different answers are possible):

1. Who knows?
2. What are you doing in my room?
3. Who's going to clean up all this mess?
4. Where do you think you're going?
5. Where's that coffee that I ordered?
6. What's the use of talking to her?
7. Why worry?
8. When is that boy going to get a job?
9. Haven't you people got a home to go to?
10. How are you going to pay for all that?
11. Who cares?
12. What are you talking about?
13. What are those things on your feet?
14. Where's my lunch?
15. Give me your phone number. Why should I?
16. When are you going to grow up?
17. What's that thing on your head ?

Answers

Exercise – 1

1. Yes

2. No

3. Yes

4. Yes

5. Yes

6. No

7. Yes

8. Yes

9. No

10. Yes

11. No

12. Yes

13. No

14. No

5.6 REPETITION

In English we usually avoid repeating words in the same clause or sentence, or otherwise closetogether, if it can be avoided.

- **Incorrect**

The ship hit an iceberg. The passengers had to abandon the ship
Lovely day isn't it? Yes, lovely

- **Correct**

The ship hit an iceberg. The passengers had to take to the lifeboats
Lovely day, isn't it? Splendid

The following paragraph is perfectly grammatical, but feels very clumsy. A careful writer would avoid the repetitions by varying the structure and by using synonyms (example – tried/ attempted, summarise/describe briefly, forecast/predict, present/current)

In this report I have tried to forecast likely developments over the next three years. In the first section I have tried to summarise the results of the last two years and I have tried to summarise the present situation. In the second section, I have tried to forecast the likely consequences of the present situation and the consequences of the present financial policy.

Ungrammatical Repetition

- We normally use pronouns to avoid repeating nouns that have just been mentioned. It is generally ungrammatical or unnatural to use nouns in these cases.

- Dad cut himself shaving (Not – Dad cut Dad shaving)
We got that cat because Ela wanted it (Not – We got that cat because Ela wanted that cat)
- The same thing happens with other words besides nouns
- I'm not hungry, I am
Do you know if the bank's open? I think so

Related Verbs and Nouns

- We usually avoid putting related verbs and nouns together
- We made wonderful plans OR
We planned wonderful things NOT We planned wonderful plans
- She wrote an interesting paper OR
She did an interesting piece of writing NOT She wrote an interesting piece of writing
There are some exceptions in fixed phrases: for example to sing a song or to live a good life.

Deliberate Repetition

- We may of course repeat vocabulary and structures deliberately for emphasis or for a stylistic effect.
- I'm very, very sorry
I want every room cleaned – every single room
First of all I want to welcome you to this meeting. Secondly I want to congratulate you on your success. And thirdly I want to give you details of the day's program.
- Here are two literary examples. In the first the writer uses elegant repetition to create a grand effect. In the second the writer uses deliberately clumsy repetition to reflect the personality of a simple uneducated fisherman.
- First (From TORTILLA FLAT – John Steinbeck)
This is the story of Danny and of Danny's friends and of Danny's house. It is a story of how...
- Second (From THE OLD MAN AND THE SEA – Ernest Hemingway)
He did not remember when he had first started to talk aloud when he was by himself. He had sung when he was by himself in the old days and he had sung at night sometimes...

Check Your Progress:

Exercise –

Pick up today's Ahmedabad Mirror, Times of India and DNA. Go through all the news stories and advertorials and identify usage of repetition.

5.7 ABBREVIATED STYLES

Some styles of writing and speech have their own special grammar rules, often because of the need to save time and space.

Advertisements, Notes, Instructions

- Small ads and instructions often leave out articles, subject or object pronouns, forms of BE and prepositions
- Job needed urgently. Will do anything legal. Call _____
Single man wants flat Ambawadi area. Phon _____ weekends
Fry onions and tomatoes until soft, add paneer
- The same kind of thing often happens with informal notes, to-do lists, diary entries, post-cards, informal emails etc.
- Gone to hairdresser. Back 3.30 pm
Book tickets; call Anita lunchtime; check car service date; confirm PTA Meeting with Harsh's teacher
Having a lovely time. Wish you were here
Hi Preeti. Can't make it this evening – problem with Krina. See you tomorrow. Barkha

Text Messages

Text messages have their own ways of abbreviating words

Commentaries

Commentaries on fast moving events drop auxiliaries and other less important verbs

Goal kick...and the score still Spurs 3, Arsenal 1...that's Keir to Parsons, good ball...Parsons running wide...Hargraves takes it, back to Keir, Keir with a cross, and oh, Parsons in beautiful-ly – and it's a goal!

Check Your Progress:

Exercise – 1

Rewrite these as full sentences with normal grammar:

1. Open packet other end.
2. See diagram at top of next page.
3. Take car to garage; find baby –sitter for tonight; see Omkar 3.30 pm.

Exercise – 2

Please rewrite this as it might appear in a recipe book:

Pour the mixture into a large saucepan, heat it until it's boiling, then add three pounds of sugar and leave it on a low heat for 45 minutes.

Exercise – 3

Please rewrite these text messages with their ordinary spelling:

- C u l8r
- R u cumin 2day?
- Thx 4 a gr8 party
- Jst 2 let u no
- Wil u b hr Thu eve?
- RUOK?
- Got ur msg
- Wil b @ prty @ 9
- Need mo infmtn

Answers

Exercise – 1

1. Open the packet at the other end.
2. See the diagram at the top of the next page.
3. Take the car to the garage; find a baby-sitter for tonight; see Omkar at 3.30 pm.

Exercise – 2

Pour mixture into large saucepan, heat until boiling, then add three pounds sugar and leave on low heat for 45 minutes.

Exercise – 3

- See you later.
 - Are you coming today?
 - Thanks for a great party.
 - Just to let you know.
 - Will you be there (on) Thursday evening?
 - Are you OK?
 - got your message.
 - will be at (the) party at nine.
- need more information.



“It is with words as with sunbeams. The more they are condensed, the deeper they burn.” - Robert Southey.

5.8 NEWS HEADLINES

News headlines have their own special grammar. They often consist simply of noun phrases with no verb.

Example –

- More Wage Cuts
- Holiday Hotel Death

Long strings of nouns are common in headlines. Earlier nouns modify those that follow

Example –

- Airline Cabin Staff Strike Threat
- Strings of nouns like these can be easier to understand if one reads them backwards

Example –

- There is a threat of a strike by the staff who work in the cabins of an airline
- Article and the verb BE are often left out

Example –

- Shakespeare Play Immoral Says Headmaster
- Anand Schoolboy Walks In Space

Verb Forms

Simple tenses are often used instead of perfect or progressive forms. The simple present can refer to the past. Infinitives are used to refer to the future

Example –

- Blind Girl Climbs Everest
- Students Fight for Changes
- PM to Visit Australia
- Auxiliary verbs are often dropped from passive structures

Example –

- Murder Hunt: Man Held by Police (= is being held)
- Six Killed in Explosion (= have been killed)

- Please note that forms like HELD, ATTACKED are usually past participles, not past tenses (which are rare in headlines)

Example –

Compare:

- AID Row: President Attacked (= the President has been attacked)
- AID Row: President Attacks Critics (= the President has attacked...)

Please note that the short words that are common in headlines can often be used as nouns or verbs, so it can be difficult to work out the structure of a sentence.

Example –

Compare:

- US Cuts Aid to Third World (=the US is reducing its help... CUTS is a verb, AID is a noun)
- Aid Cuts Row (=there has been a disagreement about the reduction in aid. AID and CUTS are both nouns)
- Cuts Aid Rebels (=the reduction is helping the revolutionaries. CUTS is a noun, AID is a verb)

Check Your Progress:

Exercise – 1

Please compose a five-word newspaper headline to announce the following piece of news: There is a threat of a reduction in wages at a factory that makes furniture

Exercise – 2

Please translate these headlines into ordinary language:

1. Hospitals to take fewer patients
2. Dog travels 500 miles, finds owners
3. Boy found safe
4. Boy finds safe
5. Ministers warned three years ago over flood defences

Answers

Exercise 1

Furniture Factory Wage(s) Cut Threat

Exercise - 2

1. Hospitals are to take/will take fewer patients
2. A dog travelled 500 miles and found its owners.
3. A/The boy has been found safe
4. A boy has found a safe.

Ministers were warned three years ago about flood defences



“Some people make headlines while others make history.” - Philip Elmer-DeWitt.

“Our actions has ensured that we made headlines for all the wrong reasons” - Oche Otorkpa.

<https://www.copyblogger.com/proven-headline-formulas/>
9 Proven Headline Formulas That Sell Like Crazy - *Dean Rieck*

- You can write a headline in an infinite number of ways. However, certain types of headlines have proven themselves repeatedly for many years. By following the “formula” of these headlines, you can give yourself an edge when you are serious about persuading someone to read and respond to your copy.
- The following 9 headline formulas are some of the easiest to write and the most powerful. When it comes time to write a headline, try one of these first. At the very least, this can give you a creative jumping off point to write a headline that works.

Say it simply and directly.

The direct headline should be used far more often than it is. No cleverness. No jokes. No word-play. The direct headline gets right to the point. It works particularly well with strong offers, recognized brand names, and product or service types with which the reader is familiar.

- Pure silk blouses ... 30% off
- The Ultimate Tax Shelter

State the big benefit.

One of the first techniques you should always explore is transforming your major benefit into a headline. After all, your number one selling point should be up front. It stands the best chance of selecting the right audience and preparing them to respond. Plus, if they read nothing else, they have at least seen the best selling point you have to offer. If you have trouble writing this kind of headline, it's a sure sign you need to think a bit more about your product or service.

- Now! Moonlight Your Way to a Million Dollars.
- Create your own cards, posters and banners in minutes!
- Get a FREE vase when you buy a dozen roses.

Announce exciting news.

People read newspapers and magazines because they love news. It's just basic human nature. We're curious. We not only want to know, we need to know. Casting your headline in a way that suggests news, rather than advertising, can have the same powerful appeal of a feature story in the morning paper. An important note: the product or service doesn't necessarily have to be newly created to qualify as news. It merely has to be news to your reader.

At Last, American Scientists Have Created the Perfect Alternative to a Mined Diamond! Introducing the newest idea in cross-training. From NordicTrack.

Now program your DVR by simply speaking to the revolutionary DVR VOICE programmer.

Appeal to the “how-to” instinct.

The how-to headline appeals to the need most of us have to improve ourselves or our lives in some way. The secret here is to focus on a need or want and promise to fulfil that need or want. Be careful, though. The how-to must highlight the benefit or final result, not the process itself. Look at this example:

How to make money working from home with your PC.

Suppose instead it read, “How to start a full-time computer business in your home.” This misses the point, doesn’t it? It sounds like a lot of work. It says nothing about the real motivator, which is using a computer you already own to make money easily. To write a how-to headline, begin with the words “How to” or “How” then immediately fill in the benefit.

- How to stop smoking in 30 days ... or your money back.
- How You Can Profit From the 3 Greatest Service Businesses of the Decade!
- How to do Central America on \$17 a day.

Pose a provocative question.

Asking a question directly involves your reader. However, your question cannot be random or clever. It must relate directly and clearly to the major benefit of the product. It must also prod the reader to answer “yes” or at least “I’m not sure, but I want to know more.”

- Do You Make These Six Common Mistakes On Your Taxes?
- Gotten a speeding ticket lately? Read this.
- How do I know which mutual funds may be right for me?

Bark a command.

Sales copy often falls flat because it fails to tell the reader what to do. This headline type allows you to be direct, provide a benefit, and take a commanding posture simultaneously. It’s not conversational, it’s dictatorial — but in an acceptable way that readers have come to expect in clear writing.

- Become a famous blogger in 60 days.
- Call anyone, anywhere, without a phone line for FREE!
- Stop wasting money on Web design. Use InstaSite to create your own Web site in minutes.

Offer useful information.

Let me clue you in on a little secret. Most people don’t want information. I know you’ve always been taught otherwise, but it’s true. People are

drowning in facts. What people really want is a sense of order and predictability in their lives. We want to feel a sense of power over our world. Therefore, we seek out the secrets, tips, hints, laws, rules, and systems that promise to help us gain control and make sense of things. Notice how these headlines promise information that does just this.

THE 20 MOST IMPORTANT STEPS YOU CAN TAKE TO LIVE LONGER.

- FREE. The best kept secrets in America.

Free brochure shows you how to end your money worries for good.

Relay an honest, enthusiastic testimonial.

A testimonial headline can do two things for you. First, it presents your reader with a third party endorsement of your product or service. Second, it capitalizes on the fact that people like to know what other people say.

- “Quite simply, the finest design software ever released.”
- “This diet program worked for me. It can work for you, too!”
- “It’s the first book on personal finance that really made sense to me.”

A variation of this strategy is to write a headline in the first person and put quotation marks around it. This “virtual testimonial” gives you a more interesting headline and improves readability.

Authenticate your proposition with a little something extra.

People distrust sales copy. And for good reason. A lot of it proves inaccurate or downright dishonest. To cut through this distrust, you can add a little something extra to your headline that seems out of place, yet rings true. Look at the following headlines and notice how the words “Ohio man,” “Obsolete,” and “Frustrated bartender” stand out. Their specificity or quirkiness adds a truthful aura that traditional copy could never achieve.

- Ohio man has 21-year tested formula to create multimillion dollar business from scratch, without bank loans, venture capitalists or selling stock.
- Small Company’s New Golf Ball Flies Too Far; Could Obsolete Many Golf Courses.
- Frustrated bartender develops incredible device to clean and disinfect your entire home...

There are many, many other ways to write a headline. Whatever strategy you choose, don’t make a decision too quickly. Take time to brainstorm. Write dozens or even hundreds of headlines. You never know exactly what you want to say before you say it, so giving yourself plenty of choices is the surest way to arrive at the best, most powerful headline.

5.9 KEY WORDS

Mixed Structures	A mixed construction is a sentence with incompatible elements that begins with one type of structure and shifts to another type of structure. In these sentences, the speaker sets out to say one thing and abruptly switches to something else, resulting in confusion.
Short Answers	Short answers are special forms to answer a question. They are usually used because they are more polite. If you answer with yes or no only, it sounds impolite.
Question Tags	Question tags are the short questions that we put at the end of sentences – particularly in spoken English
News Headline	The head of a newspaper story or article usually printed in large type and giving the gist of the story or article that follows

5.10 LET US SUM UP

- All languages have different set of rules so far as speaking and writing are concerned. While writing is a totally formal mode of communication; speaking does provide the opportunity to play around with some grammar rules in order to lend a sense of informality and to engage better with the listener. On the reverse side while writing provides the option to the reader to re-read and interpret the script in different ways; speaking unfortunately is a one-time opportunity for the listener.
- Hence it is important for English language speakers to understand various tools and their usage like – types of spoken sentences, question tags, reply questions, abbreviated styles, repetition, short answers et al. For journalists learning what leeway they can take with the grammar component of headlines is also of utmost significance.
- But whatever tool one uses at the end for speakers of any language it is intonation (music/ pitch of voice) which helps carry the final message across to the listener.

Useful Link

- <https://www.youtube.com/watch?v=beCqCLgbrnc>
(How to Form Question Tags? - English Grammar Lesson)

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:: STRUCTURE::**6.0 Introduction****6.1 Learning Objectives****6.2 Letter Writing****6.3 Short Story Writing****6.4 Paraphrasing****6.5 Comprehension****6.6 Writing a Resume****6.7 Key Words****6.8 Let Us Sum Up****6.9 References**

6.0 INTRODUCTION

The way one writes is equally important as to what one wants to say. So while writing one must aim to –

- Use properly formed simple sentences.
- Punctuate them in a way that makes the meaning clear.
- Pay attention to grammar, making all parts of the sentences consistent and the entire piece cohesive.
- Be precise about words and phrases one uses.
- Address the reader appropriately.
- Present the work with care; reading it through to correct spellings and other mistakes.

6.1 LEARNING OBJECTIVES

- A media person needs to be aware of all types of writing including essays, stories, letters, dialogues, short stories and reports et al. Paraphrasing skills are a mandate for media personnel irrespective of whether they are writing for the print or electronic media. Through this unit students will learn how to effortlessly pen different types of writing pieces with the underlying objective of

capturing and retaining interest-levels of the reader.

On Completion of this Unit

- You will be able to understand the writing styles for various types of literary pieces.
- You will be able to grasp the salient features of writing – short stories, dialogues and reportwriting.
- You will gain a basic understanding of well-written pieces of writing from a variety of genres like – essays, letters, comprehension, resume, précis, etc.

Your skills will be developed in paraphrasing, passage expansion, message taking, memo and situational writing.

Essay

- o The literal meaning of the word essay is ‘attempt’. Simply put it is a written composition giving expression to one’s own personal ideas or opinions on some topic; or information on any given subject, or detail of a narrative or description.
- o It is a complete piece of writing that can stand alone.
- o Structure is a crucial aspect of essay writing – all essays have definable beginnings, middles and endings; and are built around central ideas. These ideas are basically the glue which binds the essay together.
- o The length of an essay is not restricted to a certain number of paragraphs but yes the given word limit needs to be adhered to.

Characteristics of a Good Essay –

- Unity
- Order
- Brevity
- Style
- The Personal Touch (Suitable subject matter, proper arrangement and adequate power of expression)

Types of Essays –

Essays can be broadly divided into five categories:

- o **Reflective Essays** – These showcase thoughts or ideas on a particular topic.
- o **Narrative Essays** – In these the subject is narrated with details that are carefully selected to explain, support or embellish the main idea.
- o **Descriptive Essays** – These contain descriptions of places or things.
- o **Expository Essays** – These comprise of an explanation of a subject.
- o **Imaginative Essays** – In these the writer places himself in a fictitious situation and captures the entire experience.

Process of Essay Writing –

The essay writing process can be broken up into the following steps –

Preparation –

1. Defining the subject
2. Collecting the necessary material
3. Reading relevant material; observing and conversing with people
4. Categorizing the ideas
5. Selecting the matter and arranging it in a logical sequence

Preparing an outline of the essay and filling it in

Writing –

- o Keeping in mind elements like – unity, variety, logical sequence, topical sentence and the structure of the essay (introduction, body and conclusion)
- o One should write in a style which is – direct, simple and natural. For this having a hand on the pulse of one’s audience is a mandate along with adhering to a ‘writing voice’ and keeping an eagle’s eye on spelling and grammatical construction.

Check Your Progress:

Exercise-

- I. Write an essay on why modern gizmos make life more miserable instead of making it easier. Place your arguments in a logical manner
- II. “How effectively we communicate within our working environments have often been seen to play a bigger role than how efficient a worker one is.” Expand on this idea keeping in mind a modern office environment
- III. What’s good about the ban on smoking in public places
In 50 years, the world will be.....



“A good essay must have this permanent quality about it; it must draw its curtain round us, but it must be a curtain that shuts us in not out...” - Virginia Woolf.

6.2 LETTER WRITING

- o In spite of the variety of technological aids available to better communication, yet we often go back to the simple method of writing letters. The simple reason for this could be that it enables us to convey our feelings, problems and intentions much more effectively.
- o In this section key points for writing various types of letters have been covered.

Informal Letter

- Give your complete postal address on the right hand corner.
- Write the date just below the address.
- Put the salutation (My dear father/mother, Dear uncle/aunt etc.) on the left hand side, close to the margin – do remember to add a comma after the salutation.
- Start the body of the letter in the next line.
- End with leave taking (Yours affectionately...) at the bottom right hand corner. Follow it with your name or signature.
- Aim for minimum three paragraphs. Break up the body of the letter into several paragraphs corresponding with the different themes you are dealing with.
- The language should be simple and intimate and abbreviations like I'd, don't etc. may be used. But the language needs to be grammatically correct.

Formal Letter

- o Firstly your complete address should be written on the top right hand corner.
- o Mention the date below the address.
- o Then lower down, to the left side of the page, write TO and the designation or department you are addressing your letter to.
- o Next write the complete address of the department/shop/service centre/newspaper.
- o Then lower down give the cursory greeting as – Respected or Dear Sir/Madam – do place a comma after the salutation.
- o In the next line include the subject or the main idea of the letter in minimum possible words.
- o Divide the letter in two or three paragraphs as per the requirement.
- o Do remember to begin your letter stating who you are, give your status or position and say how you found out about the person you are writing to.
- o The writing style should be formal, lucid and terse. Refrain from including anything unnecessary.
- o Leave taking would be – Yours Faithfully – followed by a comma and then signature and full name including surname.

Letter of Request

- o Get to the point by telling the reader exactly what type of information you need and politely request him to send it to you.
- o Provide a brief explanation as to why you need this information
- o Thank the reader.

- o Ensure that you provide your complete contact information (postal address, telephone number and e-mail address).

Letter of Application

This is a link between your resume and the job or organization and is used to emphasise, high- light or build upon information in your resume and to persuade the organization that you pos- sess the requisite skills and experience for the position.

Basically the letter should carry –

- o A short introduction stating whether the writer is replying to an advertisement or is apply-ing on his own.
- o A statement of his age, education and experience.
- o A conclusion giving reference, testimonials or an expression of the applicant’s earnest-ness of purpose.

Covering or Forwarding Letter

This is a document sent along with your resume to provide additional information on your skills and experience. It explains the reasons for your interest in the specific organization and helps the employer in his assessment of you and whether your resume is worth perusing or not.

Basically a cover letter should address three general issues –

- o Why you are writing
- o What you have to offer
- o How you will follow up

Check Your Progress:

Exercise –

1. Write a letter to your friend thanking her for the Diwali Gift which she sent to you.
2. You’ve heard about an NGO recruiting people for voluntary work. Since they have an age limit, write a letter to them asking whether you too can take part as a volunteer even though you are still at college. Also if it is not possible for you to participate then in what other way can you be involved with their work?
3. Write a letter to the Managing Director of the sports club in your area requesting him to pre-side as the chief guest for an inter-colony sports fest which you wish to organize.

Apply for an internship as a sub-editor with one of the leading newspapers in the country, stating why you would like to intern there and what makes you most suitable for the job.

6.3 SHORT STORY WRITING

- A short story is a piece of fiction that narrates a chain of related events.
- Short stories should remain below 7,000 words in order to be considered a “short story.” They can be as short as only one sentence,

as this is known as flash fiction. When you write a short story, you're only writing a very impactful snippet of your character's otherwise full life.

- You don't have to unpack your entire character's life story in a few hundred words in order to write a great short story.

Requirements for Writing a Short Story

But before we begin, let's quickly discuss three things you'll need to write your short story. If you don't have these, you should think twice before you begin:

- Approximately ten to twenty hours of time. We all write at different paces, and depending on the length of your story (e.g. 200 word flash fiction vs. 5,000 word traditional short story) it might take five hours or fifty. But most short stories in the 3,000 to 5,000 word range take ten to twenty hours.
- An idea...even if it's just a basic sliver of an idea
- Writing devices or utensils



"I think I became a writer because I used to write letters to my friends, and I used to love writing them. I loved the idea that you can put marks on a page and send it off, and two days later, someone laughs somewhere else in the world." - **David Nicholls.**

Tips for Short Story Writing

Focus on Character Development -

In order for a short story to be impactful, you have to know your character well. Having good character development is essential in short stories, since your characters often drive the story.

You only have a certain amount of time to show your readers who that person is and you can't do that if you don't even know who they are.

If you write a short story about your best friend, whom you've known for many years, versus writing one about someone you just met yesterday, you'll be able to craft a much stronger story about your best friend because you know them so well.

The same goes for your fictional characters.

You don't have to spend a ton of time on your main character, but know their history, age, personality, family life, friend life, love life, and other details that shape the way someone sees the world

Keep in mind that since your short story is, well, shorter than a novel, you may remove a few steps. Knowing the overall character journey, however, can be helpful for character development within short stories.

Outline -

Thankfully, the outlining process for a short story is much easier than a full novel, but do still create one in order to have a cohesive flow throughout the story.

Here's what your outline should encompass for a short story :

- o The point of view you'll use
- o How you'll start the story
- o How you'll get from the beginning to the main issue
- o What happens at the "climax" (yes, even short stories have one!)
- o Resolution of the main issue
- o The very end

Keep in mind that your short story can end very abruptly or you can flesh it out until there's a satisfying ending.

This is really up to you as an author to decide.

Start with something out of the ordinary –

In order to hook readers with a short story, you should start with something that'll catch some-one's attention right off the bat.

You must give your readers a sense of who your character is by depicting something different right away that also has to do with the core focus of your short story.

Get the draft done ASAP –

Done is better than perfect. We've all heard or read these words time and time again – and that's because they're important; they're true.

This is especially the case when it comes to short stories. Once you have your outline and know how to start writing, drafting the short story in full comes next.

Don't worry about editing or polishing the story up in any way right now. After all, you can't possibly make good edits until you know what the story looks like in full.

Edit your short story –

Editing is where the real magic happens when it comes to writing. We all have this idea in our minds that we'll get it perfect the first time and that's just not how writing works.

Most of the time, your first draft is just the bare bones of what's to come but through line editing, developmental edits, and proofreading, it will transform into something better.

Think of the actual writing as the wooden structure of a house and the editing as the drywall, paint, windows, light fixtures, doors, and anything else that'll make the house complete.

These are a few things to keep an eye out for when editing your short story:

- Point of view consistency
- Tense consistency

- Consistency with the setting of your story
- Weak verbs
- Showing versus telling (readers need you to show more!)
- Stronger imagery
- Spelling/grammar/dialogue

The editing process for short stories tends to focus more on imagery and exposition than they do full character and plot development.

Title it! –

This can be one of the most difficult things for any book, let alone a story that's only a few hundred to a few thousand words.

The good news? Short story titles are a little less important than titles for novels. They can also be very abstract.

What you want to think of when titling your short story is this:

- What's the overarching theme?
- What is something unique about the story?
- What sounds intriguing but not explanatory?
- What makes sense after reading the short story?

These questions will help you develop a title that not only makes sense, but is also intriguing enough to pull readers in while staying true to what the story is about.

Get feedback -

No matter how experienced (or inexperienced) you are as a writer, you need feedback.

In order to learn and improve and ensure your message is coming across as desired, you need someone else's fresh eyes on it.

We need this help because the simple fact is that we're too close to our writing.

It's impossible to read your story with a critical eye when you're the one who came up with and wrote it in the first place.

Allowing others to read your work and offer feedback is one of the best ways to improve and make sure your story is exactly how you want it.

Practice by writing short stories often –

The number one best way to learn how to write good short stories is by writing them often.

When you're writing regularly, your brain falls into the habit of being creative and thinking in terms of short stories.

The more you do it, the easier it will get and the more you'll improve. So focus on writing a certain number of short stories per week and stick to that – even if they aren't your favourite.

Write one short story every day for 30 days –

This is separate from writing short stories often. If you really want to kick-start your progress and get really good quickly, then create a

challenge for yourself.

Write one short story, whether it's 500 or 1,000 words, per day for an entire month.

When you're done, you'll have 30 full short stories to review, edit, and improve upon. Doing this not only builds a habit, but it also gives you a lot of experience quickly.

After those 30 days, you'll know more about how you like to write short stories, which mean more to you, and how to write them to be good.

Focus on a single message to share -

Short stories are known for being impactful even though they're not novel-length.

And that means they have to have a core theme or message you want to get across. This can be anything from loving yourself to ignoring societal expectations.

In order to do this, think about what you want people to walk away from your story feeling.

What is the desired outcome?

If you just want people to enjoy the story, that's great. However, what makes a story impactful and enjoyable is what readers take away from it.

Brainstorm some themes that are important to you and work your short story around them. This will not only make you care about your story more (which means it'll be written better), but it'll also make it more satisfying for readers.

Tie it up with a satisfying ending -

Nobody likes a story that ends on a major cliff-hanger.

It's okay for your short story to have an unresolved ending. In fact, that'll likely be the case simply because the story is...well, short.

But you do want to tie your story up in a way that leaves the reader feeling satisfied even if they didn't get all the answers.

Many times, this means circling back to an idea or element presented in the beginning.

This structure often allows readers to feel as though they've read a complete story versus just a snippet of a larger one.

Things to Remember

- (1) Have a clear theme.
- (2) Ensure that your short story covers a very short time span.
- (3) Don't have too many characters.
- (4) Make every word count.
- (5) Focus

Check Your Progress:

Exercise -

Write 1000-word short stories on the below mentioned ideas –

1. Your character opens the mailbox to find their biggest fear inside.
2. After a devastating fall, your character is learning the hardships of healing after an accident.
3. Your character accidentally insults their company's CEO – right before a big promotion.
4. Your character lost a child years ago but lives as if it just happened the day before.
5. Your character's village wise woman tells the story of how magic was lost due to abuse.
6. Your character hasn't eaten in days and stumbles upon real berries, and so does a starving bear.
7. When your character's heart is broken, they must find a way to heal it any way.
8. Your character is an orphaned 7-year-old who hears voices.
9. Your character just found out they have a rare disease...that hasn't been detected anywhere in centuries.
10. After a fight with their ex, your character decides to go on a trip to the neighbouring town that hosts very...unusual tales.
11. Your character accidentally runs into the wrong person on the street...and now they can't sleep at night.
12. When your character moves schools, they didn't expect to find a secret lurking throughout the school...that all the teachers know about.
13. It's your character's turn in their culture's ritual of fighting a lion barehanded. They've never been good in fights.
14. After extreme weather conditions plague your character's town, they finally leave home to find everybody has gone missing.
15. Your character is in the back of an ambulance, trying desperately to revive someone who's apparently dead...so why are they still away and breathing?
16. After a short stint at a hospital as a nurse, your character decides to take their skills to the mountains as a wilderness medical professional. They just didn't expect to find odd and interesting injuries among campers.
17. An apple appears at your character's front door every morning and they can't figure out who's putting it there.
When an avalanche quakes the mountains in your character's town, it unveils something that's been hidden for...ages.



Interesting Quote...

“A short story must have a single mood and every sentence must build towards it.”
- **Edgar Allan Poe.**

“If you can tell stories, create characters, devise incidents, and have sincerity and passion, it doesn't matter a damn how you write.” - **Somerset Maugham.**

6.4 PARAPHRASING

Basically paraphrasing means a restatement of sense of the passage or expressing the meaning in other words. Take the example of Shakespearean works – they are not easy to understand. But when paraphrased even a common man can understand them. This is how important a role paraphrasing plays in the learning process.

Key Points to Keep in Mind while Paraphrasing

- i. Read the passage properly to grasp its meaning.
- ii. Write the passage in your own language. Try not to use words from the original piece.
- iii. Use antonyms and synonyms for the words given in the passage.
- iv. Long sentences given in the original piece may be broken up.
- v. Carefully punctuate your paraphrase.
- vi. Remove all obsolete or poetical words and phrases.
- vii. In case you are using phrases directly from the passage then do remember to place them in quotation marks.
- viii. Avoid plagiarism at all costs.
- ix. Change your sentence structure.
- x. Compare your re-written copy with the original to ensure that you have been able to grasp the main point or idea of the article.

Check Your Progress:

Exercise –

Paraphrase the following –

Prometheus was the son of Iapetus who was one of the Titans. He tricked the gods into eating bare bones instead of good meat. He stole the sacred fire from Zeus and the gods. Prometheus did not tell Zeus the prophecy that one of Zeus's sons will overthrow him. In punishment, Zeus commanded that Prometheus be chained for eternity in the Caucasus. There, an eagle (or according to other sources, a vulture) would eat his liver, and each day the liver would be renewed. So, the punishment was endless, until Heracles finally killed the bird. Prometheus is known to be one of the most interesting characters in Greek mythology.



“Inadequate paraphrases are a form of plagiarism” - Anonymous.

6.5 COMPREHENSION

- Comprehension is one of the best tools to assess one’s ability in understanding the language and the skill of communicating with others and what information and meaning one infers from it.
- Comprehensions help improve your focus, increase your grasp of the subject matter and deliver greater understanding.

Some of the basic points that should be kept in mind while approaching reading comprehensions are –

Do not over-emphasize trivialities

Details are important but don’t be obsessed with examples, illustrations and so on. You just need to get a hang of the main point and not the examples. Comprehending the overall flow and structure will help you analyse and answer the questions.

Do not memorize

You do not need to memorize every word present in the passage. Understanding the flow, structure and the main points in the passage should be your priority. For factual or specific point questions, you can always re-read the passage.

Do not read the passage first

Always go through the questions first and then the passage. This will prepare you to focus on the things you need to look in the passage. Focus only on the questions, and not on a particular answer option. A quick overview of the questions is sufficient.

Do not over-emphasize on vocabulary skills

Having a strong vocabulary is great however having Shakespearean vocabulary will not prevent you from understanding the passage. So do not put yourself under stress in this area, and while reading the passage, make sure that you understand the gist of the passage and do not get stuck on particular words.

Do not think the correct option would come from outside the passage

Any of the options that are out of scope is never the correct answer. The right answer is always based on the information given within the passage. Do not focus on any of the options that distract you from the passage.

Do not rely on ‘trigger words’

You might get trapped in the web of ‘trigger words’ if you don’t read attentively through the passage. A passage may focus on one point for quite a bit of sentences and then change it towards the end with trigger words like ‘but’ or ‘however’. This will usually confuse readers who skim through the passage or rush through it in haste.

Make Notes

While reading obscure /abstract text, make sure you make some quick notes for ready reference. You can write the general flow, structure, paragraph-wise flow and important points. Remember that you do not have to make really long notes, just make a quick note of the important markers/ points in the passage.

Try to pre-empt questions

This is a really difficult skill but you can master this. While reading the passage, try to identify the possible questions that could be asked, and which parts of the passage seem the most likely candidates for question-setting.

Opening and closing paragraphs require extra focus

Questions such as the main idea question are based on the overall subject of the passage, and majority of the times the answer for this question type lies in the first and last paragraph of the passage. Ensure you derive the maximum possible information from these paragraphs.

Constantly question yourself while reading the passage

In order to maintain your concentration while reading, make sure that some basic questions keep playing at the back of your mind: What is the author’s main point? Why is the author writing this? How has the author chosen to convey his main point? How has the author organized his material?

Check Your Progress:

Exercise –

Read the comprehension passage given below and then answer the questions–

1. Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”
2. Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.
3. “Bill, you never miss!” Joe said admiringly.
4. “Unless I’m in a real game,” Bill complained.
5. “Then I miss all the time.”
6. Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.
7. “Maybe you just need to practice more,” Joe suggested.

8. "But I practice all the time with you!" Bill objected.
9. He shook his head. "I just can't play well when people are watching me."
10. "You play well when I'm watching," Joe pointed out.
11. "That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."
12. Joe nodded and understood, but he also had an idea.
The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.
13. "Practice without me," Joe said to his friend. "I'll be back in a minute."
14. Joe hurried through the school building, gathering together whomever he could find—two students, a math teacher, two secretaries, and a janitor. When Joe explained why he needed them, everyone was happy to help.
15. Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.
16. "Hey, Bill!" Joe called out finally.
17. Bill turned. A look of surprise came over his face.
18. "I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"

• **MCQ**

1. What would be the best title for the story?
 - a) Joe Joins the Team
 - b) Practice Makes Perfect
 - c) Bill Wins the Big Game
 - d) Bill's Basketball Problem
2. In line 6, the word performed is closest in meaning to _____.
 - a) acted
 - b) played
 - c) moved
 - d) changed
3. Why is Bill upset?
 - a) He plays better in practice than he does during games.
 - b) The school yard is not a good place to practice.
 - c) Joe watches him too closely when he plays.
 - d) His team loses too many games.
4. Why does Bill play well when Joe is watching him?
 - a) He is comfortable with Joe.
 - b) Joe tells him how to play better.

- c) He does not know that Joe is there.
d) He wants to prove to Joe that he is a good player.
5. Why does Joe decide to gather a group of people?
a) Because he wants more players for his team
b) Because he wants to help Bill feel less nervous
c) Because he wants to show them his talent
d) Because he wants more people to see the next game
6. At the end of the story, all of the following people watch Bill practice EXCEPT _____.
a) Joe
b) a janitor
c) a math teacher
d) the basketball coach
7. Why does the group have to be quiet when they go to the basketball court?
a) Because Joe is telling Bill what to do
b) Because they do not want Bill to know they were there
c) Because Bill likes to practice alone
d) Because the group needs to listen to Joe's instructions

Answers

1. D
2. B
3. A
4. A
5. B
6. D
7. B



"Writing is thinking on paper." - William Zinsser.

6.6 WRITING A RESUME

- A resume is a brief document which highlights an individual's experience, qualifications and skills and is written to secure a proper job. As a general rule a resume is precise and additional pages are added to include a person's experience as it increases.
- A good resume contains basic information about the applicant, organized in a way that is easy for the reader to comprehend.
- The organization of a resume is a fine art and it requires proper

ground work to create a strong resume.

- Generally everyone starts the resume with an objective. It is a short powerful statement at the top of the resume that tells the employer exactly how you will be of value to their organization. In other words it is an introduction that provides an instant sense of how you would fit into the advertised role. If it works properly it will get your resume looked at more closely.

Significance of Resume

A resume is often the first line of contact. It establishes a first impression of a potential job candidate's skills, background and hiring value. If written well this impression can be a positive one, offering the reader a sense of the candidate's potential to fit the profile required for the position. When coupled with an equally convincing cover letter the resume can be an effective tool in securing the position.

Sections in a Resume

- a. Career Objective
- b. Name, Date of Birth and Contact Details
- c. Education
- d. Work Experience
- e. List of Skills
- f. Relevant Certifications or Awards
- g. Hobbies/Leisure Time Activities
- h. Languages Known
- i. Contact Information of Referees

Check Your Progress:

Exercise –

Prepare your resume for the post of sub editor at a leading national daily.



“The primary cause of unhappiness is never the situation, but your thoughts about it. Be aware of the thoughts you are thinking.”

- Eckhart Tolle, A New Earth: Awakening to Your Life's Purpose.



A GOOD

<https://www.enchantingmarketing.com/how-to-improve-writing-skills/>

“29 Ways to Improve Your Writing Skills and Escape Content Mediocrity - Henneke

Feeling overwhelmed by all the writing advice on the web?
Perhaps you've read a couple of books to improve your writing skills.

And you've subscribed to the most popular blogs on writing.
But still...
It's hard to know where to start, right?
You're not alone. One of the most often asked questions in my inbox is: How do I improve my writing skills?
Let me answer that question and give you a clear action plan. Are you up for it?

Part I. Understand the principles of deliberate practice

Learning to write better can feel like an overwhelming task. But just like a chef learns how to fry an egg and how to fillet a fish—and just like a violinist practices a difficult passage over and over again—writers can practice specific writing techniques to improve their skills.

These principles of deliberate practice help accelerate your learning:

1. Establish your main **writing weaknesses**. What exactly do you want to improve? For instance, you may want to focus on choosing the right words or writing simpler sentences.
2. **Read the work of other writers** to understand how they apply writing techniques. If you'd like to write with more simplicity, study Hemingway's *The Old Man and the Sea*. Or if you'd like to improve word choice, see how Ray Bradbury uses strong verbs in *Zen in the Art of Writing*; gather all your favourite examples in a swipe file—a collection of writing examples to learn from.
3. **Practice a specific writing technique**, and compare your writing to the examples in your swipe file, so you can see how to improve further.
4. Get out of your comfort zone—don't use the examples to put yourself down; instead, challenge yourself to get better and enjoy the learning experience—**nurture a growth mind-set**.

As Anders Ericsson, author of *Peak: How All of Us Can Achieve Extraordinary Things*, suggests:
In pretty much any area of human endeavour, people have a tremendous capacity to improve their performance, as long as they train in the right way.

Part 2. Think before you write

Before you cook a meal, you need a plan of action. Who's coming for dinner? What do they like to eat? You create a meal plan, get your groceries, and decide in what order to cook the dishes, so each dish will be ready in time.

Just like a good dinner party needs some planning, good writing starts with thinking, too:

5. **Who are you writing for?** Good writers have a pathological interest in their readers and understand their dreams, fears, and secret wishes.
6. **Which reader problem will your article help solve?** Or which aim will you help achieve? Good content has one clear purpose—to inspire a reader to implement your advice.
7. What’s the roadmap to help your readers solve their problems or achieve their aims? **The roadmap is the basis for a clear and logical article.**

As a good writer, you’re a mentor to your reader. You tell her you understand her problems, explain how to solve them, and encourage her to implement your advice.

Part 3. How to structure your writing

Imagine you’re planning a 4-course dinner to entertain your guests:

- A starter to whet their appetite—how about a spicy chicken galangal soup?
- The main courses—pineapple stir-fried rice, ginger-flavoured steamed fish, and stir-fried morning glory—to nourish your guests
- A dessert of mango with sticky rice to satisfy their sweet tooth
- Coffee, tea or cognac with perhaps a chocolate to enjoy the conversation a little longer

Good writers plan their content as a 4-course dinner, too. And each part has a clear purpose to keep readers captivated from the first to the last word:

8. **A powerful headline** uses power words or numbers to attract attention in busy social media streams, and it mentions a specific benefit to entice followers to click to read more.
9. **A captivating opening** promises readers you’ll help solve a problem so they feel encouraged to read on.
10. **A valuable main body** shows, step by step, how to solve a problem or achieve an aim.
11. **An inspirational closing** jumpstarts readers into action—you only become a true authority when readers experience the difference your advice makes to them.

Your first task as writer is to write with a specific reader and purpose in mind, and to structure your content to achieve that purpose.

Next, learn how to communicate with clarity and power.....

Part 4. The 7 basic writing skills everyone must master

A chef needs to learn chopping, sautéing, roasting, boiling, and grilling. But what are the basic writing techniques you should practice?

12. Use the 4-course meal plan to **create a logical flow** without distractions, so readers stay on track.
13. Learn how to use vivid language to **make abstract ideas concrete** so readers easily grasp and remember your message.
14. Learn how to write bite-sized, simple, and meaningful sentences—**a good sentence is the basic ingredient of good writing.**
15. Compose smooth transitions so readers glide effortlessly from sentence to sentence, and from paragraph to paragraph.
16. Practice how to write clearly and concisely so your message becomes strong.
17. Discover how to avoid weak words, gobbledygook, and clichés; and spice up your writing with power words including sensory phrases.
18. Understand the basics of keyword research and **on-page optimization** to increase organic search traffic.

Remember, to become a good content writer, you don't need to turn yourself into a Stephen King, Ernest Hemingway, or Margaret Atwood. Instead, aim to communicate your ideas with power, and make tiny ripples to change the world.

Part 5. The 5 advanced skills to write with personality and pizzazz

Once you've learned how to communicate with power and clarity, it's time to create your signature style:

19. Learn how to use the zoom-in-zoom-out technique to weave **tiny stories** into your content.
20. Discover how to pace your stories and hook readers with tiny cliff-hangers.
21. Cook up fresh metaphors to add flavour to rehashed and boring topics.
22. Write long sentences without running out of breath, and discover how to use rhythm to put music into your writing.
23. Experiment with word choice and try a more conversational tone so **readers start recognizing your voice.**

Don't overthink these writing techniques. Instead, write from the heart, and readers will sense the enthusiasm in your writing. That's how you engage and spark action.

Part 6. Develop sticky writing habits

How did you learn how to cook? By watching TV and reading recipe books? Or by practicing in the kitchen?

To learn how to write, nurture a regular writing habit. Here's how ...

24. Make writing a choice, and **book time in your calendar** for writing—if you don't plan time to write, then it won't get done.
25. **Set a tiny goal**—like writing one paragraph or writing for 10

- minutes a day, so it's almost impossible not to write.
26. Create a productive relationship with your **inner critic**, so you can become a more joyful and prolific writer.
 27. Start writing, even if you don't **feel motivated**—your muse will reward your hard work and your words will start to flow.
 28. Eliminate distractions and **practice how to focus**—focus is your productivity super-power.
 29. **Chop up the writing process into steps**—outline, first draft, revision, final edit—and spread the work over several days so you can take advantage of percolation; review your writing with fresh eyes so you can make it even better.

Lofty goals don't help you create a writing habit. Instead, put in the work, sentence by sentence, and paragraph by paragraph. Over time, you'll build your stamina and boost your confidence. And your body of work will grow piece by piece.

How to start improving your writing

Feeling a tad overwhelmed?

Here's your 3-point plan of action to become a better writer:

- Define the purpose of your writing first, and know whom you're writing for.
- Get the content and the flow right—that's the most important part of good writing.
- Pick one basic writing skill to practice this week; after you've mastered the basic skills, try the advanced writing techniques, one by one.

Rather than strive for greatness, aim to be consistently good enough because that's how you'll improve faster.

Your readers are hungry

Your readers crave your ideas.

They want to hear from you. They want to be comforted and inspired by you. So, what are you waiting for?

6.7 KEY WORDS

Essay	A written composition giving expression to one's own personal ideas or opinions on some topic.
Letter	A written piece from a sender to a recipient which conveys feelings and problems effectively.
Short Story	A piece of fiction that narrates a chain of related events.

Paraphrasing	A restatement of sense of the passage or expressing the meaning in other words.
Comprehension	A test to find out how well readers understand written or spoken language.
Resume	A brief document which highlights an individual's experience, qualifications and skills; written to secure a suitable job.
Précis	A clear, compact, logical summary of a passage which preserves only the essential or important ideas of the original.
Expansion	Expanding a sentence, or a short passage, into a paragraph by the fuller and more elaborate expression of its meaning, or by adding illustrations, details or proofs to a simple statement.
Message Taking	A piece of information or a request that one sends to someone or leaves for them when one cannot speak to them directly.
Memo	A note that helps refresh one's memory by recording certain events or observations within a formal institution such as an office.
Dialogue	A talk between two people.
Report Writing	A written account of something that one has observed, heard, done, or investigated.
Situational Writing	Being given a particular situation and required to imagine and develop it into a story.

6.8 LET US SUM UP

Writing is a vast field and it is skills like paraphrasing; message taking; learning how to convey an entire story/incident in 1000 words; developing the knack of building an entire story from zilch and; giving an apt description of a situation which strengthen one's report writing skills.

Useful Link

- <https://www.youtube.com/watch?v=kX7VxoPY2BM>
(Skillopedia - 5 tips to improve your writing skills today - Improve your communication skills.

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:: STRUCTURE::**7.0 Introduction****7.1 Learning Objectives****7.2 Précis or Summary Writing****7.3 Expansion of Passages****7.4 Message Taking****7.5 Memo Writing****7.6 Dialogue Writing****7.7 Report Writing****7.8 Situational Writing****7.9 Key Words****7.10 Let Us Sum Up****7.11 References**

7.0 INTRODUCTION

Writing is a talent, and the best part is that it can be developed by anyone who has a decent grip on his thoughts, grammar and sentence construction. Some simple cues to help you write better are – be specific; have something concrete to convey to your audience; choose simple words; write short sentences; always follow the active voice in your writing; keep your paragraphs brief; avoid: rambling, being repetitive, redundant and using fluff words; and edit ruthlessly.

7.1 LEARNING OBJECTIVES

Prior to being a journalist one needs to have a mastery over writing in general. This could pertain to something as simple as taking down the correct message, shortening a passage or even expanding a

paragraph. Understanding this basic necessity, this unit focuses on developing the writing skills of students in multiple genres like – précis writing, passage expansion, taking messages, writing dialogues, situational writing etc.

On Completion of this Unit

- You will be able to understand the styles of various types of writings
- You will be able to grasp the significant features of writing – précis; dialogues; and reports
- You will gain a first-hand view of some well-written pieces of writing from a variety of genres

7.2 PRÉCIS OR SUMMARY WRITING

Précis is a short summary of a paragraph. But writing précis is more than just making the paragraphs short. Writing précis requires skill so that you do not miss out a point and capture all the main essence in one single small paragraph.

The motive of writing a précis is to make the reader understand the main essence of the paragraph in a shorter format. There are certain dos and don'ts for précis writing as mentioned below -

Dos of Précis Writing

- ✓ Start your précis with the main idea so that the reader can quickly understand the essence of the précis
- ✓ They need to know beforehand as to what they should expect in the written précis
- ✓ While writing a précis, set up a suitable environment where all the points can be described and discussed equally
- ✓ As the main idea or the essence is established, it can be followed up with some methods, facts, points, etc.
- ✓ As a précis is concise, it needs to be compressed and ensured that the length is available for the writer to retain the important data, keywords, and the concept
- ✓ Removing irrelevant data or sentences is as important as writing the relevant points.
- ✓ Identify the superfluous data and facts and keep the core idea of the work only in the précis
- ✓ In case of mentioning anything related to history or any historical data then make sure that it is written in the past tense only
- ✓ Also, remember to put the purpose as to why you are writing a précis in the writing piece
- ✓ This will help the reader understand what you wrote in the précis

Don'ts of Précis Writing

- Précis writing is a formal way of writing a shorter form of the given paragraph
- So, even though one has read and understood the précis well, one cannot form an opinion
- One cannot insert subjective remarks and criticism in a précis
- Always take the fact and data that is given in the paragraph only
- Also, during précis writing, one cannot insert a question. If for any reason one needs to insert it then it can be put in the form of a statement
- Avoid using contractions and abbreviations
- Write the full form of any given word only
- Avoid being jerky. As this sends out the signal that one has started writing the précis without understanding the passage properly

Features of a Good Précis

- It should be precise and clear
- Précis writing is not just lifting the words from the original paragraph
- It should be written in one's own words
- It should be a summary or a miniature version of the original paragraph
- The précis must be logically connected and should have a good flow of words
- It should be coherent and for this, it can use linking words such as - and, because, therefore, etc.
- A précis should have an appropriate title and the order ideas need to be original
- The details found in the précis must match the details found in the paragraph

Example:

Look at the paragraph below -

Because the ability to communicate effectively plays an important part in any kind of job, many employers screen prospective candidates for adequate skills in oral and written communication. In fact one study shows communication skills to be the most important factor in decisions to hire. Employers view the ability to write and speak effectively, as even more important, than a prospective employee's academic results.

Précis –

Employers lay a lot of emphasis on the importance of oral and written communication in any job success and therefore prefer to hire candidates with effective communication skills.

Check Your Progress:

Exercise –

1. Which of the following points should be avoided while writing a précis?
 - Full forms
 - Abbreviations
 - Historical facts
 - None of the above

2. What kind of writing is précis writing?
 - Formal
 - Informal
 - Both
 - None

Answers

Exercise -

1. Abbreviations
2. Formal

Interesting Quote... ☺

“Writers want to summarize: What does this mean? What did we learn from this? That's a very 19th-century way of thinking about art, because it assumes that it should make our lives better or teach us something. .”

- Laurie Anderson

7.3 EXPANSION OF PASSAGES

Where précis writing requires compression; here one needs to expand a short passage into a larger paragraph by supplying other related thoughts, examples, details or proofs to a simple statement. The basic objective is to develop the main idea so that the reader gets a better and clearer understanding of the topic.

No strict rule can be set for the length of the expansion, but it must be neither too short nor too long. If it is too short, it cannot be called an expansion; and if it is too long it will become an essay.

The Process

1. Carefully read the original sentence or passage to be expanded. If need be re-read the proverb, maxim, saying or paragraph until you have clearly understood its meaning
2. Having grasped the main idea of the subject matter, start expanding it by adding details, proofs, examples etc.
3. The expansion must carry all that was included in the original passage. More can be added as long as it is strictly relevant to the subject.
4. Avoid using sentences such as – The meaning of the proverb is...; This maxim teaches us...; The meaning of this passage is...
5. If the sentence for expansion is a metaphor, explain its full meaning in simple language, and give reasons to support it
6. Prove every point you make by reason or argument. You may include examples to support your argument
7. Your expansion should be written in such a way that it alone becomes a complete piece of composition expressed in good English. It should therefore be clearly understood apart from the original passage.
8. After you have written it, check it carefully to see that you have not omitted any important information.
9. Proofread the expansion. Correct all mistakes in spelling, grammar and punctuation.

Example:

Building a boat is an art unto itself

Expansion-

Whether building a boat from knock-down material or direct from lumber, there is one thing to keep constantly in mind. Building a boat is vastly different from building a table or any other article for use on land. A joint that will get by for land use may not do at all in the water. All seams and joints must be made as tight as possible, and then finished and caulked with cotton to present an absolute smooth and weather-tight surface. Nearly right will not do. It is better to take three times as long on the job than to do things in a rush and have a leaky craft.

Check Your Progress:

Exercise –

Expand the following –

- i. A friend in need is a friend indeed
- ii. Too many cooks spoil the broth
- iii. To err is human
- iv. An eye for an eye
- v. Ahimsa – A way of life



“Everything I’ve ever done, in the writing world, has been to expand articulation, rather than to close it.” - Toni Morrison.

7.4 MESSAGE TAKING

When one needs to leave a message from somebody for someone, one uses reported or indirect speech. One needs to remember to include the following points –

- (1) Who had called?
- (2) When
- (3) Why he/she called
- (4) Where is one going and when will one be back

Example:

Take a look at the dialogue below –

Tanay : Hello?
Jaya : Hello! May I speak to your father?
Tanay : He’s not at home right now. Can I take a message?
Jaya : Sure. Can you please tell him that his secretary called to inform him that his meeting tomorrow at 9 am has been postponed to 2 pm in the afternoon.
Tanay : I’ll let him know as soon as he comes home!
Jaya : Thanks so much! Bye!
Tanay : Goodbye!

Now if Tanay isn’t around in person and he has to tell his father he will write a note for his father giving him the message.

This would be the message note which Tanay will leave for his father before he steps out to play –

Hi Dad!

Your secretary Jaya called today at 4 pm and told me to inform you that the meeting which was supposed to be held at 9 am tomorrow has been postponed to 2 pm in the afternoon. I’ve gone to play cricket with the society team. I’ll be back at 6 pm!

*Love,
Tanay*

Check Your Progress:

Exercise –

The internet person calls to confirm the appointment to repair the internet connection in your home. Your parents are not in and it is time for you to go for your tennis class.

Write down a message for your mother

Internet Operator Person:

Hello! I am calling from the telephone company. May I speak to Mrs Khosla?

Raj:

I am sorry she's not at home at the moment. Can I take a message?

Internet Operator Person:

I'm calling to confirm about the appointment to repair the faulty internet connection in your home. I will be there by 4 pm this evening.

Raj:

I cannot confirm to you now but I'll give her the message. Would you like her to return your call?

Internet Operator Person:

Yes. My number is 2345678910. I will wait for her call. Thank you!

Raj:

I shall let her know. Goodbye!

Your mother's friend calls your mother while she is out. Take down the message for your mother.

Riya:

Hello! This is Aunt Riya! May I speak to your mother?

Shalini:

Sorry Aunt Riya. My mother is not in. Do you want to leave a message for her?

Riya:

Oh yes, thank you! Please tell her I am sorry I cannot go shopping with her this afternoon. My daughter is running a temperature and I need to take care of her.

Shalini:

Ok I'll let her know. I hope your daughter gets well soon!

Riya:

Thank you very much. Bye!

Shalini:

You're welcome. Bye!



"The absence of a message sometimes is a presence of one." - Hasse Jerner.

7.5 MEMO WRITING

A memo/memorandum is a note that helps refresh one's memory by recording certain events or observations within a formal institution such as an office.

It performs two primary functions –

- Informs the reader regarding new information like - policy changes, price increases et al
- Persuades the reader to take an action like attend a meeting or change a current production procedure

An effective memo is one which connects the purpose of the writer with the interests and needs of the reader.

Things to Remember

1. A memo should usually be a page or two long, single spaced and left aligned
2. Do not ramble on with insignificant details
3. Be specific and concise in your subject line
4. Make sure you address the reader by his correct name and job title
5. Keep in mind the target audience while formulating the memo
6. Do not put sensitive subject matter in the memo
7. The opening paragraph should include – the purpose, the context and problem and the specific assignment or task
8. Avoid indentations to demarcate new paragraphs, instead skip a line between paragraphs
9. List important points or details rather than putting these in paragraphs
10. The ideal format of a memo should be -

Header: Opening: Context: Task: Summary: Discussion Segment: Closing Segment: Necessary Attachments:

Check Your Progress:

Exercise –

Write memos for the briefs provided below -

- A. There have been increasing complaints regarding the lack of hygiene and sanitation in the bathrooms and canteens of the office. Write a memo to the HR Department in your firm urging them to rectify the problem and organize an open house discussion on a particular date to hear the complaints and arrive at solutions to improve the current situation
- B. You have noticed that the company computers and internet services are being misused. Employees are using it for their personal means like checking mail, chatting and visiting social media sites. This leads to decreased productivity of the company as a whole. Write a memo to your company regarding the same.
- C. As Head Girl/Boy you have noticed that many students do not adhere to the dress code of the school. Rules pertaining to cell phone usage and electronic gadgets in class are being ignored. Write a memo to the students of your school to be put up on the notice board.



“MEMO:

M- Make E- Every M- Minute O- Outstanding

Let Every Second Count In Your Life!” - Israelmore Ayivor, Daily Drive 365.

7.6 DIALOGUE WRITING

A dialogue means ‘a talk between two people’. Dialogue writing then is the writing down of a conversation that takes place between two people. It may seem as a kind of art. It is quite challenging to imagine one’s self as two different characters and write effective, believable and spontaneous dialogue.

Dialogues depend a lot on the situation they take place in; like letters, dialogues too, can be formal and informal. It all depends on the circumstances and topic.

Formal dialogues must be in grammatically correct English with not a hint of slang; whereas informal dialogues can include slang depending on the situation.

Why are Dialogues Important?

Dialogues are significant because –

- They add to your story
- They reveal characters
- They advance plots
- They bring scenes to life
- They adjust the pace of the story

Key Points

- ✓ Think about the topic and situation, arguments and viewpoints you are writing the dialogue for
- ✓ Put down all the points and arrange them in a logical sequence
- ✓ Give voices to your characters; make them voice their opinion (the one you have thought of)
- ✓ Do not sound unnatural; keep in mind how a normal dialogue would take place between two people. Make allowances for emotion
- ✓ Avoid using long sentences; these are unnatural and increase the chances of being grammatically incorrect
- ✓ Unless the situation calls for it, try avoiding too many interruptions in one person's dialogue by the other person
- ✓ Steer clear of phrases which seem to be straight out of a completely different time zone from the one in which your story is set
- ✓ Try to make the conversation between your two characters frank, contemporary and humorous to enable your readers to relate with them better

Dialogue and Inverted Commas

- Spoken words should always be encased in double quotation marks (“_____”)
- Only one person should be speaking in any given paragraph
- Switching to a second speaker indicates you should switch to a new paragraph
- Commas should separate spoken words within a sentence
- Commas should always be confined within the quotation marks

While writing dialogues do remember to - not merely state the traits of the character instead try to unveil the character by showcasing the reactions of the character or his way of speaking; avoid long greetings and goodbyes as these slow down the story; not to use dialogue as a substitute for action.

Check Your Progress:

Exercise –

Write dialogues on the following situations. Try to use short sentences –

1. Write a dialogue between a beggar and a cold-hearted miserly rich man
2. Write a dialogue between a small-time actor and a well-known director who believes in working only with the best talent
3. Write a humorous dialogue between a burglar, who was caught trying to escape and a policeman



“I try to create sympathy for my characters then turn the monsters loose.”

- Stephen King.

7.7 REPORT WRITING

While writing a report the five questions which the writer needs to keep in mind are – What, Who, Where, Why and When. To further sharpen it he can add the – How

From the broader perspective features which define a good report are –

- ✓ Fresh presentation
- ✓ Originality
- ✓ Style which the reader can relate to
- ✓ Lively and simple language
- ✓ Appealing to human interest

Structure of a Report

- The headline should be short and catchy
- Who the reporter is
- The dateline (place and date)
- The topic/opening sentence which summarizes the entire article
- Introductory paragraph which showcases the gist of the report
- The main body which provides the details
- All sentences needs to be in the past tense and as far as possible in the passive voice as the report is about an incident which has already taken place
- The concluding paragraph should in two to three sentences provide the verdict/results or raise a question for the reader – whichever suits the topic

Key Points to Remember While Writing a Report

1. Always keep in mind the aim of the report and who you are writing for
2. Gather information
3. Organize the gathered information
4. Study the gathered material
5. Decide your own thoughts/opinion about the topic
6. What would you recommend?
7. Plan your writing
8. Write your draft
9. Make your final copy

Example:

The report given below is an example of a well-written report -

UK military team visits Fort William
4 Oct 2003, Sadhika Gopal, TNN

Kolkata: A 14-member military delegation from the Royal College of Defence Studies (RCDS), United Kingdom, led by Lt Gen Sir Christopher Wallace visited the Eastern Command headquarters at Fort William on Thursday. Lt Gen Wallace is the commandant of RCDS.

The delegation was received by Brigadier Dalip Kapur and conducted around the fort. Later, Lt Gen J S Varma, GOC-in-C, Eastern Command and Lt Gen J R Mukherjee, chief of staff, held an informal meeting with the team. Lt Gen Varma presented a memento to the head of the visiting delegation before the team left for Varanasi.

“The team arrived from Delhi and was involved in in-depth study of military strategy. Indian teams also visit other nations under educational exchange programmes,” said Wg Cdr S N Mukherjee, CPRO, ministry of defence.

Check Your Progress:

Exercise –

- A. Write a report on the change in temperature and whether it's an effect of global warming
- B. Your neighbourhood is crawling with stray dogs. Write a report about this problem and what is being done by the authorities to keep the neighbourhood's children safe while taking care to prevent cruelty towards animals
- C. A very large section of people living in your locality has fallen sick because of water contamination. Try finding out why it

affected so many people at the same time, what steps can be taken to ensure that children do not fall sick with the same disease again.

- D. Write a report on a book you recently read. Was it good? Was it bad? If it was good or bad, why was it so? Would you recommend other people to read it?
- E. Write an article on the growing commercialization of the country and whether you think children of today are spoilt as compared to children of the 1970's.



"It is perfectly okay to write garbage—as long as you edit brilliantly."

- C. J. Cherryh.

7.8 SITUATIONAL WRITING

In this type of writing one is given a particular situation which one has witnessed and is required to imagine and develop it into a story.

Here too clarity of the thought processes and a clear understanding of what one exactly wishes to write about are essential.

Remember that the start point and the end point of any story are extremely important. Also while writing the body one should remember to include details that give the story a proper flow and lead to logical end.

Tips

- a) The opening lines should give an idea about the time and place where the event or incident took place
- b) Always use short sentences
- c) Try to stick to the point
- d) Break your story into paragraphs
- e) Aim to give a proper ending to the story

Check Your Progress:

Exercise –

Write a composition of at least 150 words based on the situations given below. Do remember to give your story an appropriate title –

1. *You were at a park with a little child when you saw two older boys bullying a little girl...*

Make use of the following points:

- What you saw?
- How did the two boys bully the little girl?
- What was the reaction of the little girl?
- How did you try to help the little girl?
- What happened in the end?

2. *You were going to the airport to receive someone. Because of a traffic jam, you were late.*

Make use of the following points:

- Who were you going to receive?
- Why was there a traffic jam? What caused it?
- What alternatives did you take to reach the airport?
- When did you arrive at the airport? What happened there?
- How did it end?

7.9 KEY WORDS

Précis	A clear, compact, logical summary of a passage which preserves only the essential or important ideas of the original.
Expansion	Expanding a sentence, or a short passage, into a paragraph by the fuller and more elaborate expression of its meaning, or by adding illustrations, details or proofs to a simple statement.
Message Taking	A piece of information or a request that one sends to someone or leaves for them when one cannot speak to them directly.
Memo	A note that helps refresh one's memory by recording certain events or observations within a formal institution such as an office.
Dialogue	A talk between two people.
Report Writing	A written account of something that one has observed, heard, done, or investigated.
Situational Writing	Being given a particular situation and required to imagine and develop it into a story

7.10 LET US SUM UP

Sturdy writing is a core skill for a journalist...everything else is secondary. In order to grasp the attention of the reader, viewer and listener and retain the same media personnel needs to master writing a variety of literary and academic pieces. This could be something as simple as taking a message from a source and conveying it to his audience or shortening or elaborating a story or even narrating verbatim the dialogue between two individuals.

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UNIT : 8**WRITING DEVICES TO
AVOID & TO USE****:: STRUCTURE::****8.0 Introduction****8.1 Learning Objectives****8.2 Idioms****8.3 Analogies****8.4 Cliché****8.5 Colloquialisms****8.6 Abbreviations****8.7 Slang****8.8 Jargon****8.9 Key Words****8.10 Let Us Sum Up****8.11 References**

8.0 INTRODUCTION

- Certain devices are used to make speech and writing more interesting, engaging and persuasive.
- Figures of speech are used to create different effects, usually to emphasise a point or help an audience to visualise something. Idioms would be meaningless if they were not familiar expression while analogies are a useful tool for explaining things.
- While clichés, slang, jargon and shortened forms are best avoided if one wishes to create a strong piece of writing; colloquialisms, analogies and idioms can be sparingly used to create a connect with the reader.
- In this unit we will understand the meaning of these devices along with a look at some examples from each and will gain clarity with regards to whether to - use them to strengthen our writing; deploy them sparingly or; whether to avoid them altogether.

8.1 LEARNING OBJECTIVES

- The purpose of this unit is to provide journalism students with a brief understanding of the various literary devices available at their disposal like – idioms, analogies, abbreviations, cliché, colloquialisms, slang, jargon et al.
- Thereafter effort has also been taken to provide the pros and cons of all these devices and then present an idea as to which of these devices would strengthen journalistic writing and which would be more apt for fiction writing.
- The final objective is to enable students to decide which tool to use and which to avoid.

On Completion of this Unit

- You will be able to understand different types of devices which can mar or make your writing.
- You will get access to a list of clichés, idioms, abbreviations and slang.
- You will be able to write a good and reader-friendly story by employing apt devices and dropping those which weaken your story.

8.2 IDIOMS

- An idiom is a word or phrase that means something completely from the word or group of words it is made up of. The meanings of idioms have little or no relation to the literal meaning of their component parts, but they make sense because they are familiar expressions. Different regions have different idioms.
- For instance the idiom COUCH POTATO is used to refer to someone who watches a lot of television; while DOWN IN THE DUMPS is used to refer to someone who is feeling miserable; and HIT THE SACK means to get into bed.

List of Popular Idioms Along With Their Meaning

- A hot potato
Speak of an issue (mostly current) which many people are talking about and which is usually disputed
- A penny for your thoughts
A way of asking what someone is thinking
- Actions speak louder than words
People's intentions can be judged better by what they do than what they say.
- Add insult to injury
To further a loss with mockery or indignity; to worsen an unfavourable situation

- At the drop of a hat
Meaning: without any hesitation; instantly
- Back to the drawing board
When an attempt fails and it's time to start all over
- Ball is in your court
It is up to you to make the next decision or step
- Barking up the wrong tree
Looking in the wrong place. Accusing the wrong person
- Be glad to see the back of
Be happy when a person leaves
- Beat around the bush
Avoiding the main topic. Not speaking directly about the issue
- Best of both worlds Meaning: All the advantages
- Best thing since sliced bread
A good invention or innovation. A good idea or plan
- Bite off more than you can chew To take on a task that is way to big
- Blessing in disguise
Something good that isn't recognized at first
- Burn the midnight oil
To work late into the night, alluding to the time before electric lighting
- Can't judge a book by its cover
Cannot judge something primarily on appearance
- Caught between two stools
When someone finds it difficult to choose between two alternatives
- Costs an arm and a leg
This idiom is used when something is very expensive
- Cross that bridge when you come to it
Deal with a problem if and when it becomes necessary, not before.
- Cry over spilt milk
When you complain about a loss from the past
- Curiosity killed the cat
Being inquisitive can lead you into an unpleasant situation
- Cut corners
When something is done badly to save money
- Cut the mustard [possibly derived from "cut the muster"]
To succeed; to come up to expectations; adequate enough to compete or participate
- Devil's Advocate
To present a counter argument
- Don't count your chickens before the eggs have hatched
This idiom is used to express "Don't make plans for something that might not happen".
- Don't give up the day job
You are not very good at something. You could definitely not do it professionally
- Don't put all your eggs in one basket
Do not put all your resources in one possibility

- Drastic times call for drastic measures
When you are extremely desperate you need to take drastic actions
- Elvis has left the building
The show has come to an end. It's all over
- Every cloud has a silver lining
Be optimistic, even difficult times will lead to better days
- Far cry from
Very different from
- Feel a bit under the weather Meaning: Feeling slightly ill
- Give the benefit of the doubt
Believe someone's statement, without proof
- Hear it on the grapevine
This idiom means 'to hear rumours' about something or someone
- Hit the nail on the head
Do or say something exactly right
- Hit the sack / sheets / hay To go to bed
- In the heat of the moment
Overwhelmed by what is happening in the moment
- It takes two to tango
Actions or communications need more than one person
- Jump on the bandwagon
Join a popular trend or activity
- Kill two birds with one stone
This idiom means, to accomplish two different things at the same time
- Last straw
The final problem in a series of problems
- Let sleeping dogs lie
Meaning - do not disturb a situation as it is - since it would result in trouble or complications
- Let the cat out of the bag
To share information that was previously concealed
- Make a long story short
Come to the point - leave out details
- Method to my madness
An assertion that, despite one's approach seeming random, there actually is structure to it
- Miss the boat
This idiom is used to say that someone missed his or her chance
- Not playing with a full deck Someone who lacks intelligence
- Off one's rocker
Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile
- On the ball
When someone understands the situation well
- Once in a blue moon Meaning: Happens very rarely
- Picture paints a thousand words
A visual presentation is far more descriptive than words

- Piece of cake
A job, task or other activity that is easy or simple
- Put wool over other people's eyes
This means to deceive someone into thinking well of them
- See eye to eye
This idiom is used to say that two (or more people) agree on something
- Sit on the fence
This is used when someone does not want to choose or make a decision
- Speak of the devil!
This expression is used when the person you have just been talking about arrives
- Steal someone's thunder
To take the credit for something someone else did
- Take with a grain of salt
This means not to take what someone says too seriously
- Taste of your own medicine
Means that something happens to you, or is done to you, that you have done to someone else
- To hear something straight from the horse's mouth
To hear something from the authoritative source
- Wouldn't be caught dead
Would never like to do something

Check Your Progress:

Exercise-

Out of four alternatives given for idioms/phrases underlined in the following sentences, choose the one which expresses the meaning of the idiom/phrase:

1. A fair weather friend always tries to fish in troubled waters of his friends and benefactors.
 - A. To borrow money
 - B. To steal belongings of
 - C. To get benefit in bad situation
 - D. To extend a helping hand
2. His arrogant behaviour with others has left him high and dry.
 - A. To be penniless
 - B. To be very sick
 - C. To be very famous
 - D. Isolated
3. All the residents of the colony painted the town red on the eve of festival.
 - A. To white wash buildings
 - B. To renovate buildings
 - C. To celebrate noisily in public place
 - D. To create nuisances

4. The chairman **pulled a long face** when the house did not accept the suggestions put forth by him.
- A. To look disappointed
 - B. To get annoyed
 - C. To be agitated
 - D. To make a quarrel
5. The **fair and square** policy of the chairman of the committee has made him very popular among the residents of the town.
- A. Clever and deceitful
 - B. Honest
 - C. Ambiguous
 - D. Relevant and practical

Answers

- 1. C
- 2. D
- 3. C
- 4. A
- 5. B

Interesting Quote...

“The hardest portion of English, I must say it: Idioms.” - Flula Borg.

8.3 ANALOGIES

- o Many analogies are so useful that they are part of everyday speech. These are often known as figures of speech or idioms. Each analogy below makes a comparison between two things:
- o Finding a good man is like finding a needle in a haystack: As Dusty Springfield knows, finding a small needle in a pile of hay takes a long time, so the task at hand is likely to be hard and tedious.
- o That’s as useful as rearranging deck chairs on the Titanic: It looks like you’re doing something helpful but really it will make no difference in the end.
- o Explaining a joke is like dissecting a frog. You understand it better but the frog dies in the process: E.B White’s famous analogy shows that sometimes it’s better not to know too much.
- o That movie was a roller coaster ride of emotions: While you’re not flying through the air, the twists, turns and surprises of a movie plot can leave you feeling like you’ve been through quite an experience.

- o Life is like a box of chocolates - you never know what you're gonna get: An often-used analogy from Forrest Gump shows that life has many choices and surprises, just like a box of chocolates.
- o Writers use many forms of analogies in their work to make a comparison that is memorable and helps the reader better understand their point. Consider these examples of analogies from famous writers and public figures:
- o "I am to dancing what Roseanne is to singing and Donald Duck to motivational speeches. I am as graceful as a refrigerator falling down a flight of stairs." - Leonard Pitts, "Curse of Rhythm Impairment" Miami Herald, Sep. 28, 2009.
- o "If you want my final opinion on the mystery of life and all that, I can give it to you in a nutshell. The universe is like a safe to which there is a combination. But the combination is locked up in the safe." Peter De Vries, Let Me Count the Ways.
- o "Writing a book of poetry is like dropping a rose petal down the Grand Canyon and waiting for the echo." - Don Marquis.
- o "They crowded very close about him, with their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was there. It was like men handling a fish which is still alive and may jump back into the water." - George Orwell, "A Hanging."
- o "Withdrawal of U.S. troops will become like salted peanuts to the American public; the more U.S. troops come home, the more will be demanded." - Henry Kissinger in a Memo to Pres-ident Richard Nixon.
- o "... worrying is as effective as trying to solve an algebra equation by chewing bubble gum."
- Baz Luhrmann, "Everybody's Free (to Wear Sunscreen)."
- o "Dumb gorgeous people should not be allowed to use literature when competing in the pick-up pool. It's like bald people wearing hats" - Matt McGrath from the movie Broken Hearts Club.

Examples of Word Analogies

You will find word analogies, or verbal analogies, used in standardized tests and sometimes in job interviews where you must show the relationship between two objects or concepts using logic and reasoning. These analogies are set up in a standard format.

For example:

- tree : leaf :: flower : petal
- This analogy is read aloud as:
- Tree is to leaf as flower is to petal.

This analogy highlights the relationship between the whole (a tree and a flower) and its parts (a leaf and a petal). On tests of logic, one portion of the analogy is left blank and students are left to choose an answer that makes sense to complete the comparison.

For example:

- dog : puppy :: cat : _____

To solve the analogy, you must first determine the relationship between dog and puppy. Once you realize that a puppy is a baby dog, you can find the corresponding relationship for a cat. A baby cat is a kitten, so the completed analogy is

- Dog : puppy :: cat : kitten

Though there is no limit to the possibilities when it comes to word analogies, here are some examples to familiarize your-self with the concept:

- hammer : nail :: comb : hair
- white : black :: up : down
- mansion : shack :: yacht : dinghy
- short : light :: long : heavy
- bees : hive :: bears : den
- speak : sing :: walk : dance
- chef : food :: sculptor : stone
- like : love :: dislike : hate

Check Your Progress:

Exercise –

Choose the correct word from the options below to complete the analogy:

Q 1: Moon: Satellite : : Earth : ?

- (a) Sun (b) Planet (c) Solar System (d) Asteroid

Q 2: Forecast: Future 2 : Regret 2 ?

- (a) Present (b) Atonement (c) Past (d) Sins

Q 3: Influenza: Virus : : Typhoid: ?

- (a) Bacillus (b) Parasite (c) Protozoa (d) Bacteria

Q 4: Fear: Threat 2 : Anger : ?

- (a) Compulsion (b) Panic (c) Provocation (d) Force

Q 5: Melt: Liquid 2 : Freeze: ?

- (a) Ice (b) Condense (c) Solid (d) Crystal

Q 6: Clock: Time : : Thermometer: ?

- (a) Heat (b) Radiation (c) Energy (d)

Temperature

Q 7: Muslims: Mosque : : Sikhs : ?

- (a) Golden Temple (b) Medina (c) Fire Temple (d) Gurudwara

Q 8: Paw: Cat : : Hoof : ?

- (a) Horse (b) Lion (c) Lamb (d) Elephant.

Answers

Q1: (b)

Q2: (c)

Q3: (d)

Q4: (c)

Q5: (c)

Q6: (d)

Q7: (d)

Q8: (a)

Interesting Quote...

“Analogies, it is true, decide nothing, but they can make one feel more at home.” - Sigmund Freud, The Essentials of Psycho-Analysis.

8.4 CLICHÉ

Cliché/s are basically expressions or ideas that have been overused to the point where they have almost lost their original meanings and serve only to annoy the reader. Cliché/s such as - best kept secret, expect the unexpected, the best just got better etc. – are common in slogans and advertisements. But it is always more effective to write something original.

Reasons for NOT using Cliché/s

Clichés are generally not acceptable in academic writing, though some may be real and effective in day-to-day conversation and less formal writing.

- Clichés are vague - It is always best to use the most accurate wording in order to present evidence and support arguments clearly. Specific facts and reasons make better evidence than overviews and common phrases.
- Clichés make writings and argument interchangeable with anybody else's - Ensure that arguments and writing are precise and specific to the writing task.
- Clichés appear to be boring - By using a cliché, you're telling your

reader that you lack originality, making them want to yawn and stop reading your paper.

- Clichés make you seem lazy - They are a hedge when you don't want to do creative and imaginative work.
- Clichés make you lose credibility - A reader will not rely on you as a confident source, if you can't come up with a better description than a cliché.
- Clichés are poor substitutes for actual evidence - Since clichés are not specific, they do not offer strong commentaries to prove a point. Ensure that meaningless phrases are eliminated of your paper.

List of Commonly Used Cliché –

a chip off the old block	barking up the wrong tree
a clean slate	bat out of hell
a dark and stormy night	be all and end all
a far cry	beat a dead horse
a fine kettle of fish	beat around the bush
a good/kind soul	bee in her bonnet
a loose cannon	been there, done that
a pain in the neck/butt	beggars can't be choosers
a penny saved is a penny earned	behind the eight ball
	bend over backwards
a tough row to hoe	benefit of the doubt
a word to the wise	bent out of shape
ace in the hole	best thing since sliced bread
ace up his sleeve	bet your bottom dollar
add insult to injury	better half
afraid of his own shadow	better late than never
against all odds	better mousetrap
air your dirty laundry	better safe than sorry
all fun and games	between a rock and a hard place
all in a day's work	beyond the pale
all talk, no action	bide your time
all thumbs	big as life
all your eggs in one basket	big fish in a small pond
all's fair in love and war	big cheese
all's well that ends well	big man on campus
almighty dollar	bigger they are the harder they fall
American as apple pie	bird in the hand
an axe to grind	birds and the bees
another day, another dollar	bird's eye view
armed to the teeth	birds of a feather flock together
as luck would have it	bite the bullet
as old as time	bite the dust
as the crow flies	bite the hand that feeds you

at my wits end	bitten off more than he can chew
avoid like the plague	black as coal
babe in the woods	black as pitch
back against the wall	black as the ace of spades
back in the saddle	blast from the past
back to square one	bleeding heart
back to the drawing board	blessing in disguise
bad to the bone	blind ambition
badge of honour	blind as a bat
bald faced liar	blind leading the blind
banging your head	blood is thicker than water
against a brick wall	blood, sweat and tears
ballpark figure	blow off steam
baptism by fire	blow your own horn
bark is worse than her bite	blushing bride
boils down to	cleanliness is next to godliness
bone to pick	clear as a bell
bored to tears	clear as mud
bored stiff	close to the vest
bottomless pit	cock and bull story
boys will be boys	cold shoulder
bright and early	come hell or high water
brings home the bacon	cost a king's ransom
broad across the beam	count your blessings
broken record	crack of dawn
bull by the horns	crash course
bull in a china shop	creature comforts
burn the midnight oil	cross that bridge when you come to it
burning the candle at both ends	cry her eyes out
burning question	cry like a baby
burst your bubble	cry me a river
bury the hatchet	crystal clear
busy as a bee	curiosity killed the cat
by hook or by crook	cut and dried
call a spade a spade	cut through the red tape
called onto the carpet	cut to the chase
calm before the storm	cute as a button
can of worms	cute as a puppy
can't cut the mustard	cuts to the quick
can't hold a candle to	dark before the dawn
case of mistaken identity	day in, day out
cat got your tongue	dead as a doornail
caught in the crossfire	devil is in the details
caught red-handed	dime a dozen
caught with his/her pants down	divide and conquer
chequered past	dog and pony show
chip on his/her shoulder	dog days
dog eat dog	easier said than done

dog tired
don't burn your bridges
don't count your chickens before
they're hatched
don't look a gift horse in the
mouth
don't rock the boat
don't step on anyone's toes
 don't take any wooden nickels
down and out
down at the heels
down in the dumps
down on his/her luck
down the hatch
down to earth
draw the line
dressed to kill
dressed to the nines
drives me up the wall
dull as dishwater
dyed in the wool
eagle eye
easy as pie
eat your heart out
eat your words
enough to piss off the Pope
ear to the ground
early bird catches the worm
earn his/her keep
get down and dirty
get his/her back up
get the lead out
get to the bottom of
get your feet wet
gets my goat
gilding the lily
give and take
go against the grain
go for broke
go the extra mile
go with the flow
goes without saying
good as gold
good deed for the day
good things come to those who
wait
good time was had by all
Greek to me

easy as 1-2-3
easy as pie
eleventh hour
even the playing field
every dog has its day

every fibre of my being
everything but the kitchen sink
eye for an eye
eyes in the back of her head
facts of life
fair weather friend
fan the flames
fall by the wayside
feast or famine
feather in his cap
feather your nest
few and far between
fifteen minutes of fame
filthy vermin
fine kettle of fish
fish out of water
fishing for a compliment
fit as a fiddle
fit the bill
fit to be tied
flat as a pancake
flip your lid
flog a dead horse
fly by night
fly the coop
follow your heart
for all intents and purposes
for the birds
for what it's worth
force of nature
force to be reckoned with
forgive and forget
fox in the henhouse
free and easy
free as a bird
fresh as a daisy
full steam ahead
fun in the sun
garbage in, garbage out

get a kick out of
get a leg up

green thumb	growing like a weed
green-eyed monster	grist for the mill
hair of the dog	it takes all kinds
hand to mouth	it takes one to know one
happy as a clam	ivory tower
hasn't a clue	Jack of all trades
have a nice day	jockey for position
have high hopes	jog your memory
haven't got a row to hoe	joined at the hip
have the last laugh	judge a book by its cover
head honcho	jump down your throat
hear a pin drop	jump in with both feet
heard it through the grapevine	jump on the bandwagon
heart's content	jump the gun
hem and haw	jump to conclusions
high and dry	just a hop, skip, and a jump
high and mighty	just the ticket
high as a kite	justice is blind
hit pay dirt	keep a stiff upper lip
hold your horses	keep an eye on
hold your tongue	keep it simple, stupid
hold your head up high	keep the home fires burning
hold your own	keep up with the Joneses
honest as the day is long	keep your chin up
horse of a different colour	keep your fingers crossed
hot under the collar	kick the bucket
beg to differ	kick up your heels
icing on the cake	kick your feet up
if the shoe fits	kid in a candy store
if the shoe were on the other foot	kill two birds with one stone
in a jam	kick his lights out
in a jiffy	kick the bucket
in a nutshell	kiss of death
in a pig's eye	knock his block off
in a pinch	lock it out of the park
in a word	knock on wood
in his/her element	knock your socks off
in hot water	know him from Adam
in the gutter	know the ropes
in the nick of time	know the score
in the thick of it	knuckle down
in this day and age	knuckle sandwich
in your dreams	knuckle under
it ain't over till the fat lady sings	labour of love
it goes without saying	land on your feet
it's a small world	lap of luxury
it's only a matter of time	last but not least
last-ditch effort	look down your nose

last hurrah	look what the cat dragged in
law of the jungle	looks like death warmed over
law of the land	lose your head
lay down the law	lose your temper
leaps and bounds	loud as a horn
let sleeping dogs lie	lounge lizard
letter perfect	loved and lost
let the cat out of the bag	luck of the draw
let the good times roll	luck of the Irish
let your hair down	make hay while the sun shines
let's talk turkey	make money hand over fist
lick your wounds	make my day
lies like a rug	make the best of a bad situation
life's a bitch	make the best of it
life's a grind	make your blood boil
light at the end of the tunnel	man of few words
lighter than a feather	man's best friend
lighter than air	mark my words
like clockwork	missed the boat on that one
like father like son	moment in the sun
like taking candy from a baby	moment of glory
like there's no tomorrow	moment of truth
lion's share	money to burn
live and learn	more power to you
live and let live	more than one way to skin a cat
long and short of it	movers and shakers
long lost love	naked as a jaybird
look before you leap	naked truth
not a minute's peace	neat as a pin
not playing with a full deck	needless to say
not the end of the world	neither here nor there
not in my backyard	never look back
not written in stone	never say never
nothing to sneeze at	nip and tuck
nothing ventured nothing gained	nip it in the bud
now we're cooking	no guts, no glory
off the top of my head	no love lost
off the wagon	no pain, no gain
off the wall	no skin off my back
older and wiser	no stone unturned
older than dirt	no time like the present
older than Methuselah	no use crying over spilled milk
old hat	nose to the grindstone
on a roll	not a hope in hell
on cloud nine	plain as the nose on your face
on his/her high horse	play by the rules
on pins and needles	play your cards right
on the bandwagon	playing the field

on the money
on the nose
on the rocks
on the spot
on the tip of my tongue
on the wagon
on thin ice
once bitten, twice shy
one bad apple doesn't spoil the bushel
one born every minute
one brick short
one foot in the grave
one in a million
one red cent
only game in town
open a can of worms
open the flood gates
opportunity doesn't knock twice over the hump
out of pocket
out of sight, out of mind
out of the frying pan into the fire
out of the woods
out on a limb
over a barrel
pain and suffering
panic button
par for the course
part and parcel
party pooper
pass the buck
patience is a virtue
pay through the nose
penny pincher
perfect storm
pig in a poke
pile it on
pillar of the community
pin your hopes on
pitter patter of little feet
plain as day
scared to death
second to none
see eye to eye
seen the light
seize the day
set the record straight

playing with fire
pleased as punch
plenty of fish in the sea
poor as a church mouse
pot calling the kettle black
pull a fast one
pull your punches
pulled the wool over his/her eyes
pulling your leg

pure as the driven snow
put one over on you
put the pedal to the metal
put the cart before the horse
put your best foot forward
put your foot down
quick as a bunny
quick as a lick
quick as a wink
quick as lightning
quiet as a dormouse
rags to riches
raining buckets
raining cats and dogs
rank and file
reap what you sow
red as a beet
red herring
reinvent the wheel
rich and famous
rings a bell
ripped me off
rise and shine
road to hell is paved with good intentions
rob Peter to pay Paul
roll over in the grave
rub the wrong way
running in circles
salt of the earth
scared out of his/her wits
scared stiff
stitch in time
stop and smell the roses
straw that broke the camel's back
strong as an ox
stubborn as a mule
stuff that dreams are made of

set your teeth on edge
sharp as a tack
shoot the breeze
shoot for the moon
shot in the dark
shoulder to the wheel
sick as a dog
sigh of relief
signed, sealed, and delivered
sink or swim
six of one, half a dozen of
another
skating on thin ice
slept like a log
slinging mud
slippery as an eel
slow as molasses in January
smooth as a baby's bottom
snug as a bug in a rug
sow wild oats
spare the rod, spoil the child
speak of the devil
spilled the beans
spinning your wheels
spitting image of
spoke with relish
spring to life
stands out like a sore thumb
squeaky wheel gets the grease
start from scratch
stick in the mud
still waters run deep
tough as nails
trials and tribulations
tried and true
trip down memory lane
twist of fate
two cents worth
two peas in a pod
ugly as sin
under his/her thumb
under the counter
under the gun
under the same roof
until the cows come home
unvarnished truth
up his sleeve
up the creek

stuffed shirt
sweating blood
sweating bullets
take a load off
take one for the team
take the bait
take the bull by the horns
take the plunge
takes one to know one
takes two to tango
the more the merrier

the real deal
the real McCoy
the red carpet treatment
the same old story
there is no accounting for taste
thick as a brick
thick as thieves
think outside of the box
third time's the charm
this day and age
this hurts me worse than it hurts you
this point in time
three sheets to the wind
three strikes against him/her
throw in the towel
tie one on
tighter than a drum
time and time again
time is of the essence
tip of the iceberg
to each his own
to the best of my knowledge
toe the line
tongue-in-cheek
too good to be true
too hot to handle
too numerous to mention
touch with a ten foot pole
work like a dog
world weary
worst nightmare
wrong side of the bed
yanking your chain
yappy as a dog
years young
you are what you eat

up to his ears in trouble	you can run, but you can't hide
uphill battle	you only live once
upper crust	young and foolish
upset the applecart	young and vibrant
.V for victory	you're the boss
vain attempt	wisdom of the ages
vain effort	wolf at the door
vanquish the enemy	words fail me
vested interest	waiting for the other shoe to drop
wakeup call	warm welcome
watching the clock	watch your p's and q's
watch your p's and q's	watch your tongue
weather the storm	water under the bridge
went belly up	when the cat's away
wet behind the ears	when the going gets tough,
weed them out	the tough get going
week of Sundays	white as a sheet
what goes around comes around	whole ball of wax
what you see is what you get	whole hog
when it rains, it pours	whole nine yards
when push comes to shove	wild goose chase
will wonders never cease?	

Check Your Progress:

- Better late than_____.
- Every cloud has a _____.
- Fall head over_____.
- Breathe a sigh of_____.
- All is fair in love and_____.
- When you have lemons, make _____.
- As old as the_____.
- Opposites_____.
- All's well that ends_____.
- Sent a shiver down my_____.
- All that glitters is not_____.
- The apple doesn't fall far from the_____.
- Ignorance is_____.
- Better safe than_____.
- Like father like_____.

Answers

Exercise -

- Better late than never.
- Every cloud has a silver lining.
- Fall head over heels in.
- Breathe a sigh of relief.

- All is fair in love and war.
- When you have lemons, make lemonade.
- As old as the hills.
- Opposites attract.
- All's well that ends well.
- Sent a shiver down my spine.
- All that glitters is not gold.
- The apple doesn't fall far from the tree.
- Ignorance is bliss.
- Better safe than sorry.
- Like father like son.

Interesting Quote...

"Attempting to get at truth means rejecting stereotypes and clichés."

- Harold Evans.

8.5 COLLOQUIALISMS

- English speakers use a variety of informal words and phrases that differ from region to region but are recognised by most native speakers. These words and phrases are called colloquialisms, which stems from the Latin word for 'conversation'.
- Colloquialisms are an important part of relaxed conversation (known as colloquial speech) but they should not be used in formal speech or writing. Most colloquialisms in the dictionary are labelled as 'informal' or with the abbreviation 'colloq'.

Examples –

- Man – fella, dude, fellow, chap, guy, geezer, gent and bloke
- Money – dosh, loot, dough, readies, bread, moolah, lolly

Key Points

- Use colloquialisms to portray a relaxed image.
- Colloquialisms can be viewed as unprofessional or inappropriate if used in formal situations.
- Colloquialisms will be a piece of cake for your fellow countrymen but potential gibberish for an international audience

Examples of Common Colloquialisms

Here are some examples of colloquialisms:

- Wad
(a lot of money)
- Coke

- (cocaine)
- The old geezer had a shooter pointing at me. (The old man had a gun pointing at me.)
- He earns a packet.
(He earns a lot of money.)
- Knock yourself out.
(Do whatever you like or help yourself.)

More about Colloquialisms

Often, a colloquialism will mean something other than its literal meaning, making it an idiom. A colloquialism will be understood by nearly all of one's fellow countrymen. This differentiates colloquialisms from slang and jargon, which refer to words used in specific regions or in certain groups (e.g., the police, teenagers).

Slang and jargon can often hamper understanding, but a colloquialism won't. A colloquialism will, however, tell your readers that you're being informal. Let's look at some words for cigarettes:

- **Fags**
(Fags is a colloquialism. Every British person would know what fags means, but they would only use fags in an informal setting.)
- **Snout**
(Snout is a word used by prisoners. It is an example of jargon as opposed to a colloquialism. Not everyone would know what snout means. Of interest, snout derives from the days when tobacco (known as snuff) was snorted through the nose.)
- **Durrie**
(Durrie is used by Australians. As most Brits don't know what a Durrie is, it is an example of regional slang (or a regionalism) as opposed to a colloquialism. Of interest, Durrie is short for "Bull Durham", which was an old brand of rolling tobacco. As all Australians know what a Durrie is, Durrie is a colloquialism in Australia.)

Often, a colloquialism will mean something other than its literal meaning, making it an idiom.

The term colloquial language, rather unhelpfully, refers to ordinary natural language. Colloquial language may contain some colloquialisms but not necessarily. The term is used more to describe what the text doesn't contain (e.g., difficult or specialist words) rather than what it does.

When Should One Use Colloquialisms?

Using colloquialisms can be useful if you want to portray a relaxed image (either for yourself in a work scenario or for a character in your story). Bear in mind though that using colloquialisms in formal correspondence could be viewed as unprofessional or inappropriate.

Remember that many colloquialisms have nothing to do with their literal meanings, and, given how common some colloquialisms are, this can be

easily forgotten by native speakers.

Colloquialisms with non-literal meanings are often not understood by non-native speakers (who probably won't be helped by a dictionary). Therefore, when communicating internationally, raise your alertness for colloquialisms and avoid them.

Check Your Progress:

Exercise –

Pick up the Ahmedabad Mirror of the past three days. Go through all the news stories and check if you can see usage of any colloquialisms.

Interesting Quote...

“I have laboured to refine our language to grammatical purity, and to clear it from colloquial barbarisms, licentious idioms, and irregular combinations.”

- 1750-2 In The Rambler.

8.6 ABBREVIATIONS

- Abbreviations are shortened forms of words or lengthy phrases. One can find them in almost every discipline and area of life; from commonly used abbreviations in names or titles, such as Mr. for Mister or Pres. for President, to less commonly used abbreviations, such as the short version of the word abbreviation itself, which is abbr.
- There is more than one type of abbreviation. An acronym is a new word created from the initial letters of a long name or phrase, for example, NATO (North Atlantic Treaty Organization). An initialism is where a long phrase is abbreviated to its initial letters but the letters are pronounced individually, not spoken as a word - for example, FBI (Federal Bureau of Investigation). An initialism can be considered a type of acronym.
- The U.S. is itself a well-established abbreviation, as are the shortened forms of the 50 states, like NY for New York. As you will see in the following list of commonly used abbreviations they exist in all areas of life from medicine to military and geography to baking.

Common Abbreviations

Everyday Use

Written and verbal communication often includes these abbreviations:

Approx.	Approximately
Apt	Appointment
Apt	Apartment

A.S.A.P.	as soon as possible
B.Y.O.B.	bring your own bottle, used for parties where guests are expected to bring their own drinks or restaurants that don't sell alcohol.
c/o	care of, used when sending mail to someone who's not at their usual address
dept	Department
est	Established
E.T.A.	estimated time of arrival
E.T.D.	estimated time of departure
E.O.D.	end of day
min	minute or minimum
Mr.	Mister
Mrs	Mistress (pronounced Missus)
No	Number
R.S.V.P.	Répondez, s'il vous plait, this initialism comes from the French for "please reply." It's used on invitations to parties and events and is intended (as it says) to be responded to with a "yes, we will attend," or "no, we will not."
tel.	Telephone
temp	temperature or temporary
vet	veteran or veterinarian
vs	Versus
DND	do not disturb
'cos	Because
Ain't	is not
Gonna	Going to
Wanna	Want to

Cooking and Baking

Abbreviations used in measurements for cooking and baking:

tsp or t	teaspoon/teaspoons
tbs, tbsp or T	tablespoon/tablesps
C	cup/ cups
gal	Gallon
lb	pound/pounds
pt	Pint
qt	quart

Map Locations

If one wants to find one's way around, one had better know the location abbreviations such as:

Ave. – Avenue	Blvd. – Boulevard	Cyn. – Canyon	Dr. – Drive
Ln. – Lane	Rd. – Road	St. – Street	E – east
N – north	NE – northeast	NW – northwest	S – south
SE – southeast	SW – southwest	W – west	

Academic and Job Titles

Abbreviations often show up in describing academic and job titles. For example:

BA – Bachelor of Arts	BS – Bachelor of Science
BCom – Bachelor of Commerce	BE – Bachelor of Engineering
MA – Master of Arts	M.PHIL or MPHIL – Master of Philosophy
PA – Personal Assistant	MD – Managing Director
VP – Vice President	SVP – Senior Vice President
EVP – Executive Vice President	CMO – Chief Marketing Officer
CFO – Chief Financial Officer	CEO – Chief Executive Officer

Social Media

The advent of the internet brought about a whole new range of abbreviations into our daily lives. For the sake of brevity, our texts, tweets, and chats are now made up of many innovative abbreviations. For example:

ACE – a cool experience	AD – awesome dude
AFAIK – as far as I know	AFK – away from keyboard
ANI – age not important	BRB – be right back
CUL – see you later	CWYL – chat with you later
IRC – if I recall/remember correctly	IQ – ignorance quotient
OL – laugh out loud	NP – no problem
ROFL – rolling on the floor laughing	TY – thank you
WC – wrong conversation	TTYL – talk to you later
TC – take care	BTW – by the way

These are just a handful of innumerable abbreviations that are used online and on our phones.

Understanding Latin-based Abbreviations

- Looking at Latin, the root of much of the English language is a good way to decipher abbreviations. The most common abbreviations that we use in day-to-day life are derived from this ancient language. For example:
- AM/PM - AM, which we use to denote morning, is an abbreviation for ante meridiem (before noon), and PM stands for post

meridiem (after noon).

- AD - The era in which we live, AD, is actually an abbreviation for Anno Domini, or “The Year of Our Lord.”
- Latin has also gifted us with other abbreviations we use so frequently that, at times, we forget what they stand for. For instance:

e.g. – You will often see the abbreviation e.g. before someone gives an example. It stands for *exempli gratia*, which means, “example given.”

etc. – “Etc.,” often seen at the end of long lists, is short for *et cetera*, which means “and other things.”

i.e. – Another popular abbreviation we use in daily life, i.e. stands for *id est*, meaning, “that is.”

n.b. – This is sometimes written at the end of a communication that needs special attention. It stands for *nota bene*, which means “take notice,” or “note well.”

P.S. – At the end of a letter or email, people will often add a P.S. to include an additional comment or thought. It is short for *post script*, which means “written after.”

viz – Another Latin abbreviation you may see is “viz”, which is short for *videlicet*, meaning “namely.”

Abbreviations Save Time

Abbreviations are a common part of our lives, they save us time and space in our written communication. In other words, almost anything one wants to do, from official documents to text messages, will require one to know an abbreviation or two. Remember that although an abbreviation usually consists of a letter or group of letters taken from a word or phrase, that’s not always the case, especially in the case of measurements.

Check Your Progress:

Exercise –

Pick up today’s Ahmedabad Mirror, Times of India and India Express. Go through all the news stories and advertorials and identify usage of shortened forms.

Interesting Quote...

“In the Olympics, they all talk in acronyms all the time. You spend most of the meeting trying to work out what the acronym meant. By the time you’ve done that it’s time for the next meeting.”

- Danny Boyle, director and producer, known for Slumdog Millionaire, who served as artistic director for the opening ceremony of the 2012 London Summer Olympic Games.

8.7 SLANG

- Slang is frequently used in informal speech or sometimes in works of fiction. It basically replaces conventional words for things that are familiar, but possibly uncomfortable to the speaker and includes words that are considered taboo in most contexts. Slang words are labelled as ‘slang’ in dictionaries. Different slang words are adopted by different groups of speakers – especially teenagers. They vary across small geographical areas and frequently over time.
- Some slang terms are used so often that they become universal – the slang word ‘cool’ for instance which means ‘fashionable’ or ‘great’. Moreover with the widespread use of social media – slang is a part and parcel of everyday posts.
- New slang words are invented all the time, and existing slang words often change their meanings from one generation to the next. For instance the slang term ‘busted’ used to refer to something that was broken. The term then evolved to describe what happened when someone was caught doing something wrong. In modern slang the term is sometimes used to refer to an unattractive person. Existing slang words are also often combined to form new ones. For example –
- Chillin’ + Relaxin’ = Chillaxin’ (Meaning – Taking a break)
Friend + Enemy = Frenemy (Meaning – Someone who is a friend but who also acts in a hostile way)
- Another variation of slang is ‘Rhyming Slang’. Also known as Cockney rhyming slang as it has originated from the East End of London in the nineteenth century. It is formed by replacing a common word with a phrase that rhymes with it/. Often the rhyming part of this phrase is then removed, so the resulting slang term bears little or no resemblance to the original common word. The word ‘phone’ for example, is translated into rhyming slang as ‘dog and bone’ which is often shortened to ‘dog’.

List of Commonly Used Slang Words

Some of the popular slang words which find a place in our daily conversation include:

- Awesome – Incredible, very good
- Bummed – Depressed
- Chick – Girl/woman
- Chillin’ – Being calm and relaxed
- Epic fail – A failure of huge proportions
- Feral – Unpleasant
- Gross – Repulsive
- Hard-core – Intense
- Hater – An angry or jealous person

- Hissy fit – Tantrum
- Hot – Attractive
- Lame – Unfashionable, of poor quality
- My bad – It was my mistake
- Noob – Someone unfashionable, a newcomer
- Sick – Very bad
- Sweet – Excellent, very good
- Tool – Someone stupid
- Bee’s knees – Something excellent, someone who loves himself
- Quid – Money
- Grand – Thousand
- DIY – Do It Yourself, home improvements
- Telly/the Box/Electronic Fireplace – Television
- Lost the plot – Gone mad, or no idea what’s going on
- Skiving/Bunking/Pull a sickie – Avoiding work or school
- Dossing – Lazing around doing nothing
- Not fussed – Not bothered
- Killing me – Hurting me
- Chap/Bloke/Guy – A man
- Mobile – Cell phone
- Bits and bobs – A collection of small things
- Gutted – Describes feelings of devastation
- Nicked/Pinched/Filched/Pilfered – Stolen
- Dodgy – Unreliable
- Chuffed – Really pleased about something
- Blimey – An exclamation used when you’re commenting on something remarkable
- Ace – Someone who is particularly good at something
- Veg – Vegetables
- Jackets – Potatoes baked with their skins on
- Roasties – Roasted potatoes
- Sarnie – Sandwich
- Bickie – A biscuit
- Choccie bickie – Chocolate biscuit
- Grab a bite/Go for grub – Going to eat
- Cuppa/Brew – Tea, coffee
- Miffed – A bit annoyed or put out about something
- Kip – A short sleep usually taken during the day for a brief rest
- Local rag – The poor quality of stories typically covered in local newspapers
- See ya – Bye
- Taking the mickey – Taking liberties with people at their expense, or teasing them
- Arm and a leg – Extremely expensive
- Shattered/Knackered/Done in – Extremely tired or tired to the point of exhaustion
- Stuffed/Fit to burst – To be full of food to the point at which you can eat no more

Check Your Progress:

Exercise –

Please write down the meanings of the following slang words:

1. Busted (it has three meanings)
2. Cool
3. Bummed
4. Feral
5. Quid
6. Bees' knees
7. Dossing
8. Gutted
9. Jackets
10. Arm and a leg
11. Fit to burst

Interesting Quote...

“She wanted more, more slang, more figures of speech, the bee’s knees, the cats pyjamas, horse of a different colour, dog-tired, she wanted to talk like she was born here, like she never came from anywhere else” - Jonathan Safran Foer, Extremely Loud and Incredibly Close.

8.8 JARGON

Jargon refers to the specialized language of a professional or occupational group. While this language is often useful or necessary for those within the group, it is usually meaningless to outsiders. Some professions have so much jargon of their own that it has its own name; for example, lawyers use legalese, while academics use ‘academese’. Jargon is also sometimes known as lingo or argot. A passage of text that is full of jargon is said to be ‘jargony’.

Key Takeaways

- Jargon is the complex language used by experts in a certain discipline or field. This language often helps experts communicate with clarity and precision.
- Jargon is different from slang, which is the casual language used by a particular group of people.
- Critics of jargon believe such language does more to obscure than clarify; they argue that most jargon can be replaced with simple, direct language without sacrificing meaning.

Supporters of jargon believe such language is necessary for navigating the intricacies of certain professions. In scientific fields, for instance, researchers explore difficult subjects that most laypeople would not be able to understand. The language the researchers use must be precise because they are dealing with complex concepts (molecular biology, for example, or nuclear physics) and simplifying the language might cause confusion or create room for error.

In “Taboo Language,” Keith Allan and Kate Burridge argue that this is the case:

“Should jargon be censored? Many people think it should. However, close examination of jargon shows that, although some of it is vacuous pretentiousness...its proper use is both necessary and unobjectionable.”

Critics of jargon, however, say such language is needlessly complicated and in some cases even deliberately designed to exclude outsiders. American poet David Lehman has described jargon as “the verbal sleight of hand that makes the old hat seem newly fashionable.” He says the language “gives an air of novelty and specious profundity to ideas that, if stated directly, would seem superficial, stale, frivolous, or false.”

In his famous essay “Politics and the English Language,” George Orwell argues that obscure and complex language is often used to “make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind.”

List of Some Common Jargon Words

Jargon can be found in a variety of fields, from law to education to engineering. Some examples of jargon include:

1. **Due diligence:** A business term, “due diligence” refers to the research that should be done before making an important business decision.
2. **AWOL:** Short for “absent without leave,” AWOL is military jargon used to describe a person whose whereabouts are unknown.
3. **Hard copy:** A common term in business, academia, and other fields, a “hard copy” is a physical printout of a document (as opposed to an electronic copy).
4. **Cache:** In computing, “cache” refers to a place for short-term memory storage.
5. **Dek:** A journalism term for a subheading—usually one or two sentences long—that provides a brief summary of the article that follows.
6. **Stat:** This is a term, usually used in a medical context that means “immediately.” (As in, “Call the doctor—stat!”)

7. **Phospholipid bilayer:** This is a complex term for a layer of fat molecules surrounding a cell. A simpler term is “cell membrane.”
8. **Detritivore:** A detritivore is an organism that feeds on detritus, or dead matter. Examples of detritivores include earthworms, sea cucumbers, and millipedes.
9. **Holistic:** Another word for “comprehensive” or “complete,” “holistic” is often used by educational professionals in reference to curriculum that focuses on social and emotional learning in addition to traditional lessons.
10. **Magic bullet:** This is a term for a simple solution that solves a complex problem. (It is usually used derisively, as in “I don’t think this plan you’ve come up with is a magic bullet.”)
11. **Best practice:** In business, a “best practice” is one that should be adopted because it has proven its effectiveness.

Check Your Progress:

Exercise –

Pick up the Ahmedabad Mirror of the past three days. Go through all the news stories and identify phrases that fit the definition of jargon which you have understood in this section.

Interesting Quote...

“People say jargon is a bad thing, but it’s really a shortcut vocabulary professionals use to understand one another.” - Erin McKean.

A GOOD BLOG

<https://www.mediacollege.com/journalism/news/write-stories.html> **How to Write a News Story**

Here’s something very few people realise: Writing news stories isn’t particularly difficult. It does take practice and not everyone will be an expert but if you follow the guidelines below you should be able to create effective news items without too much stress.

The Five “W”s and the “H”

This is the crux of all news - you need to know five things:

Who? What? Where? When? Why? How?

Any good news story provides answers to each of these questions. You must drill these into your brain and they must become second nature.

For example, if you wish to cover a story about a local sports team entering a competition you will need to answer these questions:

Who is the team? Who is the coach? Who are the prominent players?

Who are the supporters? What sport do they play? What is the competition?
Where is the competition? Where is the team normally based?
When is the competition? How long have they been preparing? Are there any other important time factors?
Why are they entering this particular competition? If it's relevant, why does the team exist at all?
How are they going to enter the competition? Do they need to fundraise?
How much training and preparation is required? What will they need to do to win?

The Inverted Pyramid

- This refers to the style of journalism which places the most important facts at the beginning and works "down" from there. Ideally, the first paragraph should contain enough information to give the reader a good overview of the entire story. The rest of the article explains and expands on the beginning.
- A good approach is to assume that the story might be cut off at any point due to space limitations. Does the story work if the editor only decides to include the first two paragraphs? If not, re-arrange it so that it does.

The same principle can apply to any type of medium.

More Tips

It's About People

News stories are all about how people are affected. In your sports story, you might spend sometime focusing on one or more individuals, or on how the team morale is doing, or how the supporters are feeling.

Have an Angle

Most stories can be presented using a particular angle or "slant". This is a standard technique and isn't necessarily bad - it can help make the purpose of the story clear and give it focus.

Examples of angles you could use for your sports story:

"Team Tackles National Competition"
"Big Ask for First-Year Coach"
"Local Team in Need of Funds"

Keep it Objective

You are completely impartial. If there is more than one side to the story, cover them all. Don't use "I" and "me" unless you are quoting someone. Speaking of quoting...

Quote People

For example: "We're really excited about this competition," says coach Bob Dobalina, "It's the highest target we've ever set ourselves".

Don't Get Flowery

Keep your sentences and paragraphs short. Don't use lots of heavily descriptive language. When you've finished, go through the entire story and try to remove any words which aren't completely necessary.

8.9 KEY WORDS

Idiom	An idiom is an expression that takes on a figurative meaning when certain words are combined, which is different from the literal definition of the individual words.
Analogies	Figures of speech used to describe what something is by relating that thing to another thing and identifying similarities.
Cliché/s	A nineteenth century borrowed word from the French which refers to a saying or expression that has been so overused that it has become boring and unoriginal.
Colloquialism	A familiar expression used mostly in informal speech. A colloquialism is usually acceptable in everyday conversation but not in formal writing.
Abbreviations	Short forms of commonly used words.
Slang	Words that aren't usually taught within formal English courses, but that one can hear all around us when we're conversing with native speakers.
Jargon	It is the technical vocabulary that is used by a particular profession. Jargon is usually meaningless to those outside the profession but enables those within it to refer to things precisely and without explanation.

8.10 LET US SUM UP

- There are many devices to add spice to one's writing like idioms, analogies, cliché, colloquialism, abbreviations, slang and jargon.
- Of these, the ones which must be totally avoided by journalists are colloquialism, slang and jargon. While some devices which may be sparingly used include – idioms and cliché
- Abbreviations can be used subject to the commonality of the same. Analogies too may be deployed in stories of human interest.

Useful Link

- <https://www.youtube.com/watch?v=fbpTx5X7kOE>
- (4 Common Clichés to Avoid in your Writing)

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:: STRUCTURE::**9.0 Introduction****9.1 Learning Objectives****9.2 Meaning and Functions of Figures of Speech****9.3 Commonly Used Figures of Speech****9.4 A Quick Look at Types of Figures of Speech****9.5 Key Words****9.6 Let Us Sum Up****9.7 Reference**

9.0 INTRODUCTION

A figure of speech is a rhetorical device that achieves a special effect by using words in a distinctive way. Though there are hundreds of figures of speech, here we'll focus on the commonly used ones.

You'll probably remember many of these terms from your English classes. Figurative language is often associated with literature and with poetry in particular. Whether we're conscious of it or not, we use figures of speech every day in our own writing and conversations.

For example, common expressions such as “falling in love,” “racking our brains,” and “climbing the ladder of success” are all metaphors—the most prevalent figure of speech of all. Likewise, we rely on similes when making explicit comparisons (“light as a feather”) and hyperbole to emphasize a point (“I'm starving!”).

In this unit we will understand how to use figures of speech to make an effective impact on our readers.

9.1 LEARNING OBJECTIVES

- There are certain things which are recommended in order to improve one's writing. Some of them are:
 1. Having a proper writing voice
 2. Having some personality
 3. Using emotive language
- This unit will be dealing with - figures of speech - an element of grammar that achieves all three of the above recommendations in an excellent manner.

On Completion of this Unit

- You will be able to understand the meaning of a figure of speech.
- You will be able to grasp the functions of the figures of speech.
- You will get a bird's eye view of the various types of figures of speech.
- You will understand the popular figures of speech.
- You will be able to write an effective and reader-friendly story deploying catchy figures of speech.

9.2 MEANING AND FUNCTIONS OF FIGURES OF SPEECH

Figures of speech are useful language tools that provide the writer with an opportunity to persuade, emphasise, impress or create a mental image. Words and phrases are used out of their literal contexts to create different, heightened effects.

For instance - when a person claims to be 'starving' he is unlikely to be dying of hunger; he is simply very hungry

A figure of speech is a literary device in which language is used in an unusual—or "figured"—way in order to produce a stylistic effect.

Some additional key details about figures of speech:

- The ancient Greeks and Romans exhaustively listed, defined, and categorized figures of speech in order to better understand how to effectively use language. The names of most figures of speech derive from the original Greek or Latin.
- Figures of speech that play with the literal meaning of words are termed tropes, while figures of speech that play with the order or pattern of words are termed schemes.
- Figures of speech can take many forms. A figure of speech can involve a single word, a phrase, an omission of a word or phrase, a repetition of words or sounds, or specific sentence structures.

Examples and Explanations:

- a) Catherine carefully combined cold coffee, cake and kiwi fruit (Alliteration)
- b) Maya is as plump as a peach, but she moves like a ballerina (Simile)
- c) Radha's cheeks are sun-blushed apples (Metaphor)
- d) Nilesh has ample proportions – meaning he is overweight (Euphemism)
- e) Veena gave me her measurements as a round figure (Pun)
- f) Vedant said he could eat a rhinoceros (Hyperbole)
- g) The food called to her (Personification)
- h) The cake looked terribly tasty (Oxymoron)
- i) Deepak burped noisily (Onomatopoeia)
- j) She ate the pie; she ate the cake; she ate the kiwi fruit (Anaphora)
- k) I admired his charming table manners – he had poor manners (Irony)
- l) Ravi said he had enjoyed his light lunch (Understatement)

Check Your Progress:

Exercise-

Select any best seller novel for this exercise. Go through it and identify phrases/sentences carrying probable figures of speech.

Interesting Quote...

“No. See, when you throw up you're vomiting, but when you throw down you're starting a fight, as in throwing down the gauntlet.”

“Ohhhh,” he said. “I thought you were speaking literally.”

“I do beg your pardon. Let's literally throw up, but figuratively throw down.”

- Kevin Hearne, Hexed.

9.3 COMMONLY USED FIGURES OF SPEECH

Using original figures of speech in our writing is a way to convey meanings in fresh, unexpected ways. They can help our readers understand and stay interested in what we have to say.

Here's presenting a brief description of the commonly used 20 figures of speech -

1. **Alliteration:** The repetition of an initial consonant sound.
Example: She sells seashells by the seashore.
2. **Anaphora:** The repetition of the same word or phrase at the beginning of successive clauses or verses.

Example: Unfortunately, I was in the wrong place at the wrong time on the wrong day.

3. **Antithesis:** The juxtaposition of contrasting ideas in balanced phrases.

Example: As Abraham Lincoln said, “Folks who have no vices have very few virtues.”

4. **Apostrophe:** Directly addressing a non-existent person or an inanimate object as though it were a living being.

Example: “Oh, you stupid car, you never work when I need you to,” Biren sighed.

5. **Assonance:** Identity or similarity in sound between internal vowels in neighbouring words.

Example: How now, brown cow?

6. **Chiasmus:** A verbal pattern in which the second half of an expression is balanced against the first but with the parts reversed.

Example: The famous chef said people should live to eat, not eat to live.

7. **Euphemism:** The substitution of an inoffensive term for one considered offensively explicit.

Example: “We’re teaching our toddler how to go potty,” Maya said.

8. **Hyperbole:** An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.

Example: I have a ton of things to do when I get home.

9. **Irony:** The use of words to convey the opposite of their literal meaning; also a statement or situation, where the meaning is contradicted by the appearance or presentation of the idea.

Example: “Oh, I love spending big bucks,” said my dad, a notorious penny pincher.

10. **Litotes:** A figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite.

Example: A million dollars is no small chunk of change.

11. **Metaphor:** An implied comparison between two dissimilar things that have something in common.

Example: “All the world’s a stage.”

Did You Know?

Figures of speech are also known as figures of rhetoric, figures of style, rhetorical figures, figurative language, and schemes.

12. **Metonymy:** A figure of speech in a word or phrase is substituted for another with which it's closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.
Example: "That stuffed suit with the briefcase is a poor excuse for a salesman," the manager said angrily.
13. **Onomatopoeia:** The use of words that imitate the sounds associated with the objects or actions they refer to.
Example: The clap of thunder went bang and scared my poor dog.
14. **Oxymoron:** A figure of speech in which incongruous or contradictory terms appear side by side.
Example: "He popped the jumbo shrimp in his mouth."
15. **Paradox:** A statement that appears to contradict itself.
Example: "This is the beginning of the end," said Ira, always the pessimist.
16. **Personification:** A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.
Example: That kitchen knife will take a bite out of your hand if you don't handle it safely.
17. **Pun:** A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.
Example: Jennifer looked up from her breakfast and said, "A boiled egg every morning is hard to beat."
18. **Simile:** A stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.
Example: Raviraj was white as a sheet after he walked out of the horror movie.
19. **Synecdoche:** A figure of speech in which a part is used to represent the whole.
Example: Tina is learning her ABC's in preschool.
20. **Understatement:** A figure of speech in which a writer or speaker deliberately makes a situation seem less important or serious than it is.
Example: "You could say Babe Ruth was a decent ballplayer," the reporter said with a wink.

Figures of speech make up a huge portion of the English language,

making it more creative, more expressive, and just more interesting! Many have been around for hundreds of years-some even thousands-and more are added to our language essentially every day. In general, the purpose of a figure of speech is to lend texture and colour to your writing. (This is itself a figure of speech, since figures of speech don't actually change the colours or textures on the page!) For instance, metaphors allow you to add key details that make the writing more lively and relatable; irony, on the other hand, makes the writing seem much more informal and youthful (although it can have the opposite effect when misused!); and idioms allow a writer to draw on a rich cultural tradition and express complex ideas in a short space.

Check Your Progress:

Exercise-1

Please read the following sentences and identify the figure of speech. Options are: Metaphor, Simile, Oxymoron, Antithesis, Personification, Hyperbole and Apostrophe –

- The camel is the ship of the desert.
- Death lays its icy hands on Kings.
- Hamlet! Thou has cleft my heart in twain.
- Death! Where is thy sting? O grave! Where is thy victory?
- Life is as tedious as a twice-told tale.
- Variety is the spice of life.
- Pride goeth forth on horseback, grand and gay
- Solitude! Where are the charms that sages have seen in thy face?
- Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.
- Many are called, few are chosen

Exercise-2

Please read the following sentences/phrases and identify the figure of speech. Options are: Alliteration, Anaphora, Assonance, Euphemism, Hyperbole, Irony, Metaphor, Onomatopoeia, Oxymoron, Personification, Simile, Synecdoche and Understatement –

1. She sells seashells.
2. I came, I saw, I conquered. - Julius Caesar
3. A - For the rare and radiant maiden whom the angels named Lenore. (Poe)
4. A little thin on top
5. I've told you to stop a thousand times.
6. "How nice!" she said, when I told her I had to work all weekend.
7. Heart of stone
8. Whoosh
9. Peace force
10. The flowers nodded.
11. As slippery as an eel

12. Wheels
13. It's just a scratch - referring to a large dent.
14. Walter wondered where Winnie was.
15. Mad world! Mad kings! Mad composition! - King John II, William Shakespeare
16. E - Therefore, all seasons shall be sweet to thee. (Coleridge)
17. Fell off the back of a truck
18. That must have cost a billion dollars.
19. A traffic cop gets suspended for not paying his parking tickets.
20. Time is money
21. Splat
22. Kosher ham
23. The snowflakes danced.
24. Like peas in a pod
25. The police
26. The weather is cooler today - referring to sub-zero temperatures.
27. Blue baby bonnets bobbed through the bayou.
28. It was the best of times, it was the worst of times, it was the age of wisdom, and it was the age of foolishness. - A Tale of Two Cities, Charles Dickens
29. I - From what I've tasted of desire, I hold with those who favour fire. (Frost)
30. Letting you go
31. I could do this forever.
32. The Titanic was said to be unsinkable but sank on its first voyage.
33. The world is a stage
34. Buzz
35. Jumbo shrimp
36. The thunder grumbled.
37. As blind as a bat
38. Plastic
39. It's a little dry and sandy - referring to the driest desert in the world.
40. Nick needed new notebooks.
41. With malice toward none; with charity for all; with firmness in the right. - Abraham Lincoln
42. - Oh hear old Triton blow his wreathed horn. (Wordsworth)
43. Passed away
44. She's older than dirt.
45. Naming a tiny Chihuahua Brutus
46. She's a night owl
47. Click
48. Sweet sorrow
49. The fog crept in.
50. Eats like a pig
51. Coke
52. It was interesting - referring to a bad or difficult experience.
53. Fred fried frogs' legs on Friday.
54. We shall not flag or fail. We shall go on to the end... we shall

- never surrender. - Winston Churchill
55. U - Uncertain rustling of each purple curtain (Poe)
 56. Economical with the truth
 57. Everybody knows that.
 58. When the audience knows the killer is hiding in a closet in a scary movie, but the actors do not.
 59. He's an ogre
 60. Oink
 61. Free market
 62. The wind howled.
 63. As wise as an owl
 64. Hired hands
 65. It stings a bit - referring to a serious wound or injury.

Answers

Exercise – 1

Metaphor	Personification	Apostrophe	Apostrophe
Simile	Metaphor	Personification	
Apostrophe	Hyperbole	Antithesis	

Exercise – 2

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. Alliteration | 2. Anaphora | 3. Assonance | 4. Euphemism |
| 5. Hyperbole | 6. Irony | 7. Metaphor | 8. Onomatopoeia |
| 9. Oxymoron | 10. Personification | 11. Simile | 12. Synecdoche |
| 13. Understatement | 14. Alliteration | 15. Anaphora | 16. Assonance |
| 17. Euphemism | 18. Hyperbole | 19. Irony | 20. Metaphor |
| 21. Onomatopoeia | 22. Oxymoron | 23. Personification | 24. Simile |
| 25. Synecdoche | 26. Understatement | 27. Alliteration | 28. Anaphora |
| 29. Assonance | 30. Euphemism | 31. Hyperbole | 32. Irony |
| 33. Metaphor | 34. Onomatopoeia | 35. Oxymoron | 36. Personification |
| 37. Simile | 38. Synecdoche | 39. Understatement | 40. Alliteration |
| 41. Anaphora | 42. Assonance | 43. Euphemism | 44. Hyperbole |
| 45. Irony | 46. Metaphor | 47. Onomatopoeia | 48. Oxymoron |
| 49. Personification | 50. Simile | 51. Synecdoche | 52. Understatement |
| 53. Alliteration | 54. Anaphora | 55. Assonance | 56. Euphemism |
| 57. Hyperbole | 58. Irony | 59. Metaphor | 60. Onomatopoeia |
| 61. Oxymoron | 62. Personification | 63. Simile | 64. Synecdoche |
| 65. Understatement | | | |

Interesting Quote...

“A figure of speech is a shifty thing; it can be twisted or it can be straight.”

- Salman Rushdie.

9.4 A QUICK LOOK AT TYPES OF FIGURES OF SPEECH

- There are many figures of speech and new types continuously keep getting added to the list. We have already seen the popularly used figures of speech in the earlier section.
- ‘Figures of speech’ is often used generically, and the long list here includes not only figures of speech but also a wider range of rhetorical and linguistic devices -
 1. **Acoloutha:** Reciprocal substitution of words.
 2. **Accismus:** Feigned refusal of that which is desired.
 3. **Accumulatio:** Drawing points into a powerful climax.
 4. **Acutezza:** The use of wit or wordplay.
 5. **Acyron:** Using a word opposite to what is meant.
 6. **Adianoeta:** Expression that has second, subtle meaning.
 7. **Adjunctio:** Putting the verb at the beginning.
 8. **Adynaton:** Exaggerated declaration of impossibility.
 9. **Asteismos:** Polite expression of emotion.
 10. **Aetiologia:** A statement with a supporting cause.
 11. **Affirmatio:** Speaking as if one’s point is disputed.
 12. **Aganactesis:** Indignant exclamation.
 13. **Allegory:** Narrative using sustained metaphor.
 14. **Alleotheta:** Substituting one thing for another.
 15. **Allusion:** Indirect reference.
 16. **Alliteration:** Repetition of same initial sound.
 17. **Amphibology:** Ambiguity in grammar.
 18. **Amphilogy:** Circumlocution to avoid harm to oneself.
 19. **Ampliatio:** Using a name where it is not defined.
 20. **Amplificatio:** General enhancement of an argument.
 21. **Anabasis:** Stepwise increase in emphasis.
 22. **Anacephalaeosis:** Summary of known facts.
 23. **Anacoenosis:** Asking opinion of audience to gain agreement.
 24. **Anacoloutha:** Non-reciprocal word substitution.
 25. **Anacoluthon:** Ending a sentence different to expectation.
 26. **Anacrusis:** Unstressed syllables at the start.
 27. **Anadiplosis:** Repeating last word at start of next sentence.
 28. **Analogy:** A is like B. Using one thing to describe another.
 29. **Anamnesis:** Emotional recall.
 30. **Anangeon:** Justification based on necessity.

31. **Anaphora:** Repeating initial words.
32. **Anapodoton:** Omitting clause for deliberate effect.
33. **Anastrophe:** Changing normal word order.
34. **Anesis:** Adding a conclusion that reduces what was said.
35. **Antanaclasis:** Repeating same word, with meaning change.
36. **Antanagoge:** Being positive about something negative.
37. **Anthimeria:** Substituting one part of speech for another.
38. **Antimetabole:** Repeating clause, reversing word order.
39. **Anthypophora:** Asking then answering your own questions.
40. **Antiphrasis:** Using words in contrary sense for irony.
41. **Antiptosis:** Two logical, but contradicting, arguments.
42. **Antirhesis:** Rejecting bad argument.
43. **Antisthecon:** Replacing one word element.
44. **Antistrophe:** Repeating the final word in successive phrases.
45. **Antithesis:** Contrasting with opposite.
46. **Antonomasia:** Naming a person with other than their given name.
47. **Apcope:** Omitting letters from the end of a word.
48. **Aphaeresis:** Omitting letters from the start of a word.
49. **Aphorismus:** Questioning the meaning of a word.
50. **Apophasis:** Talking about something without mentioning it.
51. **Aporia:** Feigned doubt.
52. **Aposiopesis:** Not completing a sentence.
53. **Apostrophe:** An 'aside', to others.
54. **Apposition:** Layered meaning.
55. **Archaism:** Using out-of-date language.
56. **Assonance:** Repeating the same vowel sound.
57. **Asterismos:** Adding a word to emphasize following words.
58. **Asyndeton:** Omitting conjunctions.
59. **Aureation:** The use of fancy words.
60. **Autoclesis:** Introducing an item by refusing to discuss it.
61. **Auxesis:** Enhancement of importance.
62. **Bdelygmia:** Expression of contempt or hatred.
63. **Bomphiologia:** Bombastic, bragging speech.
64. **Brachyology:** Condensed expression.
65. **Brevitas:** Concise expression.
66. **Cacemphaton:** Deliberately ill-sounding expression.
67. **Cacophony:** Harsh combination of words.
68. **Catabasis:** Steadily decreasing emphasis.
69. **Catachresis:** Using words incorrectly.
70. **Cataphora:** Using a word to refer to a word used later.
71. **Categoria:** Directly exposing another's faults.
72. **Chiasmus:** Two phrases, with reversal in second.
73. **Cledonism:** Circumlocution to avoid saying unlucky words.
74. **Climax:** Words ordered in ascending power.
75. **Consonance:** Repeating consonant sounds.
76. **Correctio:** Correction to revise meaning.
77. **Crasis:** Contraction of two vowels into a longer sound.
78. **Diacope:** Repeating word after one or two other words.

79. **Diallage:** Multiple arguments to establish a single point.
80. **Distinctio:** Describing something by saying what it is not.
81. **Dysphemism:** Substituting a mild word with a stronger one.
82. **Dysrhythmia:** Breaking of a rhythmic pattern.
83. **Dystmesis:** Inserting one word into the middle of another.
84. **Ecphonesis:** Short exclamation.
85. **Ellipsis:** Omission of words that would make a sentence explicit.
86. **Enallage:** Substituting one item for another.
87. **Enjambment:** Breaking a phrase at an odd point.
88. **Enumeratio:** Breaking down and detailing a subject.
89. **Epanalepsis:** Repeating the same phrase at start and end.
90. **Epanados:** Repeating words in the reverse order.
91. **Epanorthosis:** In-sentence correction.
92. **Epenthesis:** Adding letters to the middle of a word.
93. **Epistrophe:** Repetition of the same final word or phrase.
94. **Epitrope:** Conceding in order to gain.
95. **Epizeuxis:** Repetition of a word with vehemence.
96. **Erotema:** Rhetorical question.
97. **Ethopoeia:** Putting oneself in the position of another.
98. **Euclia:** Expressing emotion through prayer.
99. **Euphemism:** Substituting offensive words with gentle ones.
100. **Eusystolism:** Use of initials to avoid speaking harsh words.
101. **Exemplum:** Using examples (real or fictitious).
102. **Exergasia:** Restating a point in different words.
103. **Extraposition:** Putting a subject at a later position than normal.
104. **Fictio:** Attributing of human traits to creatures.
105. **Glossolalia:** Fabricated, meaningless speech.
106. **Gradation:** See Climax.
107. **Hendiadys:** Two words, connected by conjunction.
108. **Heterosis:** Changing the form of the verb.
109. **Homoioteleuton:** Similar endings in adjacent or parallel words.
110. **Homophone:** Different words that sound the same.
111. **Hypallage:** Reversing syntactical relationship.
112. **Hyperbaton:** Separating words that belong together.
113. **Hyperbole:** Deliberate over-exaggeration.
114. **Hypocatastasis:** Implied comparison.
115. **Hypocorism:** Use of pet names, diminutives, baby talk.
116. **Hypotaxis:** Subordination of clauses to show relationships.
117. **Hypozeuxis:** Every clause having its own subject and verb.
118. **Hysteron proteron:** Reversing temporal sequence to put key things first.
119. **Illeism:** Referring to oneself in the third person.
120. **Inclusio:** Bracketing a passage with the same words.
121. **Innuendo:** Oblique allusion.
122. **Irony:** Saying something by using its opposite.
123. **Isocolon:** Phrases with multiple similarities.
124. **Kenning:** Replacing noun with circumlocutory mythologizing.
125. **Kolakeia:** Flattery to distract from unwanted elements.

126. **Litotes:** Denying the contrary of what it being affirmed.
127. **Malapropism:** Replacing a word with one that sounds similar.
128. **Meiosis:** Understatement for emphasis or effect.
129. **Merism:** Combining words for meaning beyond normal combination.
130. **Merismos:** Complete description or reference.
131. **Metalepsis:** Referencing something through a weakly associated item.
132. **Metaphor:** A is B. Using one thing to describe another.
133. **Metaplasmus:** Deliberate misspelling.
134. **Metathesis:** Rearranging letters in a word.
135. **Metonymy:** Using one item to represent another.
136. **Narratio:** Presenting essential facts.
137. **Nosism:** Referring to oneself in the plural.
138. **Oeonismos:** Expressing emotion through wishing or hoping.
139. **Optatio:** Exclaiming a wish.
140. **Oxymoron:** Adjacent words that seem to contradict one another.
141. **Parachesis:** Repeating the same sound in successive words.
142. **Paradeigma:** Listing examples to create generalization.
143. **Paradiastole:** Portraying a vice as a virtue.
144. **Paradox:** Seeming contradiction.
145. **Paraeneticon:** Expressing emotion through exhortation.
146. **Paralipsis:** Emphasis by obvious omission.
147. **Parallelism:** Repeated patterns in a sentence.
148. **Paraprosdokian:** Surprising ending.
149. **Parataxis:** Successive independent clauses.
150. **Paregmenon:** Repetition of words of the same root.
151. **Parenthesis:** Nesting sentences.
152. **Parisology:** Deliberate use of ambiguous words.
153. **Parison:** Matching patterns across structures.
154. **Pariosis:** Same number of syllables in a clause.
155. **Paroemion:** Excessive alliteration.
156. **Paromoiosis:** Similar sounds across two clauses.
157. **Paronomasia:** Using similarly sounding words.
158. **Parrhesia:** Boldness of speech.
159. **Periphrasis:** Roundabout wording.
160. **Perissologia:** Excessive use of words.
161. **Personification:** Giving an object human characteristics.
162. **Pleonasm:** Using unnecessary words.
163. **Ploce:** Repetition of a word whilst varying specificity.
164. **Polyptoton:** Repetition of a word in different forms.
165. **Polysyndeton:** Repeating conjunctions.
166. **Polyptoton:** Repetition in different forms.
167. **Praecisio:** Not speaking to get over the message.
168. **Praeteritio:** Mentioning something that is against the rules.
169. **Procatalepsis:** Answering objections in advance.
170. **Prolepsis:** Anticipation of action.
171. **Proparalepsis:** Adding letters to the end of a word.

172. **Prosthesis:** Prefixing letters to the beginning of a word.
173. **Proverb:** An encapsulated and unquestioned wisdom.
174. **Psittacism:** Parrot-like repetition.
175. **Pun:** A play on words.
176. **Repetitio:** Repeating a single word.
177. **Rhyme:** Repeating sounds at end of words.
178. **Scesis onamatopoeia:** Omitting the only verb.
179. **Sententia:** Quoting wisdom to create truth.
180. **Simile:** Explicit comparison between two things.
181. **Spoonerism:** Interchange of initial letters of two words.
182. **Subreption:** Phrasing words to misrepresent and concealing facts.
183. **Symploce:** Simultaneous use of anaphora and epistrophe.
184. **Synaloepha:** Omitting one vowel to combine two words.
185. **Synchysis:** Confused arrangement of words.
186. **Syncope:** Shortening word by omitting middle segment.
187. **Syndeton:** Use of conjunctions.
188. **Synecdoche:** Understanding one thing with another.
189. **Synesis:** Unifying things.
190. **Synizesis:** Successively sounded vowels.
191. **Synonymia:** Repeating synonyms for amplification.
192. **Tapinosis:** Downplaying and reducing something.
193. **Tautology:** Repeating meaning, unnecessarily.
194. **Tmesis:** Inserting a word in the middle of another.
195. **Tricolon:** Three components, increasing power.
196. **Zeugma:** Two words linked to another, only one appropriately.

Check Your Progress:

Exercise -

Read the Times of India and the Ahmedabad Mirror and identify and note down the figures of speech you come across.

Interesting Quote...

"...a figure of speech can often get into a crack too small for a definition."

- Gilbert K. Chesterton.

A GOOD BLOG

<https://theeditorsblog.net/2012/06/06/making-comparisons-simile-and-metaphor-in-fiction/>

Making Comparisons—Simile and Metaphor in Fiction

Fiction Editor Beth Hill

Simile and metaphor are figures of speech, phrases given new

meaning because the words are being used in an unusual or non-literal way.

They are often found in poetry, but they can be both beautiful and powerful when used in fiction.

A quick review—

A simile is a comparison between things. The words like or as are often part of the simile. The comparison is clearly stated, but there is no assertion that one of the things is the other.

- Her tenderness fell on me like the first rain of the season.
- The baby's cry was as loud as a siren.

A metaphor is a comparison that asserts that one of the things being compared is the other thing, even though we know that such is not literally true.

- My lover is a god, invincible and powerful.
- Cancer was a prison, holding her in isolation.

We could go into more detail, look at other figures of speech, but my purpose here is not to define simile and metaphor, but to suggest ways to use them in your stories.

Simile and metaphor are tools. They can be used to create humorous moments or tender moments. They can affect tone. Their use can reveal character.

A character given to the poetic in word or thought is not the same kind of character who doesn't use such a device. Figures of speech may reveal a character as clever or educated or funny or as a man who tries too hard to impress.

He may be a man who struggles to describe his emotions, his thoughts, and even other people. He may find it easier (or simply faster) to compare his wife to an overhead light—easily turned both on and off—than to explain the nuances of her behaviour.

Such an explanation may be all the story needs as well; often the instant image can convey more than two or three sentences of explanation. But story isn't only instant pictures; sometimes readers need it all spelled out. We sometimes want to take the long way around to reach the point.

Metaphor can infuse a moment with clarity or cover it with a veil of uncertainty. Comparisons can help us see. Maybe see in a new way or from a different viewpoint.

Using simile and metaphor is a way to bring something different to story and character, something that differs from straightforward narration.

But while figures of speech can add to story, they can also smother. Or distract. Or turn the reader away from character and action.

Something I've seen recently, in both manuscripts and published books, is an overabundance of comparisons. They seem to be used as substitutes for regular narrative, to be shortcuts when the writer doesn't want to show what's happening or what a character feels about that something that's happening.

When the simile or metaphor is used too often, the phrases draw attention not only to themselves, but to the writer behind them. They also serve to distance readers from unfolding events.

When we notice striking metaphors, we're no longer involved with the story. Rather than being enthralled by the story on the page, we become aware of the words on the page.

If there are a lot of metaphors or similes in one story, they are going to stand out and especially so if they're not apt for the moment or character.

A few perfect metaphors scattered through a story reveal the character that uses them and can layer emotion or feeling to the tone of a story.

A few perfect metaphors on every page shine a spotlight on the writer.

Tips for simile and metaphor—

1. Make them match the character who relates them.

Use figures of speech to reveal the wry or witty side of a character, even if the character only shares those wry thoughts with the reader.

Thus a character may think what he'd never say, maybe because speaking his thoughts would get him fired or arrested or divorced.

On the other hand, he might speak exactly what he thinks. He may tell everyone in pithy language precisely what his wife is like or what he thinks of his firm's managing partners.

Choosing one option over the other creates a different kind of story.

Make sure your similes and metaphors sound like the character that uses them and not like you or a student in an MFA program.

Give your characters comparisons that fit their backgrounds and experiences and education levels.

2. Have them fit the emotion of the scene.

To lighten a scene, consider including a humorous simile. But don't include one if the scene shouldn't be humorous. Yet, if a character is never in tune with what's happening around him, you could have him spouting an inappropriate metaphor that shows just how out of touch he is.

If a character is overcome by the splendour of a scene, have him use a metaphor to describe some element of that splendour.

3. Make sure not all characters use comparisons or that they don't all use them well—noteveryone thinks in metaphor. Use figures of speech to differentiate your characters, not to make them sound alike.

4. Use metaphor and simile when an instant word picture is needed.

If you need a quick character or setting description, consider simile or metaphor for that instant connection for the reader.

5. Use them at the appropriate time.

If a character is in a car chase, he might well think of the driver he's chasing as a backstreet Mario Andretti. If, however, a character is hanging by his fingertips over a cliff, he's probably not going to wax poetic over the picture-perfect day or say the storm clouds tumble across the sky like crazed Cirque du Soleil acrobats.

6. Consider giving the viewpoint character who thinks in simile or metaphor the opportunity to speak in simile or metaphor.

Let other characters respond to the comparisons a character makes. If they're always only in his head, other characters can't react to them. Thus a source of character interaction is cutoff.

7. Create your own comparisons.

Clichés can easily sneak in through simile and metaphor. Create your own comparisons instead, using the character's background and personality, the emotion of the moment, the unfolding events, and the setting. Let your figures of speech be yours and your characters' rather than the words of any and every character.

8. Use comparisons that the character would realistically use.

A man who's unfamiliar with Pisces 3—be it distant planet or a biker bar—shouldn't be comparing a friend to those who frequent the place. If he wouldn't understand the comparison or some of the words in it, he shouldn't be using it.

Does everyone know what black as pitch means? No, not every person in every time period and world would have heard of pitch.

Now, if your character's trying to show off, trying to fit in by using words he's heard others say, even when he doesn't know what he's talking about, that's a different issue. But if he's unfamiliar with something, he can't use words he wouldn't know in his description of something or someone else.

9. Don't overuse the device.

Anything used too often is noticeable and can pull readers out of the fiction. Write creatively, of course, but don't draw attention to the mechanics.

How often is too often? That's going to depend on the length of the story, the number of similes and metaphors you use, the variety of wording you give them, and their appropriateness for scene and story. As a simple check, do a word search for like and as. See which uses of the two words are in similes. If you find several bunched together, consider tossing a few or moving them somewhere else.

Or ask a friend, your critique partner, or a beta reader if you've included too many.

No matter what it is or how well it's written, you don't want any one element to overwhelm or overshadow the others.

10. Don't let clever phrases play the starring role in your fiction.

Story is about someone doing something or having something done to him. Story uses great writing, but the focus of a story is not that great writing. That is, readers come to the story to see what happens to a character; they don't read looking for great phrases (though they may quite well expect them).

If you think a metaphor is an especially clever bit of writing, consider cutting it. And when you decide you should keep it because it's really witty, thank you very much, rethink your decision. If readers will be stopped by the beauty or brilliance of a phrase, it just might not belong in your story.

If a figure of speech fits so well that readers are drawn deeper into the fiction because of it, it's a keeper. If a figure of speech stands out so much that the reader is halted, that figure of speech needs some work.

Phrasing that's creative and clever and awesome that doesn't fit is, at its simplest, still some-thing that doesn't fit.

11. Don't feel you must use comparisons.

Both simile and metaphor can enhance fiction of any genre, but don't feel you must use both or either in your projects. These writing tools are strictly optional. Try creating a few metaphors in the words of your protagonist or one or two humorous similes in the words of your antagonist. You may surprise yourself with some truly apt phrasings.

But don't think you must include either. This one's entirely up to you.

If you do use simile and metaphor, make them story- and character-appropriate. Make sure they also fit your genre and your story's setting.

Have fun with them, but don't let them overwhelm the narration or the dialogue or the simple depiction of action.

Write creatively but remember story. Write engrossing fiction.

9.5 KEY WORDS

Figure of Speech	Figures of speech are literary devices intended to make language more interesting, intense or colourful.
Functions of Figures of Speech	It is not only used to embellish the language, but also cause a moment of excitement when reading. It is used equally in writing as well as in speech. It provides emphasis, clarity or freshness to expression; besides strengthening the creative expression and description along with making the language more graphic, pointed and vivid.
Commonly Used Figures of Speech	Alliteration, Anaphora, Antithesis, Apostrophe, Assonance, Euphemism, Hyperbole, Irony, Metaphor, Onomatopoeia, Oxymoron, Personification, Simile, Synecdoche and Understatement

9.6 LET US SUM UP

- When you use a figure of speech, you say something which you don't actually mean
- The literal meaning is quite likely to be wrong if you use a figure of speech
- It is extremely likely that you use them in everyday speech without realizing it
- Figures of speech can really shake up your writing and provide personality, which makes them preferable to factual writing.
- Figures of speech are good to use because -
- Visual words are great. We human beings love emotion and we are largely indifferent to reason (although our left brain likes it). We like to say that we are "logical" – but emotion just works better.
- Figures of speech are, by default, emotional. If you want to really emphasize something in your writing, then using figures of speech is a great choice.
- They can add personality to your writing, i.e., instead of using plain boring facts, spice your writing up and jolt your readers.
- Effect of figures of speech on readers-
- Readers are jolted into attention. Attentive readers are the best readers, just as passive readers are the worst readers. Attentive readers read and understand your content. They respond. They act upon what you tell them. So using figures of speech prudently can convert a passive reader into an attentive reader.

- In a nutshell, wise use of figures of speech will give personality to your writing, jolt a passive reader into attention, improve the clarity of your article, and make the writing much more read-able.

Useful Links

- <https://www.youtube.com/watch?v=OZZkOOjlcgc>
- Top-22 Figures of Speech in English (Part-1)
- <https://www.youtube.com/watch?v=K82A7QXBf-4>
- Top-22 Figures of Speech in English (Part-2)

9.7 REFERENCE

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UNIT:10**PUNCTUATION, CAPITALI-
ZATION & ELLIPSIS****:: STRUCTURE::****10.0 Introduction****10.1 Learning Objectives****10.2 Rules of Punctuation****10.3 Rules of Capitalization****10.4 Using Ellipsis****10.5 Apostrophe****10.6 Single and Double Inverted Commas****10.7 Key Words****10.8 Let Us Sum Up****10.9 Reference**

10.0 INTRODUCTION

Punctuation helps us make sense of the words we read. It also helps written English sound like it does when we speak. Punctuation is everything in written language other than the actual letters or numbers including punctuation marks.

Punctuation marks are symbols that correspond to neither sounds of a language nor to words and phrases but which serve to indicate the structure and organization of writing as well as intonation and pauses to be observed when reading it aloud.

Punctuation marks are used to clarify meaning by indicating separation of words into sentences and clauses and phrases.

In this unit we will understand the meaning and the usage rules of - comma, semi-colon, colon, full stop, question mark, exclamation mark, dash, apostrophe, single and double inverted commas, ellipsis, capital and lower case.

10.1 LEARNING OBJECTIVES

- The purpose of this unit is to provide journalism students with an in-depth understanding of various tools like - punctuation, usage of capital letters and ellipsis which can strengthen and make their writing meaningful.
- Thereafter effort has also been taken to provide detailed explanations and rules with regards to deploying – comma, semi-colon, colon, full stop, question mark, exclamation mark, dash, apostrophe, single and double inverted commas, ellipsis, capital and lower case.
- The final objective is to enable students to convey the correct message by using appropriate punctuation.

On Completion of this Unit

- You will be able to understand different types of punctuation and rules regarding their usage
- You will learn when to use the lower case and when to use the upper case
- You will also be able to pick up the function of a relatively less used punctuation mark – ellipsis
- You will be able to write a good story by employing apt punctuation marks.

10.2 RULES OF PUNCTUATION

Definition, Meaning and Examples:

Let's now take a look at the various rules related to punctuation along with the various forms of punctuation.

The Comma

The comma marks a natural pause during a sentence. It is only a short pause, and should not be confused with the longer full stop pause. People often fall into the trap of using commas instead of full stops to end sentences!

The use of the comma is in some respects a question of personal writing style. Some people use commas liberally, while others prefer to use them sparingly. Most modern teachers now recommend using fewer commas. So, when faced with the option of using a comma or not, one may find it wise to refrain.

For instance, the use of a comma before the AND in a series is usually optional, and many writers choose to eliminate it, provided there is no danger of misreading:

We bought pears, oranges and mangoes on our way home. (comma unnecessary before AND)

We ate apples, plums, and strawberry and mango ice cream.(comma needed before and for clarity)

Don't use too many commas as they can make your writing jerky and disjointed. If in doubt,leave it out!

Sometimes commas are essential to make the meaning of a sentence clear to the reader.

The following guidelines should help you –

Rule 1

Use a comma to separate the elements in a series (three or more things) including the last two.

He hit the ball, dropped the bat, and ran to first base.

You may have learned that the comma before the AND is unnecessary, which is fine if you are in control of things. However there are situations in which, if you don't use the comma (especially when the list is complex or lengthy), these last two items in the list will try to glom together.

Using a comma between all the items in a series, including the last two, avoids this problem.

This last comma the one between the word AND and the preceding word – is often called the serial comma or the Oxford comma.

Rule 2

Use a comma + a little conjunction (and, but, for, nor, yet, or, so) to connect two independent clauses, as in –

He hit the ball well, but he ran toward third base.

Contending that the coordinating conjunction is adequate separation, some writers will leave out the comma in a sentence with short, balanced clauses (such as we see in the example just given). If there is ever any doubt, however use the comma, as it is always correct in this situation.

One of the most frequent errors in common usage is the placement of a comma after a coordinating conjunction.

We cannot say that the comma will always come before the conjunction and never after, but it would be a rare event, indeed that we need to follow a coordinating conjunction with a comma. When speaking we do sometimes pause after the little conjunction, but there is seldom a good reason to put a comma there.

Rule 3

Use a comma to set off introductory elements, as in -

Running towards third base, he suddenly realized how stupid he looked.

It is permissible to omit the comma after a brief introductory element if the omission does not result in confusion or hesitancy in reading.

Rule 4

Use a comma to set off parenthetical elements, as in –

The Howrah Bridge, which spans the Hoogly River, is heavily used.

By parenthetical element we mean a part of a sentence that can be removed without changing the essential meaning of that sentence. The parenthetical element is sometimes called ‘added information’.

This is the most difficult rule in punctuation because it is sometimes unclear what is added or parenthetical and what is essential to the meaning of a sentence.

Appositives are almost always treated as parenthetical elements.

Vikram’s ambition, to become a cricketer in professional circles, is within his reach. Sangita, his wife of thirty years, suddenly decided to open her own business.

Use a comma to separate coordinate adjectives. You could think of this as: That tall, distinguished, handsome fellow

If you can put AND or BUT between the adjectives, a comma will probably belong there: He is a tall and distinguished fellow.

Rule 5

Use a comma to set off quoted elements; because we don’t use quoted material all the time, even when writing. This is probably the most difficult rule to remember in comma usage. Generally use a comma to separate quoted material from the rest of the sentence that explains or introduces the quotation:

Summing up this argument, Dilip Sardesai says, “The purpose and strength of the romantic image of the child had been above all to establish a relation between childhood and adult consciousness”.

If an attribution of a quoted element comes in the middle of the quotation, two commas will be required. But be careful not to create a comma splice in so doing.

“The question is,” said Alice, “whether you can make words mean so many things.” “I should like to buy an apple, please,” she said timidly.

“How do you sell them?”

Be careful not to use commas to set off quoted elements introduced by the word THAT or quoted elements that are embedded in a larger structure:

We often say “Sorry” when we don’t really mean it.

And, instead of a comma, use a colon to set off explanatory or introductory language from a quoted element that is either very formal or long (especially if it’s longer than one sentence):

Mahatma Gandhi said: We Indians are so poor that we cannot even waste a grain of salt or...

Rule 6

Use commas to set off phrases that express contrast:

- Some say the world will end in ice, not fire.
- It was her money, not her charm or personality, that first attracted him
- The puppies were cute, but very messy.

Rule 7

Use a comma to avoid confusion. This is often a matter of consistently applying rule 3.

- For most the year is already finished.
- For most, the year is already finished.
- Outside the lawn was cluttered with hundreds of broken branches.
- Outside, the lawn was cluttered with hundreds of broken branches.

Rule 8

- **Never use only one comma between a subject and its verb.**
- “Believing completely and positively in oneself is essential for success”.

(although readers might pause after the word ONESELF, there is no reason to put a commathere)

For typographical reasons always use a comma between –

A city and a state – Dungarpur, Rajasthan

A date and the year – June 11, 2010

A name and a title when the title comes after the name – Rani Kapoor, Head of Department

In long numbers – 5, 456, 783 and INR 18, 26, 206/-

Use the comma with caution

- We just saw some reasons for using commas; yet the biggest problem that most writers have with commas is their overuse! Remember that a pause in reading is not always a reliable reason to use a comma. Try not to use a comma unless you can apply a specific rule to do so.
- Concentrating on the proper use of commas is not mere form for form’s sake. Indeed it causes writers to review their understanding of structure and to consider carefully how their sentences are crafted.

Superfluous Commas

- Equally important in understanding how to use commas is knowing when not to use them. While this decision is sometimes a matter of personal taste, there are certain instances when you should definitely avoid a comma –

Do not use a comma to separate the subject from its predicate:

- Registering for our fitness programs before September 15, will save you thirty percent of the membership cost. – **(Incorrect)**
- Registering for our fitness programs before September 15 will save you thirty percent of the membership cost. – **(Correct)**

Do not use a comma to separate a verb from its object or its subject complement, or a preposition from its object:

- I hope to mail you before Diwali, a current snapshot of my daughter Laila. – **(Incorrect)**
- I hope to mail you before Diwali a current snapshot of my daughter Laila. – **(Correct)**

Do not misuse a comma after a coordinating conjunction:

- Sleet fell heavily on the tin roof but, the family was used to the noise and paid no attention. – **(Incorrect)**
- Sleet fell heavily on the tin roof, but the family was used to the noise and paid no attention. – **(Correct)**

Do not use commas to set off words and short phrases (especially introductory ones) that are not parenthetical or that are very slightly so:

- After dinner, we will play badminton. – **(Incorrect)**
- After dinner we will play badminton. – **(Correct)**

Do not use commas to set off restrictive elements:

- The fingers, on his left hand, are bigger than those on his right. – **(Incorrect)**
- The fingers on his left hand are bigger than those on his right. – **(Correct)**

Do not use a comma before the first item or after the last item of a series:

- The treasure chest contained, three wigs, some costume jewellery and five hundred thousand rupees in Monopoly money. – **(Incorrect)**
- The treasure chest contained three wigs, some costume jewellery and five hundred thousand rupees in Monopoly money. – **(Correct)**

The Semicolon

The semicolon is used in a sentence where there is a pause which is longer than a comma but shorter than a full-stop. A semicolon can be used instead of a full-stop when the two parts of the sentence are too closely related in meaning to be put into separate sentences.

Semicolons can also be used between items on a list, when the items consist of a number of words, or when the use of commas alone would be confusing.

You will usually use the semicolon to link independent clauses not joined by a coordinating conjunction. Semicolons should join only those independent clauses that are closely related in meaning.

Yoga helps prevent back pain; proper posture is also important.

The council made six recommendations; however, only one has been adopted so far.

Do not use a semicolon to link a dependent clause or a phrase to an independent clause.

- Although practice takes a good deal of time; the effort pays off in the long run. – **(Incorrect)**
- Although practicing takes a good deal of time, the effort pays off in the long run. – **(Correct)**

Generally you should not place a semicolon before a coordinating conjunction that links two independent clauses. The only exception to this guideline is if the two independent clauses are very long and already contain a number of commas.

- The economy has been sluggish for four years now; but some signs of improvement are fi-nally beginning to show. – **(Incorrect)**
- The economy has been sluggish for four years now, but some signs of improvement are fi-nally beginning to show. – **(Correct)**

It may be useful to remember that, for the most part, you should use a semicolon only where you could also use a full-stop. There is one exception to this guideline. When punctuating a list or a series of elements in which one or more of the elements carries an internal comma, you should use semicolons instead of commas to separate the elements from one another:

Harsh’s mother believes three things: that every situation, no matter how grim, will be happily resolved; that no one knows more about human nature than she; and that Harsh, who is thir- ty-five years old, will never be able to do his own laundry.

The Colon

When to Use a Colon

Writers often confuse the colon with the semicolon, but their uses are entirely different.

The colon can be used to:

Introduce a list of things

Yesterday I had an enormous meal: sweet corn soup, two samosas, a pile of matterpaneer and rice, kheer and ice-cream.

Introduce something which is written in quotation marks

Remember the old proverb: “More work, less talk”

Make two statements in the same sentence say something of equal value (one may be an explanation of the other)

Mahi is a regular world traveller: every year she visits many countries.
The colon focuses the reader’s attentions on what is to follow and as a

result, you should use it to introduce a list, a summation, or an idea that somehow completes the introductory ideas. You may use the colon in this way, however only after an independent clause:

Their lobbying efforts were ultimately useless: the bill was soundly defeated.

My mother gave me one piece of advice: to avoid wasting time and energy worrying about things I cannot change.

When Not to Use a Colon

You should not place a colon between a verb and its object or subject complement, or between a preposition and its object:

- Her three goals are: to improve her public speaking skills, to increase her self confidence and to sharpen her sales techniques. – **(Incorrect)**
- Her three goals are to improve her public speaking skills, to increase her self confidence and to sharpen her sales techniques. – **(Correct)**
- We travelled to: Delhi, Srinagar and Manali. – **(Incorrect)**
- We travelled to Delhi, Srinagar and Manali. – **(Correct)**

The Full Stop

The full stop ends a sentence when it is a statement. Remember a sentence makes sense. You take a long pause at the end of a sentence. This long pause means that you need a full stop.

Example: The cat sat outside the window. Her master had not fed her for a week.

A full stop also indicates an abbreviation, unless first and last letters are shown. There is a trend to phase out full stops with abbreviations.

Exclamation Mark

This mark shows strength of emotion. It is often used in direct speech and informal notes, messages and letters. It is less common in formal writing.

Examples:

- Hi! Sorry I haven't written for so long!
- Great work! Congratulations!
- "Leave me alone!" she screamed.

The punctuation marks that signal the end of a sentence are the full stops, the question mark and the exclamation mark.

When you want to express a sense of urgency or very strong emotion, you may end your imperative sentences and statements with an exclamation mark:

- Look out below!
- Leave this house at once!
- I hate him!

Exclamation marks are, however, rare in formal writing. Use them sparingly if at all.

Question Mark

You should use the question mark at the end of a direct question:

- Who's first?
- Where is my flowered cap?
- Why is it so cold?
- Where is your warm coat?

Be careful not to use a question mark at the end of an indirect question. Indirect questions are simply statements and therefore end with a period. I wonder who was chosen as the Queen in the play. She asked if she could eat desert.

The teacher asked who was chewing gum

The Dash

We can use a dash at the beginning and end of parenthetical information. Usually you will use dashes when you want to emphasise the information, but you might also like to use them if the parenthetical information is too long or abrupt to be set off with commas:

I think you would look fine wearing either the silk blouse – the one with the blue pattern- or the angora sweater.

(abrupt interruption)

The idea of returning to the basics in the classroom – a notion which, incidentally, has been quietly supported for years by many respected teachers – is finally gaining some approval with school administrators.

(lengthy interruption containing internal commas)

You can use a dash to conclude a list of elements, focusing them all toward one point: Chocolate, cream, honey and peanut butter – all go into this fabulously rich desert.

Dashes also mark sharp turns in thought:

We pored over exotic, mouth-watering menus from Oh! Calcutta, Punjabi by Nature, Mainland China and three other reputed caterers – and rejected them all.

Check Your Progress:

Exercise - 1

Rewrite each sentence to correct the comma usage:-

- The town of Shillong boasts spectacular waterfalls an annual wine-tasting festival and the beautiful dam side lake Umiam or Blue waters.
- The university gave the two top scholars Jyotsna and him gold medals and framed certificates of merit.
- Everyone with tickets to the seven o'clock showing of the Devdas movie should move to the front of the line.
- The Principal who was usually quite decisive faced a true dilemma in her last year of tenure.
- The ring on his finger is solid platinum.

Exercise – 2

Rewrite each sentence using the correct punctuation marks:-

- I wrote letters to my aunt the cable company and my close friend Balan who moved to Assam four years ago
- Can working with a computer really improve one's writing? They asked
- They read they studied and they reviewed yet they could not define the term onomatopoeia on the English exam
- We cancelled our subscription to the magazine after it ran a communal article likewise a number of our friends boycotted the publication
- My sister's skin used to be as smooth as a child's
- They wanted very badly to see Karan Johar's new film, but fate in the form of the year's worst storm intruded
- How could the rent review administrators have made such a decision and how will the landlord live with himself
- Take me with you she said This little town and its little people are more than I can bear, but I know everything will be different in New Delhi
- Last Tuesday the committee agreed on its guest speakers for the coming year.
- I really enjoyed White Elephant the new story written by Arvind Adiga said Samhita.
- Gayatri who is my father's cousin was born in Nepal.
- His form was excellent his dive was superior to his other competitors' attempts.
- My sister's favorite foods are as follows pizza fruit custard and apple pie.

Answers

Exercise – 1

- The town of Shillong boasts spectacular waterfalls, an annual wine-tasting festival, and the beautiful dam side lake, Umiam or Blue waters.
- The university gave, the two top scholars Jyotsna and him, gold medals and framed certificates of merit.
- Everyone with tickets to the seven o'clock showing of the Devdas movie, should move to the front of the line.
- The Principal, who was usually quite decisive, faced a true dilemma in her last year of tenure.
- The ring, on his finger, is solid platinum.

Exercise – 2

- I wrote letters to: my aunt, the cable company, and my close friend Balan who moved to Assam four years ago.
- “Can working with a computer really improve one’s writing?” they asked.
- They read, they studied and they reviewed, yet they could not define the term ‘onomatopoeia’ on the English exam.
- We cancelled our subscription to the magazine after it ran a communal article; likewise, a number of our friends boycotted the publication.
- My sister’s skin used to be as smooth as a child’s.
- They wanted very badly to see Karan Johar’s new film, but fate in the form of the year’s worst storm intruded.
- How could the rent review administrators have made such a decision, and how will your landlord live with himself?
- “Take me with you,” she said, “This little town and its little people are more than I can bear, but I know everything will be different in New Delhi.”
- Last Tuesday, the committee agreed on its guest speakers for the coming year.
- “I really enjoyed White Elephant, the new story written by Arvind Adiga” said Samhita.
- Gayatri, who is my father’s cousin, was born in Nepal.
- His form was excellent, his dive was superior to his other competitor’s attempts.
- My sister’s favorite foods are as follows: pizza, fruit custard and apple pie.

10.3 RULES OF CAPITALIZATION

Definition, Meaning and Examples:

Kindly note (with regard to professional or academic writing) that capitalization in English entails quite a bit more than simply beginning names and titles with capital letters.

Presented below are some rules associated with capitalization with reference to academic writing –

Rule 1

Capitalize the first word in quotations, provided the quoted material is a complete sentence.

Example:

Ralph Waldo Emerson said, “The only way to have a friend is to be one.”

Rule 2

Use capitals for proper nouns. In other words, capitalize the names of people, specific places, and things.

Example:

- We don't capitalize the word "bridge" unless it starts a sentence, but we must capitalize Nehru Bridge because it is the name of a specific bridge.
- The word "country" would not normally be capitalized, but we would have to write China with a capital "C" because it is the name of a specific country.
- The word "state", while not normally capitalized, would be written with a capital if it is in the name of an organization, such as The State Board of Education.

Rule 3

Capitalize titles when they are on the signature line of a letter, when the title comes immediately before a name, or when the title replaces the use of a name (i.e., a title used as a direct address).

Here are some examples:

- Sincerely,
- Kamini Shah, President
- Ms. Kamini Marquez
- Hello, Senator. It's nice to see you again.

Do not capitalize titles when they are not used as a direct address to a person.

For example:

The senator will be in town today to inspect the building of the railway.

Rule 4

Capitalize directions only when they refer to specific regions.

Example:

- My favourite place in the world is Northern Ontario.
- Do not capitalize "north," "south," "east," and "west" when giving directions:
- Drive six blocks north, and then turn right.

Rule 5

All large words in the titles of movies, books, and other publications should be capitalized, while all small words (a, an, the, but, and, if, as, or, nor, to name a few) should not be capitalized unless they are the first or last words in the title:

- A Life Less Ordinary
(The word “A” would not normally be capitalized, but because it is the first word in the title, we must capitalize it.)
- War of the Worlds
(The words “of” and “the” are not capitalized because they are small and are not at the beginning or end of the title, though exceptions to the “small words” rule do exist.)

Rule 6

The first word of a salutation should be capitalized, as well as the first word of a closing.

Example:

- Dear Biren,
- Regards,
- Jay Patel

Rule 7

Capitalize words derived from proper nouns.

Example:

- I like English, but math is my favourite subject.
- (English is capitalized because it is derived from the proper noun England, while math is not capitalized because it is not derived from a proper noun.)
- Specific course titles should, however, be capitalized.

Example:

I don't know what I'm going to do. I have to take Math 101 next year and it looks hard!

Rule 8

Capitalize when two or more sentences follow a colon.

Example:

- We have set this restriction: Do your chores before watching television. That includes wash-ing the dishes.
- Do not capitalize after a colon if you are writing a list, or if there is only one sentence following the colon:
- There are many metals hidden away within the earth's crust: gold, zinc, and lead are just a few examples.
- There is a way to remember test information: study a lot the night before your big midterm!

Rule 9

Capitalize the first word of a document and the first word after a period.

Example:

- This paper captures the history of Elizabethan Literature. Some

students may find it interest-ing while others may find it boring!

Rule 10

Capitalize adjectives derived from proper nouns.

Examples:

- the Golden Gate Bridge
- the Grand Canyon
- a Russian song
- a Shakespearean sonnet
- a Freudian slip

Rule 11

Capitalize art movements.

Example:

- I like Surrealism, but I never understood Abstract Expressionism.

Rule 12

Many books have subtitles. When including these, put a colon after the work's title and follow the same rules of composition capitalization for the subtitle.

Example:

- The King's English: A Guide to Modern Usage

Capitalization Reference List

- Brand names
- Companies
- Days of the week and months of the year
- Governmental matters
Congress (but congressional), the Indian Constitution (but constitutional), the Electoral College, Department of Agriculture
- **Note:** Many authorities do not capitalize federal or state unless it is part of the official title: State Water Resources Control Board, but state water board; Federal Communications Commission, but federal regulations.
- Historical episodes and eras
the Inquisition, the American Revolutionary War, the Great Depression
- Holidays
- Institutions
St Xavier's College, Gujarat University
- Manmade structures
the Empire State Building, the Eiffel Tower, the Titanic
- Manmade territories
Berlin, Montana, Cook County
- Natural and manmade landmarks
Mount Everest, the Hoover Dam

- Nicknames and epithets
Andrew “Old Hickory” Jackson; Babe Ruth, the Sultan of Swat
- Organizations
American Centre for Law and Justice, Norwegian Ministry of the Environment
- Planets
Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, but policies vary on capitalizing earth, and it is usually not capitalized unless it is being discussed specifically as a planet: We learned that Earth travels through space at 66,700 miles per hour.
- Races, nationalities, and tribes
Eskimo, Navajo, East Indian, Caucasian, African, American (Note: white and black in refer-ence to race are lowercase)
- Religions and names of deities
Note: Capitalize the Bible (but biblical). Do not capitalize heaven, hell, the devil, satanic.
- Special occasions
the Olympic Games, the Cannes Film Festival
- Streets and roads

Lowercase Reference List

- Here is a list of categories not capitalized unless an item contains a proper noun or proper adjective (or, sometimes, a trademark). In such cases, only the proper noun or adjective is capitalized.
- **Animals**
antelope, black bear, Bengal tiger, yellow-bellied sapsucker, German shepherd
- **Elements**
Always lowercase, even when the name is derived from a proper noun: einsteinium, nobeli-um, californium
- **Foods**
Lowercase except for brand names, proper nouns and adjectives, or custom-named recipes: Tabasco sauce, Russian dressing, pepper crusted bluefin tuna, Mandy’s Bluefin Surprise
- **Heavenly bodies besides planets**
Never capitalize the moon or the sun.
- **Medical conditions**
Epstein-Barr syndrome, tuberculosis, Parkinson’s disease
- **Minerals**
- **Plants, vegetables, and fruits**
poinsettia, Douglas fir, Jerusalem artichoke, organic celery, Golden Delicious apples
- **Seasons and seasonal data**
spring, summertime, the winter solstice, the autumnal equinox, daylight saving time

Check Your Progress:

Exercise -

Carefully read the sentences and then rewrite them using capital letters wherever required:-

- i met jay at the post office
- shalini is an old friend of mine
- chinese is difficult to learn
- miss sharma is my teacher
- who was the first woman to win the nobel prize for literature
- he rules his family with a rod of iron
- the flowers were like a carpet of gold
- neither jayesh nor veena was at home
- the film was neither well-made nor well-acted
- i didn't sing because parita was there.

Answers

Exercise

- I met Jay at the post office.
- Shalini is an old friend of mine.
- Chinese is difficult to learn.
- Miss Sharma is my teacher.
- Who was the first woman to win the Nobel Prize for Literature?
- He rules his family with a rod of iron.
- The flowers were like a carpet of gold.
- Neither Jayesh nor Veena was at home.
- The film was neither well-made nor well-acted.
- I didn't sing because Parita was there.

10.4 USING ELLIPSIS

Definition, Meaning and Examples:

An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.

Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction:

Example:

- Full quotation: "Today, after hours of careful thought, we vetoed the bill."
- With ellipsis: "Today ... we vetoed the bill."

Rule 1

Many writers use an ellipsis whether the omission occurs at the beginning of a sentence, in the middle of a sentence, or between sentences.

A common way to delete the beginning of a sentence is to follow the opening quotation mark with an ellipsis, plus a bracketed capital letter.

Example:

- "... [A]fter hours of careful thought, we vetoed the bill."

Rule 2

Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off. Writers also use ellipses to indicate a pause or wavering in an otherwise straightforward sentence.

Examples:

- I don't know ... I'm not sure.
- Pride is one thing, but what happens if she ...?
- He said, "I ... really don't ... understand this."

The term ellipsis comes from the Greek word meaning "omission," and that's just what an ellipsis does—it shows that something has been left out. When you're quoting someone, you can use an ellipsis to show that you've omitted some of their words.

For example:

Hamlet asked whether it was "nobler . . . to suffer the slings and arrows of outrageous fortune or to take arms against a sea of troubles."

In the sentence above, the words "in the mind" have been omitted from the quote.

Occasionally, you might need to leave out part of a quote because it's irrelevant or makes the quote hard to understand in the context of the sentence. The ellipsis shows that you have left something out.

You can also use an ellipsis to show a pause in speech or that a sentence trails off. This technique doesn't belong in formal or academic writing, though. You should only use the ellipsis this way in fiction and informal writing.

For example:

Anita, can you, um ... never mind, I forgot what I was saying. So, do you think we should ... ?

How Many Dots?

How many dots are in an ellipsis? The answer is three. But, if the ellipsis comes immediately after a grammatically complete sentence, that sentence still needs its own period. So you would end up with a

period, plus an ellipsis, which looks like four periods in a row. For instance:

“Call me Jaya. My parents did, or nearly did. They called me Jay.” might be shortened to:

“Call me Jaya.....They called me Jay.”

Spacing

Whether you put spaces between the dots or not is a matter of style. The Chicago Manual of Style calls for spaces between each ellipsis point. The AP Stylebook says to treat the ellipsis as a three-letter word, with spaces on either side of the ellipsis but no spaces between the dots. You can use either style; just be consistent throughout your document.

Check Your Progress:

Exercise -

Read the following sentences and identify what has been deleted:-

- The Vice Chancellor has promised not to expel the errant students, so we are sure he won't.
- The Mobile Communication Network has threatened to block all unregistered mobile lines and from all indications, they will.
- We have come this far to recover the personal effects of Mr. Shah and we must make sure we do.
- He plans to run for the second term in office and as things are, he will.
- Parents should not allow their children to succumb to peer pressure; good parents will ensure they never allow their children to.
- Angry with me?
- Coming tonight?
- Got something to eat?
- Got some cash to spare?
- Have anything doing tonight?
- Care for some?
- Mind tagging along?
- Trump off to London.
- No plans to sell the building.
 - United Bank for Africa... Africa's Global Bank.
 - Skye Bank... Expanding your world.
 - Unity Bank... succeeding together.
 - Access Bank... A Passion for excellence.
- Give me some food.
- Answer two questions.
- Come back soon please.
- Step forward please.
- Get this over with.

Answers

Exercise -

- The Vice Chancellor has promised not to expel the errant students, so we are sure he won't. ('expel the errant students' is deleted)
- The Mobile Communication Network has threatened to block all unregistered mobile lines and from all indications, they will. ('block all unregistered mobile lines' has been deleted)
- We have come this far to recover the personal effects of Mr. Shah and we must make sure we do. ('recover the personal effects of Mr. Shah' is deleted)
- He plans to run for the second term in office and as things are, he will. ('run for the second term in office' is deleted)
- Parents should not allow their children to succumb to peer pressure; good parents will ensure they never allow their children to. ('succumb to peer pressure' is deleted)
- Angry with me?
(“Are you” is deleted – Are you angry with me?)
- Coming tonight?
(“Are you” is deleted – Are you coming tonight?)
- Got something to eat?
(“Have you” is deleted – Have you got something to eat?)
- Got some cash to spare?
(“Have you” is deleted – Have you got some cash to spare?)
- Have anything doing tonight?
(“Do you” is deleted – Do you have anything doing tonight?)
- Care for some?
(“Do you” is deleted – Do you care for some?)
- Mind tagging along?
(“Would you/Do you” is deleted – Would you mind tagging along?)
- Trump off to London.
(President Trump is off to London)
- No plans to sell the building.
(There are no plans to sell the building)
- United Bank for Africa... Africa's Global Bank.
(United Bank for Africa towers high as Africa's Global Bank)
- Skye Bank... Expanding your world.
(At Skye Bank, it is all about expanding your world)
- Unity Bank... succeeding together.
(Succeeding together with you is our goal in Unity Bank.)
- Access Bank... A Passion for excellence.
(Access Bank exemplifies A Passion for excellence)
- Give me some food.
(Jaya, give me some food)
- Answer two questions.
(You are required to answer two questions)
- Come back soon please. (Honey, come back soon please)
- Step forward please.

- (Mr. Patel, step forward please)
- Get this over with.
- (Sir, get this over with)

10.5 APOSTROPHE

Definition, Meaning and Examples:

You should use an apostrophe to form the possessive case of a noun or to show that you have left out letters in a contraction.

Please note that you should not use generally use contractions in formal academic writing. The car's engine has finally died.

(The noun car's is in the possessive case)

I haven't seen my roommate for two weeks. (The verb haven't is a contraction of have not)

To form the possessive of a plural noun ending in S simply place an apostrophe after the S. He has three sons' futures in mind.

In many suburbs, the houses' designs are too much alike.

Possessive nouns – for example, hers, yours and theirs – do not take apostrophes. This is the case for the possessive pronoun its as well: when you write it's with an apostrophe, you are writing a contraction for it is.

The spaceship landed hard damaging its radar receiver.

- (its is the possessive pronoun)
- It's your mother on the phone.
- (it's is the contraction of it is)

The apostrophe is used to show that letters have been left out. These are called contractions.

Examples:

- Can't for cannot
- Didn't for did not
- It's for it is or it has
- Won't for will not

Check Your Progress:

Exercise-1

Fill in the blanks with the correct form of the possessives (apostrophe's):-

- This is _____ book (Parichay).
- Let's go to the _____ (Shahs).
- The _____ room is upstairs. (children)
- _____ sister is twelve years old. (Jay)
- _____ and _____ school is old. (Sucheta-Stavan)

- shoes are on the second floor. (Men)
- My _____ car was not expensive. (parent)
- This is the _____ CD player is new. (Chandan)
bike. (boy)
- These are the _____ pencils. (boys)

Exercise -2

In each question, only one of the sentences has all the apostrophes correctly placed. Identify and write it down:-

- Bristol's harbor is one of the countrys most beautiful. Bristols harbor is one of the country's most beautiful. Bristol's harbor is one of the country's most beautiful. Bristols' harbor is one of the countrys' most beautiful.
- The two boy's bags were lying at the river's edge. The two boys bag's were lying at the rivers' edge. The two boys' bags were lying at the river's edge. The two boys' bags' were lying at the rivers edge.
- My parent's flat is in one of the city's finest areas. My parents' flat is in one of the citys finest areas'. My parents' flat is in one of the citys' finest areas. My parents' flat is in one of the city's finest areas.
- The world's experts were quick to praise the two girls' courage. The world's experts were quick to praise the two girl's courage. The worlds expert's were quick to praise the two girls' courage. The worlds' experts were quick to praise the two girls' courage.
- Stavan's mothers house is right next to his only sister's flat. Stavans mother's house is right next to his only sister's flat. Stavan's mothers' house is right next to his only sisters' flat. Stavan's mother's house is right next to his only sister's flat.
- The two buildings doors' and windows' were damaged in the blast. The two buildings door's and window's were damaged in the blast. The two buildings' doors and windows were damaged in the blast. The two building's doors and windows were damaged in the blast.
- The cat's illness was making its paws sore. The cat's illness was making it's paws sore. The cats' illness was making its paws sore. The cats' illness' was making its paws sore.

- The teams manager's attitude was affecting all the player's performance. The team's manager's attitude was affecting all the players' performance. The teams manager's attitude was affecting all the players' performance. The team's manager's attitude was affecting all the player's performance.
- It's owners made Ted the cat's life very comfortable. It's owners' made Ted the cats life very comfortable. Its owners made Ted the cats' life very comfortable. Its owners made Ted the cat's life very comfortable.
- The Roman's bridges and roads were vital for moving the troops' supplies. The Romans' bridges and roads were vital for moving the troops' supplies. The Romans' bridges and roads were vital for moving the troop's supplies. The Romans bridge's and road's were vital for moving the troops supplies

Answers

Exercise - 1

- This is Parichay's book.
- Let's go to the Shahs'.
- The children's room is upstairs.
- Jay's sister is twelve years old.
- Sucheta and Stavan's school is old.
- Men's shoes are on the second floor.
- My parents' car was not expensive.
- Chandan's CD player is new.
- This is the boy's bike.
- These are the boys' pencils.

Exercise -2

- Bristol's harbor is one of the country's most beautiful.
- The two boys' bags were lying at the river's edge.
- My parents' flat is in one of the city's finest areas.
- The world's experts were quick to praise the two girls' courage.
- Stavan's mother's house is right next to his only sister's flat.
- The two buildings' doors and windows were damaged in the blast.
- The cat's illness was making its paws sore.
- The team's manager's attitude was affecting all the players' performance.
- Its owners made Ted the cat's life very comfortable.
- The Romans' bridges and roads were vital for moving the troops' supplies.

10.6 SINGLE & DOUBLE INVERTED COMMAS

Definition, Meaning and Examples:

What are inverted commas?

Inverted commas are punctuation marks used to show where speech or a quotation begins and ends.

‘Inverted commas can be single – ‘x’ – or double – “x”. They are also known as quotationmarks, speech marks, or quotes.’ – Oxford

In American English, inverted commas are called quotation marks.

In British English, we use single marks more often than the double marks.

We use inverted commas:

To indicate the beginning and end of direct speech -

Direct speech means the exact words used

by a speaker or writer. In British English

we use single marks.

Example:

‘I’m tired,’ she said.

In American English, the rule is to use double quotation marks:

Example:

“I’m tired,” she said.

To indicate a word or phrase being discussed, or a word or phrase directly quoted from somewhere else -

In British English, we use single marks. We place punctuation outside the closing quotation mark.

Example:

Her latest novel is called ‘Seven Days’.

In American English, you can use single or double quotation marks.

You place the punctuation before the closing quotation mark or marks.

Example:

Her latest novel is called “Seven Days.”

Note: Direct speech within direct speech

In British English we use single inverted commas for direct speech and double marks to enclose the quote.

Example:

Mr Shah said, ‘I think it was Sheela who said “It was a mistake” more than once.’

In American English you use single quotation marks when direct speech is quoted within another piece of direct speech.

Example:

Mr Shah said, “I think it was Sheela who said ‘It was a mistake’ more than once.”

What does the phrase ‘In Inverted Commas’ mean?

If you say in inverted commas after a word or phrase, you are indicating that it is inaccurate or unacceptable in some way, or that you are quoting someone else.

Example:

She sounded detached, as if she were speaking in inverted commas.

Quotations within a Quotation

The most common use of the single quotation mark is when you’re quoting someone within a quotation. You’ve probably seen this format used in different types of essays, books, interviews, and news stories.

Here are some examples to make you more familiar with this primary use of single quotation marks:

- Samay exclaimed, “Jay was at the store and bumped into Alisha. When he saw her, he said, ‘I hope we’ll see you at the party next Friday,’ but she didn’t know anything about it!”
- The news reporter said, “All of the stores on the block have burned down. One shop ownerscreamed, ‘I cannot believe this as happening!’ as the flames engulfed her store.”
- Jayesh told Mahesh, “I saw Sheela the other day, and she said, ‘I’m really looking forward to Mayank’s graduation!’”
- Her daughter asked, “Why did you call that man ‘idiot’?”

Quotations within a Headline

In a headline single quotation marks are used in place of the standard double quotation marks. So, if the headline includes the title of a song, short story, or a quotation, you would use single quotation marks. Generally, you’ll see this used when the headline is in reference to something someone said.

- In the Words of The Beatles, ‘Let it Be’
- The President Urges, ‘Don’t worry America’
- Heroic Mom: ‘I did it for my kids’
- ‘No More Taxes’ Promises Candidate

Quotation Marks with Other Punctuation

One question that frequently arises with quotation marks is where to place other punctuation marks in relation to them.

- Commas and full stops always go inside the quotation marks.
- Semicolons and colons always go outside the quotation marks.
- Question marks, exclamation marks and dashes go inside the quotation marks when they are part of the quotation and outside when they are not.

Check Your Progress:

Exercise -

Revise the following sentences by adding quotation marks and / or other punctuation, including end punctuation, where needed:-

- Did you see that new movie asked my friend
- When she saw his new Mercedes, she exclaimed What a beautiful car
- I just finished reading Shirley Jackson's short story The Lottery
- Did Jay really say It's not my responsibility
- The composer asked if the orchestra would play this Thursday
- I'm going to the newsstand he said for a copy of the newspaper
- You're out of your mind exclaimed Tanmay, slamming the door
- The professor asked When was the treaty signed
- The mayor promised that the project would be completed in two months
- The Wasteland is a poem by T.S. Eliot

Answers

Exercise -

- "Did you see that new movie?" asked my friend.
- When she saw his new Mercedes, she exclaimed, "What a beautiful car!"
- I just finished reading Shirley Jackson's short story, "The Lottery."
- Did Jay really say, "It's not my responsibility"?
- The composer asked if the orchestra would play this Thursday. (no quotation marks)
- "I'm going to the newsstand," he said, "for a copy of the newspaper."
- "You're out of your mind!" exclaimed Tanmay, slamming the door.
- The professor asked, "When was the treaty signed?"
- The mayor promised that the project would be completed in two months. (no quotation marks)
- "The Wasteland" is a poem by T. S. Eliot.

10.7 KEY WORDS

The Comma	The comma marks a natural pause during a sentence.
The Semicolon	The semicolon is used in a sentence where there is a pause which is longer than a comma but shorter than a full-stop.
The Colon	Introduce a list of things.
The Full Stop	The full stop ends a sentence when it is a statement. Remember a sentence makes sense. You take a long pause at the end of a sentence. This long pause means that you need a full stop.
Exclamation Mark	This mark shows strength of emotion. It is often used in direct speech and informal notes, messages and letters. It is less common in formal writing.
Question Mark	You should use the question mark at the end of a direct question.
The Dash	We can use a dash at the beginning and end of parenthetical information. Usually you will use dashes when you want to emphasise the information, but you might also like to use them if the parenthetical information is too long or abrupt to be set off with commas.
Using Ellipsis	Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction.
Apostrophe	You should use an apostrophe to form the possessive case of a noun or to show that you have left out letters in a contraction.
Inverted Commas	Inverted commas are punctuation marks used to show where speech or a quotation begins and ends.
Direct Speech	Direct speech means the exact words used by a speaker or writer.
Quotations within a Quotation	The most common use of the single quotation mark is when you're quoting someone within a quotation.
Quotations within a Headline	In a headline single quotation marks are used in place of the standard double quotation marks.
Quotation Marks with other Punctuation	One question that frequently arises with quotation marks is where to place other punctuation marks in relation to them.

Useful Link

- <https://www.youtube.com/watch?v=wMkqoIsk9sU>
- (Capitalization & Punctuation Rules)
- <https://www.youtube.com/watch?v=I3kLvqjruE0>
- (Ellipsis)

10.8 LET US SUM UP

- An interesting and perhaps unanticipated result of the growth in social media for marketing is an increased need for good writing skills. Blogs, drip marketing, opt-in electronic newsletters, and other “new media” require both useful content and good writing to attract and retain readers.
- The elements of good writing are simple: grammar, spelling, punctuation, and capitalization. By mastering the rules, one can make one’s writing easier to understand and more enjoyable to one’s readers.
- Punctuation helps convey the precise meaning of a sentence – and in fact can even change the meaning, as in this well-known example:
 - A woman, without her man, is nothing.
 - A woman: without her, man is nothing.
 - Like punctuation, capitalization too helps convey information.

10.9 REFERENCE

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:: STRUCTURE ::**11.0 Introduction****11.1 Learning Objectives****11.2 Writing to Inform****11.3 Writing to Influence****11.4 Writing to Explain or Advice****11.5 Writing to Analyse or Review****11.6 Writing to Describe****11.7 Writing a Narrative****11.8 Writing for The Web****11.9 Writing a Script****10.10 Writing a Speech****11.11 Key Words****11.12 Let It Sum Up****11.13 Reference**

11.0 INTRODUCTION

When we talk about writing, fiction and poetry often take the spotlight, but there are many other types of writing that we can explore.

Most writers develop a preference for one form (and genre) above all others. This can be a good thing, because one can specialize in one's form and genre and become quite proficient. However, occasionally working with other types of writing is beneficial. It prevents one's work from becoming stale and overladen with form- or genre-specific clichés, and it's a good way to acquire a variety of techniques that are uncommon in one's preferred form and genre but that can be used to enhance it.

One can deploy different types of writing to – inform, analyse, influence, explain, advice, describe and narrate. One also needs to remember that different rules apply for writing for different mediums like the print and the web. Lastly specific skills are required to write a script or a speech.

In this unit we will take an in-depth look at what goes into writing for these different mediums and genre especially keeping in view the objective of our writing.

11.1 LEARNING OBJECTIVES

The purpose of this unit is to provide journalism students clarity with regards to the different kinds of writing. Because at different junctions of their career they may write for a variety of purposes – to inform, to persuade, to advice, to explain, to analyse, to describe or to review.

They may also try their hands at writing varied literary pieces besides news stories like say for instance – speeches, scripts, voice-overs, novels, blogs or even for the web in general. To enable them to successfully execute these writings care has been taken to provide them with an in-depth understanding of the nuances of each of these forms.

The final objective is to strengthen the writing capacity of students irrespective of the media field in which they wish to make a career for themselves – print, electronic or internet.

On Completion of this Unit

- You will be able to understand different types of writings
- You will get tips on writing – speeches; voice-overs for documentaries and videos; scripts for theatre, television, radio or film; blogs; for the web; novels; stories; advertisements; analytical pieces; editorials; reviews of books or films; recipes; agony columns; leaflets; letters to the editors; newspaper reports etc.

11.2 WRITING TO INFORM

- The main purpose of some pieces of writing is to give the reader information. These include leaflets, encyclopaedias, newspaper reports and letters which provide the reader about information about a topic. Some texts also tell the reader how to do something by giving instructions.
- Informative writing needs to give readers the details they need to know and do so clearly. It should also include lots of facts, presented in short paragraphs and using simple vocabulary.
- Take the instance of DIY instructions. People frequently buy furniture in separate parts to be assembled at home. The buyer needs to follow a set of instructions in order to assemble the item. Often

the instructions are not very clear which can lead to a great deal of frustration.

Tips to Remember

1. Put a headline at the beginning to tell the reader what the content is about.
2. Put in pictures, colours, diagrams and maps to make the content effective and attractive.
3. For explanations regarding – process, travel directions, recipes and product manuals - put in numbered steps to create an easy-to-follow sequence.
4. Break down detailed text into short sections to make the information easy to find and absorb.
5. Place sub-headings to guide readers through the text and lead them to important details.
6. Avoid using complicated language that may obscure the information.
7. Use adverbs like – carefully, quickly – in instructions to provide the reader with information on how to do something.
8. Put bullet points to divide up the information instead of paragraphs.

Check Your Progress:

Exercise-

- Prepare a leaflet regarding the Gir Forest.
- Write a letter to your friend providing her with the details regarding a jewellery store including the way to the same.
- Write a short product manual on a refrigerator.
- Write the recipe of preparing instant noodles.
- Write a newspaper report regarding a new flyover constructed at Ambawadi.

Interesting Quote...

“Write so that people can hear it and it slides through the brain and goes straight to the heart”

- Maya Angelou.

11.3 WRITING TO INFLUENCE

There are many texts which argue or seek to change an audience’s views or behaviour. However it may be noted that there are subtle differences between arguing and persuading.

Argument

An argument tends to acknowledge the opposite opinion while providing well-reasoned arguments against it. For instance if someone were to argue that cats were better than dogs, that person would not simply list all

the good things about cats; rather he or she would acknowledge why some people prefer dogs and then argue against those points.

Persuasion

A persuasive piece is more one-sided and emotional rather than an argument. It often coaxes the audience to act: for example, to buy a product, join an organization or donate money.

Take the example of this poster from 1914 which was used to persuade men to join the British army in World War I. It portrays Lord Kitchener, the then British Secretary of State for War, telling the audience that their country needs them. By looking directly at the audience and addressing them with the word YOU, Lord Kitchener made an extremely effective appeal.



Tips to Remember

- a) To plan an argument list the reasons why people take the opposite point of view.
- b) Try to disprove each point with a counter argument.
- c) In persuasive writing do not accept the opposite opinion and coax the reader to act immediately.
- d) Persuasive writing should be firm but not aggressive.
- e) Real life stories add emotion to a piece of writing.
- f) Use confident language such as you will and definitely; rather than you might and possibly.
- g) In persuasive writing use rhetorical devices to influence the audience's opinions.
- h) Repeat a word, phrase or structure to make an idea stick in the reader's mind and convince them that it's true.
- i) Use facts, statistics and quotations from reliable and authoritative sources to back up your points and make them sound more convincing.
- j) Use words and phrases which make the reader feel an emotion such as – pain, sadness, guilt or anger. This makes them more susceptible to persuasion.
- k) Ask rhetorical questions (a question which does not require or expect

an answer) to make the reader reflect on points that he may not have considered.

- l) Address the audience directly using – you – to make them feel more involved.
- m) Use –We – to form a relationship between yourself and the audience and encourage them to trust and believe you.
- n) Use exaggeration to emphasise a point and to grab the attention of the reader.
- o) Exaggeration includes superlatives like – the best, the worst, the cheapest.

Check Your Progress:

Exercise-

- Prepare a persuasive write-up on why people prefer dogs to cats.
- Prepare an argumentative write-up on the fast spreading usage of smart phones among children.

Interesting Quote...

“When I sit down to write a book, I do not say to myself, ‘I am going to produce a work of art.’ I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing.”

- George Orwell.

11.4 WRITING TO EXPLAIN OR ADVISE

- Explanations and pieces of advice give the readers more than the basic facts.
- Writing to explain or advise can be confused with writing to inform. However the point to be noted is that explanations and pieces of counsel include reasons, feelings and suggestions, as well as information.

Explanation

An explanation gives reasons. For example it can explain why or how an event has happened or why someone feels a certain way.

Advice

Good advice tells someone the best, easiest or quickest way to do something, or suggests how to solve a problem

Tips to Remember

- i. When asked to explain your views on a topic, or the reason an experience was difficult or important do not simply describe the topic or event but also the feelings involved.

- ii. Explain the reader how or why something happened, not just what happened.
- iii. Use linking words and phrases to show cause and effect.
- iv. Advice needs to be authoritative but friendly.
- v. Use a sympathetic and positive tone to encourage the reader.
- vi. A good explanation must be well-structured in order to deliver the information in a clear and logical way.
- vii. To build a relationship with the reader in order to make him more receptive to the advice address the reader directly by using you; or refer to your opinion with an I.
- viii. Blend a mix of strong suggestions (you should) which are effective as they encourage the reader to act; along with gentler suggestions (you could or you might) to maintain a friendly tone.
- ix. Show how the advice will help and also emphasise on what will happen if the advice is not followed.
- x. While writing Leaflets or Columns of Advice break down the information into bullet points to ensure that the reader can read and follow the pieces of advice easily.

Check Your Progress:

Exercise-

Write an agony column on parenting issues. Present both sides – the problem (explanation) and the solution (advice). Ensure that you mention at least five problems and their respective solutions.

Interesting Quote...

“Making people believe the unbelievable is no trick; it’s work. ... Belief and reader absorption come in the details: An overturned tricycle in the gutter of an abandoned neighbourhood can stand for everything.”

- Stephen King, WD (this quote is from an interview with King in our May/June 2009 issue)

11.5 WRITING TO ANALYSE OR REVIEW

These two pieces of writing break down a topic and discuss its key parts. Both analysis and review discuss a subject in depth. However while an analysis gives a balanced judgement, a review is usually opinionated and personal.

Analysis

This is an investigation of a topic. Unlike a persuasive piece of writing or a review, an analysis remains objective which means that it is not influenced by personal feelings. It will look at the good and the bad

points of a subject and come to a fair conclusion. A useful way to plan a balanced analysis is to use a table, listing FOR and AGAINST.

Example (First Post – 25 October 2008) –

AGAINST REALITY SHOWS	FOR REALITY SHOWS
Reality TV is vulgar and shoddy. By creating pseudo-celebrities it contributes to the de- basement of popular taste.	We live in an age of mass culture. More people read tabloids than the broadsheets, and reality TV is a fair reflection of this.
It is often cruel, exposing the participants to gross humiliation for our amusement. This makes it the modern equivalent of going to laugh at the lunatics in Bedlam. The present row over racism on Big Brother shows how nasty it can be.	Elitism is out of date. People are no longer willing to accept only what broadcasters' think is good for them.
It exploits the vulnerable, and has been con- demned by the Mental Health Foundation for doing so.	There is nothing wrong in giving people what they want.
Popularity should not be the ultimate test of what is permissible. Public executions used to be popular and still are in some countries.	It is intrinsically fascinating to see how people speak and behave in unusual situations. This is why many intelligent people find themselves gripped by Big Brother and other reality shows. They teach us something about human nature and so broaden our experience.
It is nonsense to say that broadcasters shouldn't set standards or be obliged to adhere to codes of behaviour.	If we believe in freedom and free speech, then we have to accept reality TV as an expression of popular and democratic taste. Nobody is compelled to appear in reality TV programmes, or indeed to watch them.
We don't for instance allow them to promote racism or sectarianism or to incite violence. Reality TV is debasing and should be strictly controlled, if not banned altogether.	Reality TV is harmless fun. Only pompous people and snobs condemn it.

Review

A review is a piece of writing that provides a focussed description and evaluation of an event or publication such as a book or a film. It is much more subjective than an analysis and is therefore written in the first person with many personal opinions

Example (Book My Show – 10 October 2019) –
THE SKY IS PINK: FILM REVIEW – A BEAUTIFUL STORY
OF LOVE & LIFE ALISHA FERNANDES OCTOBER 10, 2019
Verdict: An inspirational film that will leave you in tears.

Making a biographical film is never an easy feat as one has to do justice to the person the film is about. In this case, director Shonali Bose not only did justice to this film based on the life of Aisha



Chaudhary but has also created a movie that will inspire and move the viewer. Not surprisingly, this is not the first time Bose has mastered the art of connecting with her viewer on an emotional level. She did it with her previous film Margarita with a Straw as well.

What's The Sky Is Pink About:

This film is based on the life of motivational speaker and author Aisha Chaudhary and her family. In the film, the story is narrated by Aisha (Zaira Wasim) who has already passed away. Through Zaira's quirky narration and a non-linear timeline, we get to witness an incredible journey spanning 25 years of her father whom she fondly refers to as Panda (Farhan Akhtar) and mother aka Moose (Priyanka Chopra Jonas). Their love story and the challenges they face as a family forms the crux of the story.

What Works:

Director Shonali Bose takes on a sensitive topic and executes it brilliantly. By using a non-linear timeline, the film is able to reel in its audience to stay engaged throughout. The Sky Is Pink is an extremely emotional film but Zaira Wasim's narration lightens the mood at all the right moments, which helps create a balance. Priyanka Chopra embodies her character and leaves you convinced of the eternal love a mother has for her child. Farhan Akhtar demonstrates his character's transformation from a young boy in love to a dad who has lost his baby girl to the tee. Together, their characters are extremely convincing and their on-screen chemistry makes you smile, laugh, and cry. Zaira delivers a remarkable performance as Aisha and you can't help but love her character. Even Rohit Suresh Saraf, who plays the role of Aisha's older brother, gets his chance to shine on screen.

Trigger Warning: You may be teary-eyed and emotional as you leave the theatre. Keep some tissues handy.

What Could've Been Better:

While this film engages you and leaves you filled with different emotions, it is a tad bit long and could have been shortened in a few places.

Why You Should Watch:

The Sky Is Pink is a film that will inspire you and warm your heart. You will smile, laugh, cry and be thoroughly engaged throughout the film.

Tips to Remember

- i. To maintain the objectivity of an analysis, it's best to write in the third person and write with an impersonal tone. For example starting a sentence with the words – it is often argued; it seems likely; there is evidence to suggest; many people believe; it is sometimes stated – does not reveal the writer's personal opinion.
- ii. An analysis should be structured clearly using paragraphs. Discuss one point of view first, followed by the other and finally come to a balanced conclusion.
- iii. When writing a review think about the audience and what they will want to know about the audience and what will they want to know about the subject being reviewed.
- iv. The first piece of a review should give a short summary of the film, book, show or other event without giving everything away. It should give the reader a general idea of what it is about.
- v. The middle part of a review should go into more detail about the strengths and weaknesses of the subject. It might discuss the acting in a play, the quality of writing in a book or the use of special effects in a film. It's important to back up any comments with examples.
- vi. The final paragraph in a review should be a summative statement about the subject, and an overall recommendation – a final judgement on whether the subject is worth watching, seeing or reading.

Check Your Progress:

Exercise-

1. Tabulate the pros and cons of watching television.
2. Write a 500-word review of the bestseller '2 States : The Story of My Marriage' written by Chetan Bhagat.

Interesting Quote...

“The first sentence can’t be written until the final sentence is written.”

- Joyce Carol Oates, WD.

11.6 WRITING TO DESCRIBE

- Descriptive writing tells the reader what something or someone is like.
- Many types of writing use description, from stories to advertisements. Descriptive writing uses particular words to paint a vivid image of something in the reader’s head.
- When one is writing to describe it’s important to appeal to the reader’s senses. By describing what something looks, sounds and feels like a writer can allow the reader to imagine something in detail. Not all of the senses may be relevant, but try to think about as many as possible.

Tips to Remember

- i. Structure a description by describing it location by location as if moving around a scene with a video camera.
- ii. Describe what something looks, feels, smells, tastes and sounds like.
- iii. Create tempting pictures in an audience’s mind to persuade them to buy something. For example hair can be described as smooth, glossy and rich to sell a new shampoo or hair dye. Or descriptions such as azure blue, gently lapping waves and golden sands could be used for a beach resort advertisement.
- iv. Provide details to enable the reader to imagine something.
- v. Select particular words to add extra information and make a sentence more descriptive.
- vi. Use precise vocabulary that includes descriptions within the words themselves.
- vii. Add adjectives and adverbs to make the sentence more suggestive.
- viii. Use different descriptive words to give the sentence a totally different feel.
- ix. Use figurative language (simile, metaphor, personification and onomatopoeia) which is basically exaggerated style of writing that draws comparisons between things to create a more vivid description.

Check Your Progress:

Exercise-

1. Describe an accident site.
2. Describe a delicious cake.
3. Write a crisp 50-word advertisement for the following – hair-dye, a beach resort at Goa and a Samsung Smart Phone.

Interesting Quote...

“We’re past the age of heroes and hero kings. ... Most of our lives are basically mundane and dull, and it’s up to the writer to find ways to make them interesting.”

- John Updike, WD.

11.7 WRITING A NARRATIVE

- A narrative is a piece of writing that tells a story. A story is an account of events linked by cause and effect. All stories need a narrator, a plot, characters and a setting. Some stories also include dialogue to show conversations between characters.
- Using a mixture of long and short sentences in a narrative builds up the tension and suspense. While figurative language (such as simile as fast as a cheetah) can enrich the description; but its usage needs to be restricted as excess description can distract the reader from the action.

Points to Keep in Mind –

View/Perspective

The narrator is the person telling the story. If the narrator is a character in the story recounting the events from his point of view then the narrative is in the first person. If the narrator is uninvolved in the story and always refers to characters as he, she or they then the story is written in the third person.

Plot

It is the plot which turns a list of events into a story. All the events happen for a reason and are caused by the actions and decisions of the characters. A good plot needs to have a clear beginning, middle and end

- Beginning – This introduces the main characters and the situation that they are in. One classic plot line starts with the main character facing a problem.
- Middle – This often shows the character trying to overcome the problem. The main event or turning point in the plot usually happens in the middle of the story.

- End – This brings the story to a resolution. The main character may have solved his problem. Alternatively a plot ‘twist’ may introduce an unexpected ending.

Characters

A good story needs to have interesting characters that the reader can engage with. Usually there is a main character or hero. There are also villains who stop the hero from reaching his goals and allies who help the hero. Each character needs to be distinctive with unique physical or personality traits.

- Adjectives to describe bad characters – cunning, arrogant, moody, selfish, nasty, quick-tempered, stubborn, rude.
- Adjectives to describe good characters – honest, enthusiastic, kind, caring, humorous, patient, helpful, modest.

Setting

This is the place, time and situation where the action takes place. The right setting will give the story mood and atmosphere. For example a pirate story could be set on a deserted tropical island in the seventeenth century. Describing a setting in detail will enable the reader to imagine what it is like. Using words that contain description such as sounds, paint a vivid picture of the scene.

Dramatic Dialogue

Using dialogue in a story can reveal more about the characters and advance the plot. It should be concise and dramatic – overly long or pointless pieces of dialogue should be avoided. Choosing phrases such as he grumbled, he screamed or he gasped instead of he said also adds more drama.

Just remember -

- Pieces of dialogue need to go in inverted commas.
- A new speaker’s dialogue needs to go on a new line.
- Use more interesting words as an alternative to ‘said’.

Check Your Progress:

Exercise-

Pick up the latest best seller and note down – the plot, characters, setting and perspective of the writer. Also identify and write down one powerful dialogue of the hero, villain, heroine and ally.

Interesting Quote...

“Remember: Plot is no more than footprints left in the snow after your characters have run by on their way to incredible destinations.”

- Ray Bradbury, WD.

11.8 WRITING FOR THE WEB

- Writing for the web is very different from writing for print. Online readers are usually trying to find specific information and will move on if the website isn't clear or doesn't tell them what they need to know. Web writers use specific techniques to keep readers interested.
- Blogs are a type of online journal written for an audience. They are usually written in an informal and personal style and should be entertaining to read. Bloggers often write in the style of casual speech – although blogs too mandatorily need to be grammatically correct. So it's helpful to read a blog out loud to make sure that it has the right tone.

Points to Keep in Mind –

Easy on the Eye

Reading words on a screen is harder than reading them on a printed page; so if online readers find something too difficult to read they will click away. Therefore online text should always be written in short and clear sentences and paragraphs.

Key Words

The web is huge and full of websites on the same topic. Web writers have to make their content easy to find by including the 'key words' that users search for on search engines. This is called Search Engine Optimization (SEO). This means that the headlines and subheadings should be clear rather than vague.

- Correct Example – Go to Australia
- Incorrect Example – Go to Kangaroo Country

Give it Some Space

A clear layout also makes online text easier to read. It is often broken up into small paragraphs and bullet points and surrounded by plenty of white space. People often scan read when they are reading online, so clear and descriptive subheadings can help them to find the information that they need.

Call to Action (CTA)

All writing has a purpose, whether to provide readers with information or to push them to buy something. The web, more than any other medium, can allow readers to act on what they have read straightaway. It is therefore important to include active hyperlinks that take readers to extra information or to the checkout page

Example – Add to basket, Ask one of our team etc.

Tips to Remember

- a. Include company logo on business websites.
- b. Insert attractive images to make the website and content look appealing.
- c. Place tabs along the top of the page to take the user to different sections of the site.
- d. Include some slang in Blogs.
- e. Use interactive graphics to present information in a more engaging way.

Check Your Progress:

Exercise-

Write web content on tourist spots of Gujarat basis the learnings above.

Interesting Quote...

“Make it simple. Make it memorable. Make it inviting to look at. Make it fun to read.”

- Leo Burnett, founder, Leo Burnett Company, Inc.

11.9 WRITING A SCRIPT

- Voice-over and dramatic scripts have to be effective when read loud.
- The words in a script are spoken to an audience so they have to be easy to understand. Scripts also need to be laid out in specific ways and include instructions for the people involved.

Voice-over Script

This is the audio commentary that accompanies a short video such as a documentary, an advertisement or a charity campaign film. A useful way to lay out a voice-over script is to use a table with columns.

Tips to Remember

- a) A voice over table should carry four columns – the images that will be shown on the screen; the time duration in minutes/seconds; the actual content; and the sound effects which will play in the background.
- b) In the script the words need to relate to the images on the screen giving extra information about them.
- c) It is often effective to include occasional silences so the audience can focus on and absorb what they can see on the screen.
- d) The language needs to be simple so that the listeners can immediately understand the same and; the narrator doesn't fumble.
- e) Test a voice over by reading it loud – if the narrator runs out of breath or gets confused then the script needs to be re-written.

Dramatic Script

This tells a story. However unlike a written narrative, a script will be performed. Dramatic scripts can be for the theatre, television, radio or film. Each type has slightly different conventions but they have some common features

Tips to Remember

- a) A script should include directions that tell everyone involved what to do.
- b) The title of the piece goes at the top.
- c) The setting and the characters involved in the scene are listed at the top.
- d) Directions in brackets show when characters enter and exit the scene.
- e) Directions also include adverbs that tell actors in what tones they need to perform their lines.
- f) Directions are also related to lighting, sound effects or camera shots such as close-ups.
- g) The dialogue refers to the conversation between characters.
- h) In a play the plot is controlled by the dialogue and action so the words need to tell the audience what is happening.
- i) The speech needs to be convincing so it should reflect the age, nationality, personality and mood of each character.

Check Your Progress:

Exercise-

- Write a voice-over script for a 3-minute video of an NGO requesting for donation.
- Write a dramatic script for any short story from the best seller 'Twelve Red Herrings' by Jeffrey Archer.

Interesting Quote...

"Who wants to become a writer? And why? Because it's the answer to everything. ... It's the streaming reason for living. To note, to pin down, to build up, to create, to be astonished at nothing, to cherish the oddities, to let nothing go down the drain, to make something, to make a great flower out of life, even if it's a cactus."

- Enid Bagnold.

11.10 WRITING A SPEECH

- A speech is a talk on a particular subject to an audience.
- People make speeches for many different reasons, but they are often for work or social occasions. The techniques used for writing a speech are similar to those used in written work but a speech must be effective when read aloud.

Elements of a Speech

Talking Point

Every speech needs to have a clear and passionate message for its audience. For instance politicians make speeches to persuade people to vote for them or to support their policies; activists speak to raise awareness about an issue say animal rights.

Structure

Like any piece of writing a speech needs to have a focussed structure with a clear beginning, middle and end

- **Beginning** – The opening lines should capture the audience's attention with a joke or a surprising statistic or an inspirational quote.
- **Middle** – This should deliver the main points one by one with each point backed by sturdy evidence.
- **End** – The last section needs to sum up the message of the speech and ideally end with something memorable.

Content and Language Style

- Informal speeches can include some slang but it's best to use Standard English so that the audience will understand what is being said.
- Particular techniques should be used to create interesting speeches that will engage an audience.
- Always consider what the words will sound like when they are spoken aloud.
- Posing questions to the audience makes them feel involved and encourages them to think about something in-depth.
- Repeating words and phrases gives a speech a good rhythm and emphasises important words and ideas. Patterns of three are particularly common in speech writing.
- Listing subjects, places or names can reinforce how many there are of something.
- Using emotive language can evoke a response in the audience such as sympathy, guilt or excitement.
- Using pronouns like – I, you, we – in a speech can make it more personal.
- Using friendly terms of address such as friends or comrades can relate to the audience.
- Using memorable statements i.e. slogans to sum up an argument are effective. These are usually short and powerful and sound good when spoken out loud often because they use alliteration.

Check Your Progress:

Exercise-

Search on the internet for famous speeches and identify and note down the elements mentioned in this section.

Interesting Quote...

“Let the world burn through you. Throw the prism light, white hot, on paper.”

- Ray Bradbury, WD.

A GOOD BLOG

<https://www.marketing91.com/8-different-types-of-writing/>

8 Different Types of Writing

- Hitesh Bhasin

Writing is a way to express human emotions, knowledge. Every writer has his/her own style of writing, which reflects his personality. However, each piece of writing requires different style and tone which can be decided on the basis of the content of the writing. No matter what you write it is very important for you to stay focused on your purpose of writing. There are mainly four categories in which all types of writing fall, which are Narrative Writing, Descriptive Writing, Expository Writing, and Persuasive Writing.

In addition to the four main categories, there are few more categories such as Creative Writing, Review Writing, Subjective Writing and Objective Writing. Each writing type has a different purpose and requires a different writing skill. Many a time, writers use multiple types of writing to write a single paragraph. It requires skills to use these types of writing to convey your message efficiently.

In this article, you will learn about the different types of writing and where to use them.

1) Narrative Writing:

The purpose of narrative writing is to tell a story just like a storyteller but in written form. The story could be a fictional story or a real story. Narrative writing is considered one of the most difficult styles of writing to write and one of the easiest styles for reading. Because it requires a lot of skills to write a story in such a way that it takes the reader in the world of the story. Writing stories need great imagination and writing skills to convey it to the reader.

In narrative writing, the writer develops a lot of fictional characters and tells what happened to them in the form of a story. Mostly, stories are narrated from the point of view of one character, which is called first-person narration. All novels, poetry, short stories, biographies, and autobiographies fall under this category. A whole narrative writing is an answer to the simple and small question “what happened then?”. Narrative writing always has a person who tells a story or an event from his / her point of view. It has characters that carry the story. It has dialogue.

There are situations in narrative writing such as actions, conflicts and fights, motivational events. A narrative story always has a definite beginning, interval, and ending. Sometimes the ending of a story is definite and sometimes writers leave the story with an open ending. There are two reasons behind leaving a story with an open ending. First, the writer is planning to write a sequel to the story. Second, the writer wants his reader to imagine their own ending.

There are zillion examples of narrative writing which take the reader into its world. One among them is Harry Potter. It is a series of seven books. One who has read Harry Potter has imagined the “Hogwarts” school differently.

2) Expository Writing:

This type of writing style is commonly found in textbooks. This type of writing is used to explain things, people, place, relationship or an idea. Expository writing is used to provide information about various things, therefore, it is sometimes also referred to as information writing. In this type of writing, the author provides factual information about a certain subject rather than voicing his / her own opinion.

This type of writing is built on facts, statistics, reasons, laws and principle, cause, effects, and examples. As the information written in this type of writing is factual, therefore, it is written without emotions and from the point of view of a third person. Self-reference can be used in expository writing but to give an external description and explanation and not to explain personal feelings and opinions.

Expository writing is sometimes confused with descriptive writing because both types of writing are used to describe things. However, both types of writings are quite different from each other. An expository writing style is used to explain and describe external things, situations and processes whereas descriptive writing is used to explain the point of view of someone about the world or a subject or a thing at a particular time.

Moreover, the expository style of writing is written with neutral and matter-of-fact tone. This type of writing usually explains things in a process with facts and figures in a logical order and sequence. The expository writing style is used in textbooks, newspapers, magazines,

recipes, how to articles, editorial writing, business, scientific or technical writing.

3) Persuasive Writing:

The main purpose of this type of writing is to persuade its audience about something. It includes opinion and a personal point of view of the author. The author should have known about the other side of the topic so that he can present the strongest information to counter it. He/she should be able to develop a well-defined and debatable topic.

Sometimes the author writes about the other side of the opposing point and refutes them and gives a strong explanation for why he/she does it. Even though persuasive writing includes a personal opinion of the author, it is still written objectively. Persuasive writing usually uses emotional appeal to win the heart and confidence of readers. Persuasive writing contains reasons, arguments, and justifications.

The author takes a stand about something and appeals his/her reader to do the same. In this type of writing, the author appeals to his/her readers to take some actions about the situation which is referred to as call-to-action. Persuasive writing can be seen in editorial and opinion sections of newspapers, reviews (of books, movies, music, restaurant, hotel or city), cover letters, and letters of recommendation or complaint.

4) Descriptive Writing:

Descriptive writing is describing things such as characters, places, events etc. in detail. It is like painting a picture in the mind of the readers. Descriptive writing is an art of showing something through words. A writer describes everything with respect to all senses. Through words, he tells you how it looks like, feels like, smells like and sounds like. Descriptive writing does the job of connecting the outer world with the inner world.

A writer uses various adjectives and adverbs to make the picture vivid for the reader. Descriptive writing is usually written with the point of view of the first person and the context of the writing is emotional and personal. Haruki Murakami, a Japanese writer is famous for his descriptive writing. His books like 'Kafka on the Shore' and 'Norwegian Woods' are the best samples of descriptive writing.

One not only read his books but also lives in the world of his books. Descriptive writing is used along with all other types of writings because every now and then a writer needs to describe a scene, character in detail so that readers can understand the story better. Descriptive writing is poetic in nature. It focuses on describing everything in a deep-detailed manner, so a reader can see, smell, taste, hear and feel things. This type of writing style is used in writing poetry, journals, fictional stories, diary writing and nature writing.

There are few more style of writings other than the above four main types of writing. You will learn about those categories ahead.

5) Objective Writing:

This type of writing includes writing something which you can support with facts and shreds of evidence. The information provided should be well researched and correct statistically and scientifically. An author should remain neutral and unbiased and let the readers make their own opinion. Objective writing is a formal way of writing. Therefore, rather than writ-ing “men and girls” write ‘men and women’.

This type of writing is “to the point of writing”, therefore, a writer should not intensify any-thing by using words like always, very, never etc. It is right to say that objective writing is fact driven.

6) Subjective Writing:

This type of writing is opinion driven writing. An author writes his own feelings, opinions, beliefs, and perspectives. The author does not bother about the correctness of the material. Subjective writing is originated from the authors own experiences and observations. Subjective approach is important because it gives the reader an insight into the author’s thinking process. This type of writing gives freedom to the reader to imagine things from their own unique perspective.

7) Creative Writing:

- Creative writing is an art of making things up. This type of writing is far different from professional writing. Writing fiction, non-fiction, horror, crime, biographies, screenwriting, scriptwriting, short stories, and playwriting all fall under this category. Basically, any writing which originates from the imagination of one person is called creative writing.
- There are plenty of jobs available in the market which requires creative writing. Other than that, many people are running successful websites, blogs, and You Tube channel because of their creative writing. Creative writing has become the need of the hour these days. Many people are taking classes to improve their creative writing skills.

8) Review Writing:

- Reviewing things has become a trend these days. People review everything like restaurants, food, cosmetic products, books, movies, and even mobile phones and laptops. Tech savvy people read the review of things online before making any purchase. Therefore, it has become so important that many companies pay people to review their products. Review writ- ing is art.

- It requires both persuasive writing skills as well as descriptive writing skills. One can make handsome money if they are good at reviewing things.

11.11 KEY WORDS

On Speeches	The best speeches are often short. Abraham Lincoln’s Gettysburg Address, one of the most famous speeches in history, lasted for less than three minutes.
On Scripts	On average a narrator can read 180 words out loud per minute.
On Web Writing	People read online text about 25 per cent slower than they can read printed material.
On Review Writing	The travel website Trip Advisor contains more than 75 million consumer reviews and opinions.
On Writing to Influence	The Ancient Greeks called the art of using language to persuade ‘the art of rhetoric’.

11.12 LET US SUM UP

- There are four main types of writing: expository, descriptive, persuasive, and narrative.
- Each of these writing styles is used for a specific purpose.
- A single text may include more than one writing style.
- Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information which does not include their opinion, but focuses on accepted facts about a topic, including statistics or other evidence.
- **Examples of Expository Writing** – Textbooks; How-to Articles; Recipes; News Stories; Business, Technical, or Scientific Writing.
- When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience; but the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are.
- **Examples of Descriptive Writing** – Poetry; Journal/Diary Writing; Descriptions of Nature; Fictional Novels or Plays.
- When an author writes in a persuasive style, they are trying to convince the audience of a position or belief; it contains the author’s opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position.
- **Examples of Persuasive Writing** – Cover letters; Editorials in

Newspapers; Reviews of Items; Letters of Complaint; Advertisements; Letters of Recommendation.

- When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.
- **Examples of Narrative Writing** – Oral Histories; Novels/Novellas; Poetry (especially epics/sagas or poems); Short Stories; Anecdotes.

Useful Link

- <https://www.youtube.com/watch?v=uZuDX3cNPBU>
- (Types of Writing - An Overview)

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:: STRUCTURE::**12.0 Introduction****12.1 Learning Objectives****12.2 Do Not Waste Words****12.3 Avoid Abstract Nouns****12.4 Be Gentle With Adjectives****12.5 Restrain from Getting Addicted To Qualifiers****12.6 Let The Verbs Work****12.7 Bank on Modifiers****12.8 Be Specific With Pronouns****12.9 Use The Active Voice****12.10 Key Words****12.11 Let Us Sum Up****12.12 References**

12.0 INTRODUCTION

Upon being asked why he rewrote the final chapter of ‘A Farewell to Arms’ 44 times, Ernest Hemingway replied “To get the words right” News isn’t simply gathering information but reporting it in a reliable and compelling way which is reader-friendly. Clarity, precision, a sense for detail and sturdy grammar are must-haves for a well-written article. Prior to submitting a story four critical questions which news writers need to ask themselves are –

- Have I said what I meant to say?
- Have I put it as concisely as possible?
- Have I put things as simply as possible?
- Is my story sound from the perspective of grammar?

Carelessness with clauses, misplaced modifiers and a freely floating pronoun may wreak havoc with your story! Readers must never be

expected to guess, pause, backtrack or wade through superfluous words to unearth the crux of the story. In this unit we will understand how to maintain attention to detail which is at the heart of goodwriting.

12.1 LEARNING OBJECTIVES

- Basic grammar skills are requisite for any type of writing. But News Writing has specific grammar requirements. If any of these are skipped then that’s the death knell for your story! Readers need to be written TO and not AT; hence the language you use needs to be in sync with their lives and everyday experiences. This unit will enable students to use language which is plain but not dull, terse yet relaxed; basically Standard English that’s neither stilted nor high sounding.

On Completion of this Unit

- You will be able to understand what elements of grammar are your lifeline.
- You will be able to grasp what elements of grammar need to be kept at an arm’s length.
- You will be able to write a good and reader-friendly story deploying grammatical and language skills.

12.2 DO NOT WASTE WORDS

‘The Elements of Style’ by William Strunk and E B White aptly showcases the need for economy with words –

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph unnecessary sentences, for the same reason that a drawing should contain no unnecessary lines and a machine no unnecessary parts. This requires not that a writer makes all his sentences short, or that he avoid all detail and treat his subject only in outline but that every word tell.”

But the problem with most media personnel is that they are innately voluble so the need to save words is sometimes overlooked by them especially in their writings!

To understand this better take a look at the table below which replaces lengthy phrases with simple two word phrases –

LENGTHY PHRASE	SHORT PHRASE
In the event of	If
Despite the fact that	In spite of
Adverse weather conditions	Bad weather
Take into custody	Arrest

A major fallacy which reporters suffer from is that the longer the phrase the greater the impact; on the contrary many sentences can be improved with surface trimming.

Take a look at the paragraph below and read it twice – once in its entirety and once omitting the underlined words “WASHINGTON – The administration is writing new regulations designed to sweep away many years of accumulated red tape and let local governments decide for themselves how to spend major urban aid grants.”

Which reading is more impactful? The second one, right!!!

Many a time slightly rewording a sentence produces dramatic results. Compare the original sentence given at the left with the revision on the right –

ORIGINAL SENTENCE	REVISED SENTENCE
It is unusual in the Legislature to have a conference with more than four members.	A conference committee with more than four members is unusual.
The Crime Branch said that a number of kidnapping complaints had been received as of Friday. Investigators are now in the process of checking out a list of possibilities.	The Crime Branch said a number of kidnapping complaints had been received as of Friday. Investigators are checking them out.
Consumers were slower in repaying installment debt in August and quicker in adding new debt in August than earlier this year, the government reported.	Consumers were quicker to borrow and slower to repay in August than earlier this year, the government reported.

Remember shorter versions make for crisper reading ... and eliminating boredom is directly proportional to saving words.

Moreover using superfluous words sends across the message to the reader that you are low on content and hence are filling in space with words - which indirectly means that you lack adequate knowledge of the topic you are writing on!

Examples and Explanations:

Pick up a newspaper and observe inflated phrases and simple phrases both of which convey the same meaning.

Here’s a list for your ready reference –

WHAT WRITERS SAID	WHAT THEY MEANT
Not in favour of	Opposes
For the expulsion of	To expel
Conduct a poll	Poll
For the re-equipment of	To re-equip
Announced the names of	Identified

Bopal area residential and real estate holding	Houses in the Bopal area
Responds specifically to incidents	Responds to incidents
For the entire distance of the flight	For the flight
Use his persuasive powers on behalf of	Support
Not yet known	Unknown
Can produce liver degeneration	Can damage the liver
So it can afford to re-equip its fleet with new fuel-efficient jets	So it can buy fuel-efficient jets
Now is asking for the relaxation of	Wants to relax

Check Your Progress:

Exercise-

Please read the paragraphs given below and prune them -

There is currently a lively, on-going controversy among many sociologists and other professionals who study human nature : theories are being spun and arguments are being conducted among them about what it means that so many young people — and older people, for that matter — who live in our society today are so very interested in stories about zombies. (58 words)

It has been noted by observers of world events that the Nobel Peace Prize nominations in recent years have been a demonstration that peace can be achieved in unexpected ways and by people who aren't even diplomats or heads of state. For example, in 2004 the Nobel Peace Prize was awarded to Wangari Maathai, a very impressive woman from Kenya who earned her PhD in vet medicine and became a professor and later chair of her department but then went on later to become the founder of the Greenbelt Movement, which trained African women who were uneducated and impoverished and generally undervalued by their society — not foresters - to grow trees and then plant them by the millions to fight desertification, control erosion, protect the people's access to parkland in cities, and to provide a source of food for all to share, all of which helps prevent conflicts and even wars over resources. (153 words)

Similarly, Muhammad Yunus won the Nobel Peace Prize in 2006. Dr Yunus is another professor who achieved great things outside the classroom. He was originally a professor of Economics in Bangladesh. Yunus was nominated for this prize because he founded Grameen Bank. This bank revolutionized banking by offering loans to the poorest of the poor. Regular banks would not offer loans to them.

Regular banks want to make as much profit as possible. So they loan money to people who are already wealthy. This is because wealthy people are believed to be more likely to pay back their loans. But the Grameen Bank is very different. It was not set up to make big profits. It was set up to give very poor people the resources they need to climb out of poverty. Ironically, the very poor people - mostly women - who borrowed from the Grameen Bank were more reliable than “regular” borrowers at for-profit banks. Grameen Bank had an average of 96 per cent repayment. Furthermore, its borrowers started businesses that made them self-sufficient. The Nobel Committee gave the peace prize to Yunus because they believed that we will never have world peace until the masses of poor people at the bottom of society can rise to be self-supporting. The Committee decided that, Grameen Bank showed that “even the poorest of the poor can work to bring about their own development.” (233 words)

Answers

Exercise-

A lively controversy currently rages among sociologists about why so many young people - and older people, for that matter - are so interested in stories about zombies. (27 words)

Recent Nobel Peace Prize nominations have demonstrated that peace can be achieved by un-expected people using unconventional methods. For example, Dr Wangari Maathai, a Kenyan woman, won in 2004 for founding the Greenbelt Movement, which trained women who lacked education and resources to grow trees and plant them by the millions to provide food and fight desertification, erosion, and loss of parkland. The Nobel Committee judged that this movement helps prevent conflicts over resources. (74 words)

Similarly, Dr Muhammad Yunus, originally a professor of economics in Bangladesh, won the Nobel Peace Prize in 2006 for founding Grameen Bank, which revolutionized banking by offering small loans to the desperately poor. Regular for-profit banks would not help these people because they seemed like poor risks. But Grameen Bank aimed not to make big profits but to give poor people the resources they need to climb out of poverty. Ironically, Yunus found them to be more reliable, with an average of 96 per cent repayment, than “regular” borrowers at for-profit banks. Furthermore, these women started micro-businesses that made them self-sufficient. The Nobel Committee recognized Yunus because “lasting peace cannot be achieved unless large population groups find ways . . . to break out of poverty,” and because Grameen Bank showed that “even the poorest of the poor can work to bring about their own development.” (146 words)

Interesting Quote...

“It is with words as with sunbeams. The more they are condensed, the deeper they burn.”

- Robert Southey.

“The most valuable of all talents is that of never using two words when one will do.”

- Thomas Jefferson.

12.3 AVOID ABSTRACT NOUNS

Certain abstract nouns which are commonly used in newspapers basically create clusters of surplus words; for example – issue, case, situation, question, condition, facilities, activities, experience, field, factor, proposition, basis, character, nature, process, problem. Often these nouns are tacked onto specific words: heavy traffic becomes ‘a heavy traffic problem’ or ‘the congested traffic situation’

Not only are such nouns stifling but they also lack clarity. What is an issue, a facility or a problem? A facility can be an airport, a railway station, a hotel, a garden or a kitchen.

An issue is anything people discuss or disagree with.

A health problem can be anything ranging from an innocuous headache to a life-threatening cancer.

Simply put stick to the golden principle of calling a spade a spade; if you term it ‘an agricultural implement’ you may be sending out a confusing message to your reader as to what you are talking about – a rake, a tractor, a plough etc.

Take the case of the story –

A man became a victim of violence in a dark alley.

Whereas the actual incident is that the man’s throat was slit in a dark alley!

Honestly did the first sentence convey the message of what had actually happened with the man?

Examples and Explanations:

Now let’s look at some examples of misused long-faced abstract nouns –

WRONG USAGE	RIGHT USAGE
The situation poses a danger to the public because of the tendency of persons on parole to commit more crimes.	It’s risky because people on parole often commit more crimes.
On the issue of payments, the committee deferred action for three weeks.	The committee deferred action on payments for three weeks.

The government decided to replace him with an officer of more aggressive character .	The government decided to replace him with a more aggressive officer.
Crimes of a violent nature are increasing.	Violent crimes are increasing.
Sufficient space for recreational activities was provided.	Sufficient recreational space was provided.
The loss of skilled workers will be a crippling fac-tor in the economy of East Germany.	The loss of skilled workers will cripple the economy of East Germany.
Another worrisome matter is the question of pro-ductivity.	Another worry is productivity.
They receive their payments on a monthly basis .	They receive monthly payments.
The trekkers agreed that their adventure in the for-ests had been a worthwhile experience .	The trekkers agreed that their adventure in the forests had been worthwhile.

WRONG USAGE	RIGHT USAGE
He is an acknowledged leader in the medical field .	He is a leader in medicine.
Half of the village lives in conditions of abject property.	Half of the village lives in abject property.
The States' hospital facility must be upgraded.	The States' hospitals must be upgraded.
He would not predict the effect of service cuts in terms of revenues.	He would not predict how service cuts would affect revenues.
The company pledged improvements in terms of labour relations and efficiency.	The company pledged to improve labour relations and efficiency.

Check Your Progress:

Exercise -

1. Read the Times of India, DNA and the Ahmedabad Mirror and identify and note down un-necessary usage of abstract nouns.
2. Write the correct versions of the sentences which you have identified above (deleting the abstract noun).

Interesting Quote...

"Never use abstract nouns when concrete ones will do. If you mean 'More people died' don't say 'Mortality rose.' " - C.S. Lewis, Letters to Children.

12.4 BE GENTLE WITH ADJECTIVES

A good writer needs to always keep in mind that neither does every noun need an adjective nor does every adjective need an adverb.

Mark Twain once advised a budding correspondent “When you can catch an adjective, kill it” And then went on to soften this statement by saying “No, I don’t mean that utterly, but kill most of them – then the rest will be valuable. They weaken when they are close together; they give strength when wide apart. An adjective habit, or a wordy, flowery diffuse habit, once fastened upon a person is as hard to get rid of as any other vice”.

Unfortunately some writers cannot bear the thought of lessening the use of adjectives; but it is a known fact that strong writing is that which relies only on nouns and verbs – just remember to pick the apt ones and one will need minimal modifiers.

Take a look at this sentence –

The shots on the quiet Sunday morning sent passers-by into frightened flight. Pray what is a courageous flight???

Other combinations which have become clichés are – posh resort, sprawling reservation, hardy narratives, devout Catholic, scenic countryside, colourful scene, high-powered rifle, picturesque village, serious danger, stern warning, deadly poison, grave crisis...the list is endless!

To test the logic of such modifiers use their antonyms along with the noun and see if they make sense.

Whenever tempted to use adjectives remember the immortal words of E B - The adjective hasn’t been born yet that can pull a noun out of a tight spot. In a nutshell, use adjectives to make your meaning clear, not as decorative after thoughts.

Examples:

Here is a list of redundant adjectives which are a direct consequence of mechanical modification –

Absolutely conclusive	Agricultural crops	Awkward dilemma
Close proximity	Complete monopoly	Completely full
Divisive quarrel	End results	Entirely absent
Exact counterpart	Future plan	General public
Grateful thanks	Hired mercenary	Irreducible minimum
Lifeless corpse	Lonely hermit	Meaningless gibberish
Mutual cooperation	New record	Old adage
Organic life	Original founder	Patently obvious
Personal friend	Personal opinion	Pragmatic realist
Present incumbent	Sworn affidavit	True facts
Ultimate outcome		

Check Your Progress:

Exercise -

Adjectives have been underlined in the paragraph below. Decide which adjectives need to be kept, strike off the redundant ones and re-write the paragraph –

LONDON

The slim almost boyish figure of the next king of England moved across the thick carpet of the elegant Brown's Hotel at Piccadilly. He signed the hotel register as cameras flashed.

En route back to the enormous, black Rolls Royce outside, he suddenly stopped. He had spotted two young women working on a guest register in the lobby.

“What are you doing?” he inquired politely in deep aristocratic tones. The receptionists looked up and their jaws fell.

“The guest register, is it?” asked the immaculately groomed Prince Charles

Answers

The slim figure of the next king of England moved across the thick carpet of Brown's Hotel at Piccadilly. He signed the hotel register as cameras flashed.

En route back to the black Rolls Royce outside, he suddenly stopped. He had spotted two young women working on a guest register in the lobby.

“What are you doing?” he inquired politely. The receptionists looked up and their jaws fell. “The guest register, is it?” asked Prince Charles.

Interesting Quote...

“Focus on verbs adjectives will follow.”

- Amol Gade.

12.5 RESTRAIN FROM GETTING ADDICTED TO QUALIFIERS

- Qualifiers are required only in statements which are open to doubt. As news reports are often based on partial information, some hedging is mandatory for instance – possibly, perhaps, probably, allegedly, reportedly, on the whole ...etc.

- Addition to usage of qualifiers by correspondents generally sends out the signal that they are insecure regarding the information and hence are keeping themselves protected in case anything untoward happens. But more often than not keeping one's self guarded is not re- quired at all!
- Raman, it can probably be said with absolute certainty...
- (Either use probably or absolutely certainty – you cannot use both)
- Both men pleaded guilty to the alleged theft of INR 4 lakh
- (Since they pleaded guilty, alleged is unneeded)
- Be especially miserly while using words like – basically, essentially, fundamentally, gener- ally, kind of, mostly, pretty, rather, slightly, somewhat, sort of, various, virtually – as these are generally superfluous.

Examples and Explanations:

Patrons at the restaurant told police that the suspect had methodically relieved them of their wallets and valuables. He then allegedly took the contents of the cash register and escaped through a side door.

Suggestion -

- Since the robber is not named, both allegedly and suspect are unnecessary.
- It certainly seemed that way in Belgrade, which had its worst night of bombing, coupled with a presumably unrelated earthquake at about 5.30 am.

Suggestion -

- Does the word presumably send the right message here?
- Basically Sears is changing its price policy.

Suggestion -

- In a news story one is not expected to give every aspect of the company's plan. If what is left out is important, put it in; if not, drop the qualifier.
- Generally the words – potential and possible – seem pointless.
- City negotiators are trying to head off a possible strike by next week

Suggestion -

- They want to prevent a real strike not a possible strike!
- The intention is to discourage potential attacks against oil installations

Suggestion -

- They want to discourage the genuine attack
- Arguably – now popular is usually meaningless. Funnily, these days almost anything is argu-able!
- Leonard Bernstein was arguably one of the most dazzling musicians America has produced.

Suggestion -

- Replace the word with perhaps or probably

Check Your Progress:

Exercise –

Read tomorrow’s issue of the Times of India, DNA and the Ahmedabad Mirror and identify and note down unnecessary usage of qualifiers.

Interesting Quote...

“As a rule of thumb, the more qualifiers there are before the name of a country, the more corrupt the rulers. A country called The Socialist People’s Democratic Republic of X is probably the last place in the world you’d want to live”. - Paul Graham.

12.6 LET THE VERBS WORK

In the circus of sentences, the verb particularly in the active voice is ringmaster of the sentence. This is because it sets the pace and movement.

In the following sentences the revision on the right demonstrates the magic of verbs prop-erly used –

WRONG USAGE	CORRECT USAGE
The refugees experienced severe hunger in their wilderness retreat.	The refugees starved in their wilderness re-treat.
Portland showed a collective grief over the deaths of the young climbers.	Portland grieved over the deaths of the young climbers.
Teachers as well as parents have much im-pact on student’s career choices.	Teachers as well as parents influence stu-dents’ career choices.
The boycott had no effect on sales.	The boycott did not reduce sales.
The prosecutor’s statement had an obvioseffect on the jury.	The prosecutor’s statement swayed the jury.

Many a time the wordier form is justified to capture a feeling or a nuance. For instance – ‘reach an agreement’ suggests a longer effort, perhaps than ‘agree’. But more often than not, the single verb will suffice as it will bring in precision to your writing.

Examples and Explanations:

Mentioned below are examples of right and wrong usage of verbs; while the section on the left contains wordier verbs, the one on the right carries a crisper version of the verb –

WRONG USAGE	RIGHT USAGE
Determined the truth of	Verified
Established conclusive evidence	Proved
Gave permission	Permitted
Held a meeting	Met
Proved of benefit to	Benefitted
Reached an agreement	Agreed
Submitted his resignation	Resigned
Take into consideration	Consider
Take into custody	Arrest, seize

Check Your Progress:

Exercise –

Pick up the last three days' issues of the Times of India and locate usage of wordier verbs; re-write the sentence using the crisper version of the verb.

Interesting Quote...

“Don't say you're a writer if you're not writing. Even if you're writing, don't call yourself a writer. Say instead, 'I write.' It's the verb that's important, not the noun.”
- **Patti Digh**, *Creative Is a Verb: If You're Alive, You're Creative.*

12.7 BANK ON MODIFIERS

Someone has aptly said “A misplaced modifier can make you an accidental comedian!”

English language has confounding ways of making you make mistakes especially through a modifier that shows up in the wrong place. Ensure that related ideas in a sentence remain together and do not float separately. In simple words – modifiers should be close to the word they modify; and verbs should be close to their subject.

Examples and Explanations:

- Police hope an autopsy will confirm the identity of a teenage boy whose body they found stuffed in a septic tank with the help of a self-proclaimed clairvoyant.
(Does this make sense? Will the clairvoyant help the police to confirm the identity of the body or will an autopsy do so!!!)
- A 6-year-old dog named Rosie has been honoured by the American Humane Association for saving the life of her iron lung bound owner during a power outage with gifts of plaques and flowers and all the dog biscuits she could eat.
(Have the plaques, flowers and dog biscuits been able to save the owner or have they been gifted to Rosy???)
- While eating dinner in a hotel restaurant later, a boyish-looking, pink-skinned man with pre-mature grey hair and dressed in a blue jump suit bounded up to the table
(Is 'bounded up' the correct verb to use in this instance?)
- Already wheezing and short of breath, the principles of sound mountaineering were forgot-ten as they began their retreat.
(Any idea what the writer is trying to say?)
- **WRONG USAGE -**
A Harlem man who disappeared a month ago was found slain by his wife in the trunk of the couple's car, police said.
(Had the woman slain her husband???)
- **CORRECT USAGE -**
A Harlem woman found the body of her slain husband in the trunk of their car, police said. He disappeared a month ago.

Check Your Progress:

Exercise –

Look at the wrongly placed modifiers in these sentences. Correct them and re-write the sentences –

- Crying on the examination table, the doctor gave the small child his vaccine.
(This is incorrect because it implies that the doctor was crying on the examination table, when actually it was the child who was crying.)
- Leena fed the pigs wearing her raincoat.
- Dressed in a flowing gown, everyone watched the celebrity enter the room.
- Using the Pythagorean Theorem, the math problem was easily solved. (Did the math problem use the theorem? Who did?)
- Working through the night, the report was finished in time for class.

- Having finished the essay, a new Facebook status was uploaded.

Answers

Exercise –

- The doctor gave the small child crying on the examination table his vaccine.
- Wearing her raincoat, Leena fed the pigs.
- Everyone watched the celebrity, dressed in a flowing gown, enter the room.
- Using the Pythagorean Theorem, Varun easily solved the math problem.
- Working through the night, Jay finished the report in time for class.
- Having finished the essay, Sapna uploaded a new Facebook status.

Interesting Quote...

“Death to all modifiers, he declared one day, and out of every letter that passed through his hands went every adverb and every adjective.”

- Joseph Heller, Catch-22.

12.8 BE SPECIFIC WITH PRONOUNS

Pronoun pain arises from placement that leaves the antecedent in doubt:

Example –

He said he is certain it’s an original de Torres painting, worth USD 200,000. The artist’s signature is on it and it includes the faces of his favourite models, he said.

Explanation of why this suggests incorrect placement of pronoun –

The pronoun IT refers to the painting and not the signature, which would have been worth USD 200,000 by itself with all those faces in it. Also at first look, HE SAID seems to refer to the dead artist not the curator who was speaking.

Example –

The foreman told reporters later the jurors had trouble believing the State’s witnesses. “They were confused on most major points”, he said.

Explanation of why this suggests incorrect placement of pronoun –

THEY can be read as referring to the jury. Putting witnesses in brackets after THEY is not the best solution. Rather make it –

Their testimony “was confused on most major points” he said.

Check Your Progress:

Exercise –

Pick up the last three days’ issues of the Times of India, Ahmedabad Mirror and the DNA and locate usage of wrongly placed pronouns; re-write the sentences in the correct way.

Interesting Quote...

“A poet’s nightmare: A world without pronouns.”

- Adi

12.9 USE THE ACTIVE VOICE

Use the active voice whenever possible.

‘Police arrested Jainil Shah’ is shorter and crisper than ‘Jainil Shah was arrested by the police’.

Although on many occasions, news values dictate the passive form, especially in leads. If you were writing about your city’s leading citizen you’d make it – Mayor Jainil Shah was arrested by the Ahmedabad Police today.

But in majority cases the passive voice is not recommended as it undermines the importance of the doer of the deed.

Perhaps that’s why bureaucrats prefer the passive mode – It is believed/It is estimated provides a nice comfort buffer to the estimator and the believer!

A good anecdote to share here - A specialist in the analysis of extortion notes and terrorist threats told an interviewer that a note that says ‘I will kill you’ suggests the writer means business. On the other hand something which reads like ‘You will be killed’ indicates that the writer may waver and come across as lacking ‘sufficient commitment to identify himself as the agency of threat.’

Examples and Explanations:

The active almost always wins hands down against the passive voice –

PASSIVE VOICE –

Lighted candles were carried by most of the demonstrators in Goa and elsewhere there were silent demonstrations by large crowds.

ACTIVE VOICE –

Most of the demonstrators carried lighted candles in Goa that night, and elsewhere large crowds also demonstrated silently.

Always distrust – there were and there is – especially at the start of a sentence – **PASSIVE VOICE –**

There was no one in the group of bystanders who came to the victim’s aid.

ACTIVE VOICE –

No one in the group of bystanders helped him.

A sentence must always be emphatic – if need be one may even express a negative in positive form

PASSIVE VOICE –

The Legislature did not consider the governor's proposal. The company said not all absentees had no excuse.

ACTIVE VOICE –

The Legislature ignored the governor's proposal. The company said some absentees had excuses.

Check Your Progress:

Exercise –

Pick up the last five days' issues of the Times of India, Ahmedabad Mirror and the DNA and locate wrong usage of sentences in the passive voice; re-write them in the active voice.

Interesting Quote...

"Verbs are the most important of all your tools. They push the sentence forward and give it momentum. Active verbs push hard; passive verbs tug fitfully."

- William Zinsser, Author of On Writing Well.

A GOOD BLOG

<https://www.writersdigest.com/writing-articles/by-writing-goal/improve-my-writing/brush-up-on-your-style-in-10-minutes-or-less>

How to Improve Your Writing Style in 10 Minutes or Fewer

- Brandon Royal

1. USE STRAIGHTFORWARD LANGUAGE

The most fundamental way to simplify writing is to use simpler words. Simple words—whether verbs, nouns or adjectives—tend to have broader connotations, while complicated words have more specific meanings. Thus, you have a lower margin for error when using simpler words. Substitute a less familiar word with a more readily understandable one.

2. TRIM LONG SENTENCES

One way to make your writing clearer is to limit the use of long sentences. The easiest way to do this is to divide a long sentence into two or more shorter sentences. Using shorter sentences does not mean that all sentences should be short. This would create a choppy style and is precisely where the art of writing comes into play. You must judge how to weave short sentences with longer ones, as well as how to use sentence variety.

3. AVOID REDUNDANCIES

Tiresome writing occurs when a writer needlessly repeats a word or an idea. It's redundant, for example, to speak of a "beginner who lacks experience," because the word beginner already implies lack of experience. Redundant words or phrases are those that can be eliminated without changing the meaning of the sentence.

4. CUT EXCESSIVE QUALIFICATION

Occasional use of qualifiers will let the reader know you are reasonable, but using such modifiers too often weakens your writing. Excessive qualification makes you sound hesitant and adds bulk without adding substance.

5. AVOID NEEDLESS SELF-REFERENCE

Avoid such unnecessary phrases as "I believe," "I feel" and "in my opinion." There is usually no need to remind your reader that what you are writing is your opinion.

6. FAVOR ACTIVE VOICE

In general, active voice is stronger than passive voice because the active voice is more direct and cuts down on the number of needed words. For example, the sentence "I loved Sally" is in the active voice and contains three words. "Sally was loved by me" is in passive and contains five words.

7. FAVOR VERBS, NOT NOUNS

Nominalization is a fancy-sounding but important concept in writing. It describes the process by which verbs and adjectives are turned into nouns—for instance, "precision of measurement" is the nominalization of "precise measurement." Nominalizations make sentences weaker (and, usually, longer).

8. USE PARALLEL FORMS

Parallelism in writing means expressing similar parts of a sentence in a consistent way. Elements alike in function should be alike in construction.

Parallelism is an important element of style because it builds clarity and power. Note the following sentence in parallel form: “In the summer before college, I waited tables, sold magazines and even delivered pizzas.” Now compare this with a nonparallel form: “In the summer before college, I was a waiter at a restaurant, pursued magazine sales and pizza delivery was my third job.” Do you see how the parallel version reads more smoothly?

9. BE SPECIFIC

One major difference between good writing and mediocre writing lies with the specific and concrete examples that you use (or fail to use). Vague language weakens your writing because it forces the reader to guess at what you mean instead of allowing the reader to concentrate fully on your ideas and style. Choose specific, descriptive words for more forceful writing

10. AVOID THE MASCULINE GENERIC

The masculine generic refers to the sole use of the pronoun he or him when referring to situations involving both genders. As much as you can, make an effort to avoid using he when referring to either a he or a she, and using him when referring to either a him or a her. Because 50 percent of any general readership is likely female, it’s not only politically astute but fair-minded to avoid using the masculine generic, and to alternate the pronouns or opt for gender-neutral language, instead.

None of us can ever be perfect writers, and no one expects us to be. However, we can all improve our style and sound smarter by following these tips and writing naturally.

Tips for Writing

- Prefer the short word to the long.
- Prefer the familiar word to the fancy.
- Prefer the specific word to the abstract.
- Use no more words than necessary to make your meaning clear.

12.10 KEY WORDS

Wasting Words

Shorter versions make for crisper reading ... and eliminating boredom is directly proportional to saving words. Moreover using superfluous words sends across the message to the reader that you are low on content and hence are filling in space with words which indirectly means that you lack adequate knowledge of the topic you are writing on!

Abstract Nouns	Certain abstract nouns which are commonly used in newspapers basic-ly create clusters of surplus words
Adjective	A good writer needs to always keep in mind that neither does every noun need an adjective nor does every adjective need an adverb.
Qualifiers	Qualifiers are required only in statements which are open to doubt
Verb	In the circus of sentences, the verb particularly in the active voice is ringmaster of the sentence. This is because it sets the pace and movement
Modifier	Modifiers should be close to the word they modify; and verbs should be close to their subject.
Pronoun	Pronoun pain arises from placement that leaves the antecedent in doubt.
Active Voice	Use the active voice whenever possible. Although on many occasions, news values dictate the passive form, especially in leads.

12.11 LET US SUM UP

- Sentences should be kept relatively short, and whenever possible use the subject-verb-object formula. Backward constructions are harder to read.
- Always cut unnecessary words. For example, “Fire fighters arrived at the blaze and were able to put it out within about 30 minutes” can be shortened to “Fire fighters doused the blaze in 30 minutes.”
- Don’t use complicated-sounding words when simpler ones will do. A laceration is a cut; a contusion is a bruise; an abrasion is a scrape. A news story should be understandable to everyone.
- Don’t use the first-person “I” in news stories.
- In Associated Press style, punctuation almost always goes inside quotation marks. Example: “We arrested the suspect,” Detective John Jones said. (Note the placement of the comma.)
- News stories are generally written in the past tense.
- Avoid the use of too many adjectives. There’s no need to write “the white-hot blaze” or “the brutal murder.” We know fire is hot and that killing someone is generally pretty brutal. Those adjectives are unnecessary.
- Don’t use phrases such as “thankfully, everyone escaped the fire unhurt.” Obviously, it’s good that people weren’t hurt. Your readers can figure that out for themselves.

Useful Link

- <https://www.youtube.com/watch?v=oZFawO3Z8GA>
- (The most common grammar mistakes and how to fix them)

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:: STRUCTURE::**13.0 Introduction****13.1 Learning Objectives****13.2 Meaning of Paragraph****13.3 Basic Principles of Paragraph Writing****13.4 Key Points of a Paragraph****13.5 How to Write a Paragraph?****13.6 Key Words****13.7 Let Us Sum Up****13.8 References**

13.0 INTRODUCTION

In any language a piece of writing, irrespective of its size, owes its interest value and attractive format to those small sections which we break them up into namely – paragraphs. Without a paragraph a writing piece would be extremely tardy, boring and lengthy for any reader irrespective of his age.

In this unit we will understand how to use this writing tool in order to create an effective and impactful story.

13.1 LEARNING OBJECTIVES

A critical element of writing is to be aware about when to break the flow. Paragraphs help add structure to your writing while giving a structure and flow to your thoughts. Paragraphs ease reading from the audience's perspective also. Through this unit students will learn how to adeptly break their story into paragraphs with the objective of capturing and retaining interest-levels of the reader.

On Completion of this Unit

- You will be able to understand the meaning and importance of paragraphs.
- You will be able to grasp the key points and the basic principles of paragraph writing.
- You will be able to independently write paragraphs.

13.2 MEANING OF PARAGRAPH

- A look at any book will reveal each chapter being divided into sections – these sections are called paragraphs.
- A paragraph is a group of sentences organized around a central topic. In fact, the cardinal rule of paragraph writing is to focus on one idea. A well-written paragraph takes its readers on a clear path, without detours. Master the paragraph, and you'll be on your way to writing best-seller stories.
- Basically chapters, essays and letters are broken up into paragraphs to facilitate ease of reading.
- Generally the start of a new paragraph denotes a change in the topic or introduction of another point in the argument or of a story or even a radically different perspective from the one mentioned in the preceding paragraph.
- While writing stories it is critical to know how to divide it into paragraphs. An article comes across as uninteresting and challenging to read if it is not clearly and systematically broken up into sections. This division must be made according to the change in the introduced ideas. There is therefore no specific rule with regards to the length of a paragraph they may vary depending on the content of the idea being put forward.

Types of Paragraphs

From the broader perspective there are basically four types of paragraphs - Descriptive, Narrative, Expository and Persuasive.

Here's presenting an in-depth look at each of these types -

- **Descriptive Paragraph**

This type of paragraph describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

- **Narrative Paragraph**

This type of paragraph tells a story. There's a sequence of action or there's a clear beginning, middle, and end to the paragraph.

- **Expository Paragraph**

This type of paragraph explains something or provides instruction. It could also describe a process and take the reader step-by-step through

the entire method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his own knowledge and expertise.

- **Persuasive Paragraph**

This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position. This type of paragraph is useful when building an argument and often requires the collection of facts and research.

Examples and Explanations:

Look at the paragraph below. It is provided in two versions: Edited and Unedited What is your favourite day of the week and why?

- **UNEDITED VERSION**

Sunday is my favourite day of the week. I like it because on Sunday, I watch cricket. On otherdays, I also get to watch cricket but not all day. There are other sports on other days to watch onTV. Sunday lunch is a favourite of mine because I eat with my father in front of the TV. All theother days, I have to eat at the table which is less fun. Some days my dad doesn't make it homefrom work until after I'm in bed. Some weeks my dad travels, and I don't see him for several days. The highlight of the day is when we watch M S Dhoni play. Dad and I get so excited, weyell and cheer together. The thing that I like to do best in the world is watch TV with my dad.

- **EDITED VERSION**

Sunday is my favourite day because I spend the day watching cricket with my dad. On Sun- day, unlike the other days of the week when he works, my dad spends the whole day with me watching football on TV. We even eat lunch together while watching. The highlight of the day is watching M S Dhoni's game. Dad and I get so excited, we yell and cheer together. On Sundays, I get to combine watching my favourite sport and spending time with my favourite person— what a great day!

Check Your Progress:

Exercise-

Please read the paragraph given below and identify which type of paragraph is it – Expository, Narrative, Descriptive or Persuasive

All toilet flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the wa-ter-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-seal-ing water. As the water level in the tank nears the top of the overflow pipe, the float closes theinlet valve, completing the cycle.

Answer
Exercise-

Expository

This paragraph from Reader's Digest Complete Do-it-yourself Manual gives detailed information about how the water moves through a toilet when it is flushed. It's instructive, and if you like this kind of thing, it may even be interesting.

Interesting Quote...

"The paragraph is essentially a unit of thought, not of length. ... A succession of very short ones is as irritating as very long ones are wearisome."

- H.W. Fowler, British Grammarian, in Modern English Usage.

13.3 BASIC PRINCIPLES OF PARAGRAPH WRITING

A basic paragraph structure usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence. But the secret to paragraph writing lies in eight essential principles; these elements when correctly used - can turn an average paragraph into a great paragraph.

Top Sentence

The very first sentence should strive to aptly convey the theme of the entire paragraph and the sentences following the first sentence should be able to support that theme throughout the paragraph.

Unity

Unity is of paramount importance when writing paragraphs. Just as a sentence deals with a single thought; a paragraph too deals with one topic or idea. Too many ideas can make your paragraph incomprehensible to the reader.

One can deal with different ideas in the story by introducing every new thought or idea in a new paragraph. Every sentence in the paragraph must be closely related to the idea or topic one is trying to portray.

Coherence

This quality makes one's writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherence is to use transition words. These words create bridges from one sentence to the next. One can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact).

Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherence.

Some examples of transition words and phrases:

Because In addition By contrast Next Afterward
Of course On the other hand Naturally Also After Before

Order

There should be a logical sequence of thought or development of the subject. Events must be related in order of their occurrence and all ideas should be connected with the leading idea arranged according to their importance.

Completeness

Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then the paragraph is complete. If there are not enough sentences or enough information to prove the thesis, then the paragraph is incomplete.

Variety

One must mandatorily avoid monotony while writing a paragraph. Tools like idioms, illustrations, puns etc. can strengthen paragraphs.

Conclusion

The concluding sentence or last sentence of the paragraph should summarize the main idea by reinforcing the topic sentence.

Length

Although there are no set patterns for the length of the paragraph yet a good size to aim for would be one that describes the theme or scene completely without repetition of thoughts.

Examples and Explanations:

Look at the two examples below regarding a good and a bad paragraph –

BAD PARAGRAPH

I hate wet and rainy days.

It rained a lot in 1816. a lot - like every day; the weather in Europe was abnormally wet because it rained in Switzerland on 130 out of the 183 days from April to September. If I was Mary Shelley I might decide to write a book too. After all, it was the only thing you could do without TV or anything. She said that she “passed the summer of 1816 in the environs of Geneva. We occasionally amused ourselves with some German stories of ghosts. These tales excited in us a playful desire of imitation.” So, people were stuck inside and bored. Mary Shelley decided to write a book because it was so awful outside. I can totally see her point, you know? I guess I would write a novel if there was nothing else to do.

GOOD PARAGRAPH

The weather in 1816 Europe was abnormally wet, keeping many inhabitants indoors that summer. From April until September of that year, “it rained in Switzerland on 130 out of the 183 days from April to September” (Phillips, 2006). Unlike today, one could not simply turn on a television or click through the Internet in order to entertain oneself. Instead, it was much more common for the educated people of the day to spend time reading, discussing well-known authors and artists of the day, playing at cards and walking in their gardens and walking paths.

If you were Mary Shelley in the company of Byron and others, you amused each other by reading out loud, sharing a common interest in a particular book, and sharing with the others your own writing. In her introduction to *Frankenstein*, her explanation of how this extraordinary novel came to be was due, at least in part, to the weather and the company (Shelley, 1816). “I passed the summer of 1816 in the environs of Geneva. The season was cold and rainy, and we occasionally amused ourselves with some German stories of ghosts. These tales excited in us a playful desire of imitation” (Shelley, as quoted in Phillips, 2006).

Check Your Progress:

Exercise -

Write a 200-word paragraph on the following topics keeping in mind the principles which you have learnt in this section –

1. An accident scene.
2. A character from a book, film or television program.
3. A review of a Bollywood movie.

Interesting Quote...

“The last word in a paragraph, chapter, or story should slam the door. Search for crisp final words with single syllables and hard consonants. Can you substitute ‘beat’ for ‘rhythm,’ as I did at the end of the first suggestion on the list? Can you figure out a way to end on a word like ‘click,’ ‘dupe,’ ‘pit,’ or ‘dead’?”

- Jack Hart, Managing Editor of The Oregonian, in A Writer’s Coach.

13.4 KEY POINTS OF A PARAGRAPH

As mentioned earlier a paragraph is a group of sentences that introduces, presents and develops one main idea about the topic. It can be divided into three major parts –

TOPIC SENTENCE

- This is normally the first sentence of the paragraph

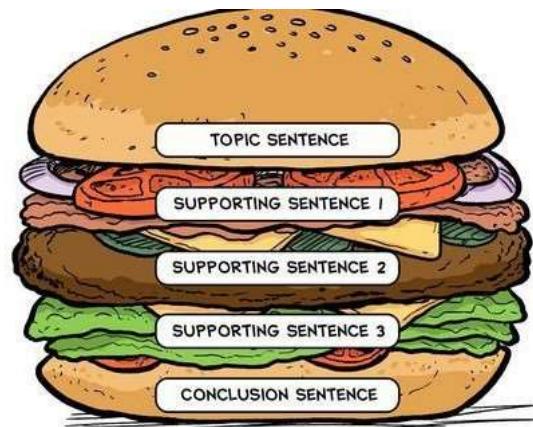
- It conveys the overall point of the paragraph
- It helps the writer to focus on the idea
- It enables the reader to know what the entire paragraph is about

SUPPORTING DETAILS

- They are sentences used to support the main idea stated in the topic sentence
- They give more information about the main idea through examples
- They elaborate in detail what the topic sentence says in general
- They substantiate and evidence that what the topic sentence says is trustworthy
- These present strong convincing points on which the topic sentence can rely upon

CONCLUDING SENTENCE

- It is a reflection of the main idea pronounced in the topic sentence
- It sums up what the topic sentence and the supporting details talk about
- It is the closing sentence that reminds the readers of what they have to value
- It is compulsory for the completion of any paragraph
- It eventually indicates the end of a paragraph
- It provides scope for connectivity to the next paragraph



Examples:

(1) Early childhood education programs such as Head Start provide cognitive benefits well beyond preschool. (2) Recent studies that compare student test scores show that children who are exposed to structured learning activities outside the home environment are better able to adapt to formalized instruction in grades kindergarten through third grade than children who remain at home. (3) This is particularly true among children from low-income families and children whose parents have a limited proficiency in English. (4) Children living in states that do not provide early childhood programs, on the other hand, lag behind their peers. (5) State and local governments must continue to bridge the achievement gap so

that students may reach their fullpotential at an early age.

In the above paragraph (1) is the Topic Sentence; (2), (3) and (4) are Supporting Details; and (5) is Concluding Sentence

Check Your Progress:

Exercise -

Choose the best topic sentence for each topic-

(1) Topic: Arabic Inventions

- o Coffee drinking started in Yemen
- o Arabic was invented by Arabs
- o Arabs have invented many important things
- o An Arab invented the torpedo

(2) Topic: My hobby

- o I will write about my hobby
- o My hobby is playing football
- o I play with my friends
- o I like my hobby
- o I play football twice a week

(3) Topic: Traffic in Riyadh

- o There is too much traffic in Riyadh
- o I don't like driving in Riyadh
- o Don't drive in Riyadh
- o There are a lot of road-works in Riyadh
- o Driving is difficult in Riyadh
- o Some cars drive dangerously

Answers

Exercise -

- (1) Arabs have invented many important things.
- (2) My hobby is playing football.
- (3) Driving is difficult in Riyadh.

Interesting Quote...

"A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts." - William Strunk, Jr.

13.5 HOW TO WRITE A PARAGRAPH?

The paragraph writing process can be divided into three sections – Before Writing, While Writing and After Writing. Let's take a closer look at these sections –

Before Writing –

This being the initial stage it is critical to understand the topic which one intends to tackle. Pick up a sheet of paper and a pen and simply jot down points which are closely (or even remotely) connected to the topic. Do not pay attention to mistakes, flow and order of words at this particular stage. Move on to the next section only after you are thoroughly sure that you have collated all the necessary data for the topic in question

While Writing –

This section is broadly divided into three parts – Topic Sentence, Detail Sentences and Concluding Sentence.

Topic Sentence

- Choose a topic sentence for your paragraph that states the main idea of your topic.
- The topic sentence is a statement that generally introduces the topic and thus is often referred to as the opening statement. Keep in mind that the readers will greatly rely on what it says to enable them to decide whether the paragraph deserves a reading or not. It gives them a broad view of what you are writing about because the topic sentence is meant to state the main idea of the paragraph.
- This helps readers save time as it tells them what the paragraph is all about. If they are interested in the topic they will continue reading; if not the topic sentence has given them guiding clues that help them to be selective in their reading. The topic sentence in each paragraph helps the readers grab the gist of the paragraph thus helping to economize the amount of time and effort required to go through it.
- This is why the topic sentence should be a sort of teaser or hook, a tempting sentence that catches the readers' attention and entices them to read the entire paragraph. One should pay close attention to this as it is this only that can help to grasp the reader's attention.
- The topic sentence also helps the author of the paragraph to stay focussed on the main idea and not drift away from it. If it is well put, it easily helps to precisely introduce the supporting details. The supporting details can include more specific and subject related examples, for the supporting details are basically included to reinforce the main idea put forward in the topic sentence.
- Three innate characteristics of the topic sentence are – brevity, precision and clarity

Detail Sentences

- These are sentences that support the topic sentence. They give information that reinforces the main idea stated in the topic sentence. So there should be at least three supporting details, as one or two end up in making the paragraph less convincing and not worth the effort done to build it. Therefore it is advised to provide at least three strong details which can support the main idea.

- One can use all the writing techniques necessary to make the paragraph interesting: descriptions, definitions, examples, elaboration and exploration. If any of the supporting details doesn't relate to the main idea or does not support it, it will break the unity of the paragraph and hence will need to be removed from it.

Concluding Sentence

- This is the last sentence of your paragraph so it should reflect what you have talked about in your paragraph and it should support the topic sentence in one way or another.

After Writing

The third and final step is the reviewing...more aptly termed the editing step. This is a very crucial stage as this helps you to review what you have written and make the necessary changes to refine, strengthen language, build context etc. The following should be reviewed before you finally submit your work –

- Coherence and cohesion of the content
- Stability of the form
- Authenticity of information
- Linking words
- Grammar, spelling and punctuation
- Neat format

Despite the difficulty in grabbing the attention of today's digital readers, you now know how to turn visitors into content absorbers by crafting easy-to-read paragraphs — paragraphs that are short, rhythmic, and varied. And, you are now also aware of a few pointers for what it takes to craft content which editors in print media will adore.

Know your audience, and know how paragraphs should be constructed for the said audience. Do that and readers will appreciate your courteous writing and — they'll keep coming back for more.

Example:

Look at the paragraph below as an example of a well-written paragraph-

Allopathic medicines if taken without the advice of a medical practitioner can prove to be fatal. Most people take painkillers whenever they feel pain. It is true that aspirin is an effective pain-killer for example in headaches. However, aspirin like any other medicine can be dangerously harmful. Any unregulated use of it may result in damage of the lining of the stomach, prolonged bleeding, nausea, vomiting, ulcers, liver damage and hepatitis. It is scientifically proven that excessive use of aspirin turns it into a toxin. Some of the effects caused by excessive use of aspirins are kidney damage, severe metabolic derangements, respiratory and central

nervous system effects, strokes, fatal haemorrhages of the brain, intestine and lungs and even death in certain cases. Thus to prevent poisoning yourself, careful and regulated use of aspirin is most advisable.

Presented below are examples of some good topic sentences –Narrative Topic Sentences

- I realized men planned a mutiny with the final comments of my first mate.
- The ocean was miraculous that evening, and I thought I would lose many of my men in a few hours.
- It was the moment when I found something I realized must be a real treasure.
- We all thought we'd seen the worst that nature had to offer, but we were wrong according to a final night of our adventure.

Argumentative Topic Sentences

- One of the most important strategies that all companies must implement to protect ships from pirates is to provide armed security.
- Although players can take credit for the success of their team, coaches truly deserve that
- The main reason why Romeo and Juliette should be considered the best romantic story is its plot.
- File-sharing websites are another great example that modern technology creates new types of crimes.

Compare and Contrast Topic Sentences

- Dead Men Tell No Tales is very similar to Pirates of the Caribbean because of its cast.
- Irish drinking songs can easily compare to many sea shanties of pirates.
- Black Bart and Blackbeard entered into piracy in different ways, but they both found their deaths in battles.
- The portrayal of pirates' appearance by Hollywood is similar to existing historical accounts.

General Topic Sentences

- In the next meeting, we'll discuss work and its productivity.
- Abraham Lincoln is one of the most powerful and influential politicians of all times.
- Education plays a huge role in lowering crime rates.
- The Civil War had its devastating effects on the South because it was fought mostly on its territory.
- To be a good athlete, you need to master a set of different skills.
- I've never thought about becoming a police officer until my uncle fell a victim of a violent crime.
- Being an efficient CEO requires a range of important characteristics.
- It's possible to lower teen pregnancy rates by improving education.
- There are certain reasons why pollution in the world keeps increasing.

- Cooking requires a set of specific skills.
- Crimes in high-poverty areas occur because of systematic discrimination.
- Kitchen remodeling requires in-depth research and a good eye.
- Global warming has a number of potential contributing factors.
- Preparations are important before investing in any property.
- Dogs are amazing pets because they help their owners live longer.
- Having the first baby is a tough experience due to major life adjustments.
- Fortune tellers face many challenges while exploring a shipwreck.
- Graduating from high schools is a must for a number of reasons.

Check Your Progress:

Exercise – 1

Rearrange the following groups of sentences to form paragraphs –

Paragraph 1

- a. Next, add antifreeze to your windshield washer fluid; otherwise, the fluid will freeze and possibly break the container.
- b. First, put on snow tires if you plan to drive on snowy, icy roads very often.
- c. Driving in winter, especially on snowy, icy roads can be less troublesome if you take a few simple precautions.
- d. Finally, it is also a good idea to carry tire chains, a can of spray to unfreeze door locks, and a windshield scraper in your car when driving in winter weather.
- e. Second, check the amount of antifreeze in your radiator and add more if necessary.

Paragraph 2

- a. A breakthrough in one of these areas will hopefully provide a means of relieving both the overstretched oil market and the environment.
- b. Researchers in the automobile industry are experimenting with different types of engines and fuels as alternatives to the conventional gasoline engines.
- c. One new type of engine, which burns diesel oil instead of gasoline, has been available for several years.
- d. Finally, several automobile manufacturers are experimenting with methanol, which is a mix-ture of gasoline and methyl alcohol, as an automobile fuel.
- e. A further type is the gas turbine engine, which can use fuels made from gasoline, diesel oil, kerosene and other petroleum distillates.
- f. The increasing depletion of oil reserves, along with environmental concerns, has prompted some radical developments in car design over the past few years.

Paragraph 3

- a. Later on, people began to write on pieces of leather, which were rolled into scrolls.
- b. In the earliest times, people carved or painted messages on rocks.
- c. In the Middle Ages heavy paper called parchment was used for writing and books were laboriously copied by hand.
- d. With the invention of the printing press in the middle of the fifteenth century, the modern printing industry was born.
- e. Some form of written communication has been used throughout the centuries.

Exercise-2

Write good topic sentences to begin each of the following paragraphs. Remember to include both a topic and a controlling idea.

1. Americans relaxing at home, for example, may put on kimonos, which is a Japanese word. Americans who live in a warm climate may take an afternoon siesta on an outdoor patio without even realizing that these are Spanish words. In their gardens, they may enjoy the fragrance of jasmine flowers, a word that came into English from Persian. They may even relax on a chaise longue, while sipping a drink made with vodka, words of French and Russian origin, respectively.
2. In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, texts, and homework assignments, and there is almost always a final examination in each course at the end of the semester.
3. For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available material, mud or clay, which provides good insulation from the heat. In Northern Europe, Russia and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is a plentiful supply of bamboo and palm, people use these tough, fibrous plants to build their home.

Exercise-3

Write two or three topic sentences for each of the following topics.

You should choose two

or three different controlling ideas for the same topic-

- a. Smoking cigarettes
- b. Foreign travel
- c. Space exploration
- d. Rock music or rock musicians
- e. Studying a foreign language

Exercise-4

Write 300-word paragraphs on –

1. Consumerism
2. Eating disorders
3. Deforestation and its harmful effects
4. Increasing cost of fast foods to reduce its consumption
5. Benefits of organic farming
6. Disadvantages of using chemical-based cosmetics
7. Solar solutions to reduce carbon footprints
8. Parameters for buying residential property
9. Need for fire security measures
10. Measures for avoiding road accidents

Answers

Exercise -1

Paragraph 1

- Driving in winter, especially on snowy, icy roads can be less troublesome if you take a few simple precautions.
- First, put on snow tires if you plan to drive on snowy, icy roads very often.
- Second, check the amount of antifreeze in your radiator and add more if necessary.
- Next, add antifreeze to your windshield washer fluid; otherwise, the fluid will freeze and possibly break the container.
- Finally, it is also a good idea to carry tire chains, a can of spray to unfreeze door locks, and a windshield scraper in your car when driving in winter weather.

Paragraph 2

- The increasing depletion of oil reserves, along with environmental concerns has prompted some radical developments in car design over the past few years.
- Researchers in the automobile industry are experimenting with different types of engines and fuels as alternatives to the conventional gasoline engines.

- One new type of engine, which burns diesel oil instead of gasoline, has been available for several years.
- A further type is the gas turbine engine, which can use fuels made from gasoline, diesel oil, kerosene and other petroleum distillates.
- Finally, several automobile manufacturers are experimenting with methanol, which is a mixture of gasoline and methyl alcohol, as an automobile fuel.
- A breakthrough in one of these areas will hopefully provide a means of relieving both the overstretched oil market and the environment.

Paragraph 3

- Some form of written communication has been used throughout the centuries.
- In the earliest times, people carved or painted messages on rocks.
- Later on, people began to write on pieces of leather, which were rolled into scrolls.
- In the Middle Ages heavy paper called parchment was used for writing and books were laboriously copied by hand.
- With the invention of the printing press in the middle of the fifteenth century, the modern printing industry was born.

Exercise 2

Here are some suggestions for topic sentences to begin the paragraphs:

1. Although the majority of Americans may not be aware of it, many features of their culture and their language are in fact imports from other cultures.
2. University systems and syllabi can vary considerably from country-to-country and particularly from continent-to-continent.
3. House construction in various parts of the world depends mainly on the availability of building materials.

Exercise 3

Here are some suggestions for topic sentences on each of the topics:

- a. The health hazards caused by smoking cigarettes are well-known in today's society.
The history of cigarette is one that goes back almost as far as the history of civilisation itself. The debate about cigarette smoking in public places shows no sign of coming to an end.
- b. Travelling to another country can involve varying degrees of preparation and planning. There are various hazards about which the individual about to embark on a journey to a foreign country should be aware.
Travel to a foreign country used to be a luxury that only the rich could enjoy.
- c. There are many reasons why people oppose the annual investment

of billions of dollars in space exploration.

The motivations behind space exploration in America have always been an intriguing mixture of intellectual curiosity and ideological belief.

The recent loss of a further space shuttle has served as a painful reminder of the hazards of space exploration.

- d. The effect of certain forms of rock music on young people has long been a cause for concern. The emergence of rock music is usually dated to the 1950s.

The lifestyles of rock musicians are of necessity unusual and alternative.

- e. There may be diverse factors that motivate a young person to study foreign languages. Foreign languages are a sadly neglected area of study in Great Britain nowadays.

The benefits of studying a foreign language are many and diverse.

Interesting Quote...

“The bottom line is that stories with shorter paragraphs got more than twice as many overall eye fixations than those with longer paragraphs. These data suggest that the longer-paragraph format discourages reading and that short-paragraph format overwhelmingly encourages reading.” - The Poynter Institute’s Eyetrack III Study.

“The first bite is taken with the eyes.”

- Anita Roddick, Founder and CEO of The Body Shop.

A GOOD BLOG

<https://www.copyblogger.com/brilliant-writing-tips/>

11 Smart Tips for Brilliant Writing

- Dean Rieck (termed “the best direct response copywriter in America”).

Do you sound smarter when you use big words?

According to a study published in Applied Cognitive Psychology, the answer is no.

In fact, complex writing makes you sound small-minded. Just consider the title of the study: Consequences of erudite vernacular utilized irrespective of necessity: problems with using longwords needlessly.

Wouldn't it be better to title this study something like - The effect of using big words when you don't need them?

To sound smart, you must stop trying to sound smart. Brilliant writing is simple writing, a relevant idea delivered clearly and directly.

Here are 11 ways you can start sounding brilliant:

1. Have something to say

- This makes writing easier and faster. When you have nothing to say, you are forced to write sentences that sound meaningful but deliver nothing.
- Read widely. Take notes. Choose your subjects wisely. Then share your information with readers.

2. Be specific

- Consider two sentences:
- I grow lots of flowers in my back yard.
- I grow 34 varieties of flowers in my back yard, including pink coneflowers, purple asters, yellow daylilies, Shasta daisies, and climbing clematis.
- Which is more interesting? Which helps you see my back yard?

3. Choose simple words

- Write use instead of utilize, near instead of close proximity, help instead of facilitate, for instead of in the amount of, start instead of commence.
- Use longer words only if your meaning is so specific no other words will do.

4. Write short sentences

- You should keep sentences short for the same reason you keep paragraphs short: they're easier to read and understand.
- Each sentence should have one simple thought. More than that creates complexity and invites confusion.

5. Use the active voice

- In English, readers prefer the SVO sentence sequence: Subject, Verb, and Object. This is the active voice.

For example:

- Passive sentences bore people.
- When you reverse the active sequence, you have the OVS or passive sequence: Object, Verb, and Subject.

For example:

- People are bored by passive sentences.
- You can't always use the active voice, but most writers should use it more often.

6. Keep paragraphs short

- Look at any newspaper and notice the short paragraphs.
- That's done to make reading easier, because our brains take in information better when it's broken into small chunks.

- In academic writing, each paragraph develops one idea and often includes many sentences. But in casual, everyday writing, the style is less formal and paragraphs may be as short as a single sentence or even a single word.

7. Eliminate fluff words

- Qualifying words, such as very, little, and rather, add nothing to your meaning and suck the life out of your sentences.

For example:

- It is very important to basically avoid fluff words because they are rather empty and some-times a little distracting.
- Mark Twain suggested that you should “Substitute damn every time you’re inclined to write very; your editor will delete it and the writing will be just as it should be.”

8. Don’t ramble

- Rambling is a big problem for many writers. Not as big as some other problems, such as affordable health insurance or the Middle East, which has been a problem for many decades because of disputes over territory. Speaking of which, the word “territory” has an interesting word origin from terra, meaning earth.
- But the point is, don’t ramble.

9. Don’t be redundant or repeat yourself

- Also, don’t keep writing the same thing over and over and over. In other words, say something once rather than several times. Because when you repeat yourself or keep writing the same thing, your readers go to sleep.

10. Don’t over write

- This is a symptom of having too little to say or too much ego.
- Put your reader first. Put yourself in the background. Focus on the message.

11. Edit ruthlessly

- Shorten, delete, and rewrite anything that does not add to the meaning. It’s okay to write in a casual style, but don’t inject extra words without good reason.
- To make this easier, break your writing into three steps: 1) Write the entire text. 2) Set your text aside for a few hours or days. 3) Return to your text fresh and edit.

None of us can ever be perfect writers, and no one expects us to be. However, we can all improve our style and sound smarter by following these tips and writing naturally.”

13.6 KEY WORDS

Paragraph	A group of sentences organized around a central topic.
Descriptive Paragraph	This type of paragraph describes something and shows the reader what a thing or a person is like.
Narrative Paragraph	This type of paragraph tells a story.
Expository Paragraph	This type of paragraph explains something or provides instruction.
Persuasive Paragraph	This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position.
Topic Sentence	This is normally the first sentence of the paragraph.
Supporting Details	These are sentences used to support the main idea stated in the topic sentence.
Concluding Sentence	It is the closing sentence that reminds the readers of what they have to value.

13.7 LET US SUM UP

- Your main idea should be expressed in the topic sentence in a full, clear declarative sentence.
- Try your best to avoid the following beginnings for a topic sentence – The purpose of this paragraph is...; I will prove in this paragraph...; In this paragraph I will tell...
- Show but don't tell. Meaning that the reader should be able to decipher for himself what the paragraph is going to be talking about without you having to spell it out for him.
- Don't repeat yourself to reinforce your point.
- Don't use complex or far-fetched terms that may puzzle the reader.
- Don't use long winded sentences. Keep it simple.
- Instead of giving definitions it's better to explain and give examples.
- Your supporting details shouldn't be too excessive or repetitive.
- Try not to be redundant or out of point. Stick to your topic.
- Never introduce or present new ideas in the same paragraph.
- Ideally one paragraph is to represent one idea. If you have finished talking about the idea and wish to talk about a new one, make sure you introduce a new paragraph.
- Discard irrelevant supporting ideas.
- You can transform your concluding sentence into a thought-provoking statement that the reader may find appealing.

Useful Link

- <https://www.youtube.com/watch?v=0IFDuhdB2Hk>
- (Writing Skills: The Paragraph)

13.8 REFERENCES

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UNIT:14**COMPOSITIONS USEFUL
FOR MEDIA****:: STRUCTURE::****14.0 Introduction****14.1 Learning Objectives****14.2 Brevity- Write Less Mean More****14.3 Don't Bury The News Peg****14.4 Simplify and Oversimplify****14.5 Attributing a Story****14.6 A Standard Tense****14.7 Put It in Context****14.8 Key Words****14.9 Let Us Sum Up****14.10 Reference**

14.0 INTRODUCTION

For print media in particular and all media in general, writing an effective story entails a lot of small but extremely significant elements like – brevity; news peg; apt attribution; tense standardization; contextualization and simplification. A single mistake in their usage may wreak havoc with your story!

In this unit we will understand how to use the above tools to strengthen one's writing.

14.1 LEARNING OBJECTIVES

While writing for any medium there are some factors which need to be kept in mind. Stories need to be - to-the-point; simple and easy to understand; stripped of any jargon; in one standard tense to ensure

that the reader is not confused; and in the relevant context i.e. on a subject which is of interest to the reader. Through this unit students will learn about topics like – brevity, attributive verbs, news peg, relevance and tense standardisation through which they will be able to write effective pieces.

On Completion of this Unit

- You will be able to understand the need for brevity and news peg.
- You will be able to identify and learn how to write simple and meaningful stories which convey the complete gist of the event.
- You will be able to grasp the key points regarding how to attribute sources in a story; put the story in a relevant context; and how to write in a uniform tense.

14.2 BREVITY – WRITE LESS MEAN MORE

- The basic lesson in newspaper writing is "Be brief!" However, a certain beginner in journalism picked up what seemed to him to be a big story. He hurried to text his editor what he had uncovered.
- The editor responded promptly, "Go ahead and write 600 words."
- The enthusiastic young reporter was depressed and fired back a text, "Story can't be told in less than 1,200 words."
- The editor's reply said, "Story of world's creation was told in 600 words. Try it."

How do you Define Brevity

- Brevity means economy of words, saying what's necessary and no more. Here "necessary" could be a paragraph or 50 pages; either is fine.
- Brevity is absolutely mandatory for a good piece of writing. What kills a good report is the tendency to appear more "substantial".

Benefits of Brevity

Concise, efficient writing has non-obvious benefits:

- We maximize information density
- Concise thoughts are more understandable as they require less mental energy to understand
- We respect the reader
- We communicate raw thought

Obstacles to Brevity

- Schoolchild baggage – The more you write the more you know!
- Getting our money's worth – For instance you see two reference books in the market: one of 100 pages and the other of 200 pages. Do you wonder if the smaller book could be concise and well-written; or do you immediately assume "bigger is better" and reach for the tome?

Reflection helps develop a learning philosophy - Brainstorming, writing down ideas, and leaving the essentials. Keep in view what the final objective is - to satisfy a length requirement, impress with our vocabulary, or communicate effectively?

Examples and Explanations:

Here's an apt example of when short is sweet. One of the most memorable Academy Award acceptance speeches was delivered by Patty Duke, who won the Oscar for Best Supporting Actress for her role in "The Miracle Worker." She uttered just two words: Thank you. If all the winners were so crisp, the entire program would last about an hour instead of three or four!

Check Your Progress:

Exercise-

Please read the paragraph given below and shorten it to make it crisper without the meaning being lost –

HubSpot was founded by Brian Halligan and Dharmesh Shah at the Massachusetts Institute of Technology (MIT) in 2006. Shah invested \$500,000, which was followed by angel investments from Edward B. Roberts, the chair of the Entrepreneurship Center at MIT and fellow MIT Sloan classmate and Entrepreneur Brian Shin. The company introduced the HubSpot software in beta in 2006 and officially launched it in December 2007. An additional \$5 million in funding was raised in 2007, which was followed by \$12 million in May 2008 and \$16 million in late 2009. The company grew from \$255,000 in revenues the first year the software was released to \$15.6 million in 2010. Later that year HubSpot announced its acquisition of OneForty. OneForty began as an app store for Twitter, but shifted into an online resource for social media marketing. The company also introduced new software for personalizing websites to each visitor. According to Forbes, HubSpot started out targeting companies of 1–10 employees, but "moved steadily upmarket to serve larger businesses of up to 1000 employees."

Answer

Exercise-

Founded by Brian Halligan and Dharmesh Shah at MIT in 2006, HubSpot received a series of multi-million dollar capital injections that helped it grow more than 60X in its fourth year of business. That same year, HubSpot announced its acquisition of OneForty, introduced new web-site-personalization software, and began targeting much bigger businesses.

Interesting Quote...

“I have made this letter longer than usual because I lack the time to make it shorter.”
– **Blaise Pascal.**

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.” – **William Strunk Jr.**

“It is my ambition to say in ten sentences what others say in a whole book.”
— **Friedrich Nietzsche.**

14.3 DON'T BURY THE NEWS PEG

- There's a practical fact you have to accept if you are going to write stories that your readers will want to read: News is never about what's important. It is always about what is interesting.
- Watch the cable news networks. Check out the cover of magazines on the newsstand. Producers and editors have a job, and that's to attract an audience. A debate over the tax code may be more important, but the launch of a cutting-edge smartphone is far more interesting.
- As media personnel the job is to connect what readers find interesting with what is important. How to do this? Look for a news peg.
- A news peg is the element of timeliness on which a journalist “hangs” a news story. It makes the story relevant. It is the reason to tell the story right now.
- With timeliness, you have news; without it, you have an entry for an encyclopaedia.

Three things can transform a merely informative item into actual news:

- 1. Current events :** Before the 9/11 attacks, information about the Taliban was just data. After the 9/11 attacks, information about the Taliban was news. Gross as it sounds, the attacks made the data timely, and thus made it suitable for news.
The key is to follow global news carefully, and look for opportunities to tie your reader's interest to what is happening in the world.
- 2. Cultural trends :** Culture is always in a state of flux. One day the hot music is disco, the next it's grunge, and the next it's hip-hop. In the 1970s, scientists warned us about global cooling; in the 1990s, it was global warming; now it's climate change. Everything changes.

Every time things change, the news changes as well.

3. Seasonality : When a magazine runs a fall fashion guide, that's news based on seasonality. When a newspaper publishes a story about the coming cold and flu season, that's also news based on seasonality. Unlike current events and cultural trends, the brand journalist can anticipate changing seasons and prepare for them. And the best part is the seasons repeat themselves. This means that the seasonal news-craft you create today is likely to be just as relevant next year, and the year after that. You may have to tweak your story each year, but the gist remains evergreen. Thus the news peg of seasonality is the brand journalist's best friend.

Compared to current events and cultural changes, using seasonality as a news peg is a piece of cake... It's about as easy as gets. It is also extremely, EXTREMELY effective. That's why it's our best friend.

The trick lies in finding the intersection between:

- The information your medium wants to present
- The information your medium's target audience wants or needs to know
- The news peg that will heighten the audience's interest in the information

Always remember: Without a news peg, you don't have news.

You should develop an eye for news pegs. Once you do, you will see them everywhere – even when you aren't particularly looking for them!

Check Your Progress:

Exercise -

Pick up the Ahmedabad Mirror, Indian Express, DNA and Times of India of yesterday. Read the front page and basis the stories identify the news pegs.

Interesting Quote...

"I'm interested in pitches that have compelling people and ideas at the core - and a good news peg certainly doesn't hurt. We look for stories that are solutions-oriented, but not irrationally upbeat, from writers with a strong voice. For LadyJournos, where I'm curating not editing." - Ann Friedman.

14.4 SIMPLIFY AND OVERSIMPLIFY

The best writing for popular journalism is some of the best writing in journalism, and is hard to do. It is easily understandable, instantly readable and, if it is done well, pushes you to read on. Space is always the most precious commodity in a newspaper. Long words and sentences take up more space. Self-indulgent writing pleases nobody except perhaps the writer.

Stephen King, who has sold more novels than most, reflected on his craft and shared a similar message: "One of the really bad things you can do to your writing is to dress up the vocabulary, looking for long words because you're maybe a little bit ashamed of your short ones. This is like dressing up a household pet in evening clothes. The pet is embarrassed and the person who committed this act of premeditated cuteness should be even more embarrassed."

Tips for keeping it simple -

- Use appropriate language - not too pompous, not too colloquial.
- Write sentences of reasonable length - 15-20 words on average.
- Favour active-voice verbs.
- Don't smother verbs beneath noun phrases: so 'We prepared...' not 'The preparation was undertaken by us...'
- Use personal reference words.
- Use a main heading. In long letters, use subheadings too.
- Use vertical lists to split up complex information.
- Use a top-heavy triangle structure, giving the big news early in each section. Alternatively, use chronological order if this will help the reader.
- Use tables, charts and graphs to help the reader understand.
- Reread your story before it goes out. Revise it. Then revise it again. You don't have time, but you have to make it.
- If you've an important writing job to do, arrange your environment to suit you. This might mean booking a writing room in the office, or working at home.

So the overriding message in journalistic writing is: KISS - Keep It Short and Simple. One of the greatest editors and journalists is Harold Evans, who has written one of the best books on journalistic writing, 'Essential English for Journalists, Editors and Writers'. He summed it up aptly: "It is not enough to get the news. We must be able to put it across. Meaning must be unmistakable, and it must also be succinct. Readers have not the time and newspapers have not the space for elaborate reiteration. This imposes decisive requirements. In protecting the reader from incomprehension and boredom, the text editor has to insist on language which is specific, emphatic and concise. Every word must be understood by the ordinary reader, every sentence must be

clear at one glance, and every story must say something about people. There must never be a doubt about its relevance to our daily life. There must be no abstractions."

Finally, remember the words of Lord Denning, the leading judge, in the 1980s: "It is better to be clear and brief than to go drivelling on."

Check Your Progress:

Exercise -

Simplify the following sentences –

1. When I started my own business, it has given me a whole new perspective to see the bigger picture when it comes to finding a work / life balance.
2. I will provide you with suggestions on your performance so you can overcome the challenges you encounter every day while working for a difficult boss, so you can feel less stressed.
3. Our mastermind group for beginning solo-entrepreneurs will help you fight the solitude related to a solo-business and provide a sounding board to make the right decisions faster, so you can stop dithering and make progress faster.

Answers

Exercise –

1. Starting my own business has given me a new perspective on work / life balance.
2. I help you overcome the daily challenges of working for a difficult boss, so you feel less stressed.
3. Our mastermind for beginning solo-entrepreneurs helps you fight solitude. We help each other make decisions, so your business grows faster.

Interesting Quote...

"One day I will find the right words, and they will be simple." - Jack Kerouac.

"Anyone who wishes to become a good writer should endeavour to be direct, simple, brief, vigorous, and lucid." - Henry Watson Fowler.

14.5 ATTRIBUTING A STORY

Attribution is a critical element of news writing. It can be defined as stating or identifying the information source.

It helps the audience to learn where the information has come from - an interview, a press release issued by an organization, from a speech/

judgement, or another newspaper or a news bulletin. This enables them to then judge how reliable the news report is.

Rules to follow while attributing information to a source –

1. Use attribution in as many stories as possible: The best way to build the reader trust is to identify the source. The identification should be complete, and should include the name and designation of the individual. The attribution can also be limited to the designation of the person authorized by an organisation to speak to the media. In such cases, the name need not be given. It is enough to attribute the report to the “BSNL spokesman” or the “Delhi Metro spokesperson”.

2. Use attributive verbs carefully: The best way to attribute a statement is to say “The subject said”. The verb “said” is neutral. It does not imply any meaning.

However, to ensure that the writing does not become repetitive and monotonous one needs to use verbs other than ‘said’ like - stated or referred to or according to.

However, attributive verbs like - suggested, urged, asked, disclosed, cautioned, warned, claimed etc. – need to be used carefully as each of these attributive verbs has its own meaning, and gives a definite slant to what the speaker said. They must be used only when one is convinced that the speaker “warned” his opponents or “cautioned” his opponents to be careful.

3. Sifting fact from opinion: As a reporter, one meets scores of people every day. Each one tries to pass off their grievances, likes, dislikes as facts. One has to be extremely careful as to how to attribute such statements in one’s report.

This is precisely where attributive verbs like “according to” come in place. They communicate the meaning that the quoted statement is the opinion of an individual, and not a fact.

The reader can then decide how much weightage should be given to such opinion. However, the golden rule here is to not report statements that are defamatory, even if they can be attributed to an individual. Being a medium the newspaper too is liable to defamation.

4. When not to attribute: There are times when the source does not want to be identified. In such cases, never blow the cover of the source especially if the disclosure may harm the source.

However, in such case one needs to double check the facts to ensure that the source is not taking one for a ride. If need be, the story publishing may even be delayed till one is absolutely convinced about the veracity of the same.

In such stories, the source is referred to as a - reliable source, informed source or source close to the government. Even

generalizations like - it is widely believed that or it is understood that can be used in such cases.

5. Off the record stories: These are the most difficult to report. There are some sources that smartly drop a bombshell after the interview is over with the request that it should be treated as “off the record”. So, what does one do? Should it be ignored? Or should it be used because the person who has provided the explosive information is a person in authority?

The best rule to follow is to share the off the record comments with the - Editor, Chief of Bureau or Chief Reporter. Get their point of view as to how important is the information. Is it important enough to take the risk of publishing it without naming the source? One also needs to review the reliability of such a source.

Publish it as an “informed source” story only if the consensus is that it is in larger public interest.

Check Your Progress:

Exercise – 1

Pick up the Ahmedabad Mirror of the past three days. Read all the stories and identify attributive verbs and sources.

Interesting Quote...

“Don’t believe everything you read on the internet just because there’s a picture with a quote next to it”

14.6 A STANDARD TENSE

In English, the correct use of Present Tenses is counterintuitive — that is, the opposite of what you’d expect. If something is happening right now, you might expect it to take the Simple Present; but in fact we use Present Continuous. The Simple Present is used for actions that take place customarily, or routinely, or habitually:

How many newspapers do you read (every day, or regularly)?

I read three or four before class — online, of course. I also monitor several newscasts.

But:

- Which paper are you reading (right now)? I’m reading The Post.
- In Past Tense, the Continuous can be a little more complicated:
- On Monday many candidates were running for office. (By Wednesday, half of them were also-rans, i.e., losers.) President Obama was running for re-election. He was running against Mitt Romney.

These are correct because, even though you’re talking about the

past, you've pinpointed a moment in time. It's as if you've specified a "right now" in the past.

- In 2012 Mitt Romney ran against President Obama. It's history, so simple past.
- This election season, President Obama ran for re-election.

Or:

- This election season, President Obama was running for re-election. In this case, either is correct. Yes, election season is over, but if you're talking about it as a span of time, was running is also acceptable. In some contexts, you might choose it to give your piece a greater sense of immediacy.

Tips for Tense Usage

1. Never Carelessly Switch Verb Tenses

Ground the story in one tense. If you start the story in the present tense, stay there. If you start in the past tense, stay there. You can then use other tenses as needed to indicate corollary time changes in the story. Many beginning writers inadvertently change tenses in a feature. It is confusing for the reader, if unfortunately not caught by an editor. The ultimate responsibility for producing clean, clear, readable prose rests with the writer. If you frustrate and confuse your readers with inconsistent verb tenses, don't blame them for turning to another story.

2. Never Use the Past Tense When the Present Tense Will Do

Writing in the present makes the story seem more immediate. Use it whenever possible. It particularly lends itself to profiles or "offbeat" features about places, people, or situations. If you do a feature on a local bakery, a profile of a fire chief, or an in-depth report of a controversy over an abortion clinic, it can be presented in the present tense as long as the bakery, fire chief, and controversy remain in existence.

Check Your Progress:

Exercise –

In each of the following paragraphs, some of the sentences contain errors in verb tense. Rewrite the paragraphs using the correct form of any verb that is used incorrectly -

Hands Up!

Recently in Oklahoma City, Pat Rowley, a security guard, deposit 50 cents in a City Hall vending machine and reach in to get a candy bar. When the machine catch his hand, he pull out his pistol and shoot the machine twice. The second shot sever some wires, and he got his hand out.

The Christmas Spirit

Mr. Theodore Dunnet, of Oxford, England, run amok in his house in

December. He ripped the telephone from the wall, thrown a television set and a tape-deck into the street, smash to bits a three-piece suite, kicked a dresser down the stairs, and torn the plumbing right out of the bath. He offer this explanation for his behaviour: "I was shock by the over-commercialization of Christmas."

Late Bloomers

Some very remarkable adults are known to have experience quite unremarkable childhoods. English author G.K. Chesterton, for instance, could not read until the age of 8, and he usually finish at the bottom of his class. "If we could opened your head," one of his teachers remark, "we would not find any brain but only a lump of fat." Chesterton eventually become a success- ful novelist. Similarly, Thomas Edison was label a "dunce" by one of his teachers, and young James Watt was called "dull and inept."

Mona Lisa

Leonardo da Vinci's "Mona Lisa" is one of the most famous portraits in the history of painting. Leonardo took four years to complete the painting: he begun work in 1503 and finish in 1507. Mona (or Madonna Lisa Gherardini) was from a noble family in Naples, and Leonardo may have paint her on commission from her husband. Leonardo is said to have entertain Mona Lisa with six musicians. He install a musical fountain where the water play on small glass spheres, and he give Mona a puppy and a white Persian cat to play with. Leonardo did what he could to keep Mona smiling during the long hours she sit for him. But it is not only Mona's mysterious smile that has impress anyone who has ever view the portrait: the background landscape is just as mysterious and beautiful. The portrait can be seen today in the Louvre Museum in Paris.

Hard Luck

A bank teller in Italy was jilted by his girlfriend and decide the only thing left to do was kill himself. He stolen a car with the idea of crashing it, but the car broken down. He steal another one, but it was too slow, and he barely dent a fender when he crashed the car into a tree. The police arrive and charge the man with auto theft. While being questioned, he stab himself in the chest with a dagger. Quick action by the police officers saved the man's life. On the way to his cell, he jumped out through a third-story window. A snowdrift broken his fall. A judge suspends the man's sentence, saying, "I'm sure fate still has something in store for you."

Answers –

Hands Up!

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shot the machine twice. The second shot severed some wires, and he got his hand out.

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Interesting Quote...

“I’ve always thought that you live in the present, you live in a specific present. You are writing, present tense, so write in the present as it is.” - Douglas Coupland.

14.7 PUT IT IN CONTEXT

What background would a newcomer who is affected by the story need to know so that they might care about it?

For example, on the issue of Medicare:

What is Medicare?

Where did the idea of Medicare come from? What was life like before it?

Another virtue of asking “what does my audience need to know?” is that it can create new entry points into stories – such as asking, what background would a newcomer who is affected, or has a stake in the story, need to know so that they might care about it?

News can often seem like jargon, spoken in a language that only the initiated understand, especially when wire copy is used as base material. What new entry points can be created for the reader to feel as though he has a stake in the story?

David Halberstam, a 1964 Pulitzer Prize winner for his coverage of the war in Vietnam for the New York Times and best-selling author of ‘The Best and the Brightest, The Powers That Be’, and many other works of non-fiction, talked about the value of providing context in a conversation with Bill Kovach on Nov. 9, 1996.

“We can make all kinds of stories interesting if we work at it...like the great Jimmy Breslin story: The day that John Kennedy was killed...everyone covered the funeral. He went and found the man who dug Kennedy’s grave. Use your imagination, be creative.”

Making stories significant means providing them with a sense of context. And involves what a journalist has to do in order to get stories into the minds of the people and make them realize why this particular piece of information is important. Many a time the context of the stories is often more important than the event itself.

One of the reasons Bill Clinton was so successful is that he spent his time designing a context within which he could embed himself. Similarly the journalist needs to figure out how to provide a context outside of entertainment that works.

A journalist must be passionate about his story but needs to control that passion—not let the passion control him. Trust in the reader that if you do it right, the reader’s interest and involvement will be generated.

Check Your Progress:

Exercise –

Pick up the Ahmedabad Mirror, Indian Express, DNA and Times of India of yesterday. Read all the stories and relate them to the context.

Interesting Quote...

“Reality is not a function of the event as event, but of the relationship of that event to past, and future, events.” - **Robert Penn Warren**, *All the King's Men*.

A GOOD BLOG

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/elements-journalism/>

Elements of Journalism

- *Bill Kovach and Tom Rosenstiel*

In their book *The Elements of Journalism*, Bill Kovach and Tom Rosenstiel identify the essential principles and practices of journalism.

Here are 10 elements common to good journalism, drawn from the book.

Journalism's first obligation is to the truth

Good decision-making depends on people having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but in a capacity that is more down to earth.

“All truths – even the laws of science – are subject to revision, but we operate by them in the meantime because they are necessary and they work,” Kovach and Rosenstiel write in the book. Journalism, they continue, thus seeks “a practical and functional form of truth.” It is not the truth in the absolute or philosophical or scientific sense but rather a pursuit of “the truths by which we can operate on a day-to-day basis.”

This “journalistic truth” is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, subject to further investigation.

Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. Even in a world of expanding voices, “getting it right” is the foundation upon which everything else is built – context, interpretation, comment, criticism, analysis and debate. The larger truth, over time, emerges from this forum.

As citizens encounter an ever-greater flow of data, they have more need – not less – for suppliers of information dedicated to finding and verifying the news and putting it in context.

Its first loyalty is to citizens

The publisher of journalism – whether a media corporation answering to advertisers and shareholders or a blogger with his own personal beliefs and priorities must show an ultimate allegiance to citizens. They must strive to put the public interest – and the truth – above their own self-interest or assumptions.

A commitment to citizens is an implied covenant with the audience and a foundation of the journalistic business model – journalism provided “without fear or favour” is perceived to be more valuable than content from other information sources.

Commitment to citizens also means journalism should seek to present a representative picture of constituent groups in society. Ignoring certain citizens has the effect of disenfranchising them.

The theory underlying the modern news industry has been the belief that credibility builds a broad and loyal audience and that economic success follows in turn. In that regard, the businesspeople in a news organization also must nurture – not exploit – their allegiance to the audience ahead of other considerations.

Technology may change but trust – when earned and nurtured – will endure. Its essence is a discipline of verification

Journalists rely on a professional discipline for verifying information.

While there is no standardized code as such, every journalist uses certain methods to assess and test information to “get it right.”

Being impartial or neutral is not a core principle of journalism. Because the journalist must make decisions, he or she is not and cannot be objective. But journalistic methods are objective.

When the concept of objectivity originally evolved, it did not imply that journalists were free of bias. It called, rather, for a consistent method of testing information – a transparent approach to evidence – precisely so that personal and cultural biases would not undermine the accuracy of the work. The method is objective, not the journalist.

Seeking out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment, all signal such standards.

This discipline of verification is what separates journalism from other forms of communication such as propaganda, advertising, fiction, or entertainment. Its practitioners must maintain an independence from those they cover. Independence is a cornerstone of reliability.

On one level, it means not becoming seduced by sources, intimidated by power, or compromised by self-interest. On a deeper level it speaks to an independence of spirit and an open-mindedness and intellectual curiosity that helps the journalist see beyond his or her own class or economic status, race, ethnicity, religion, gender or ego.

Journalistic independence, write Kovach and Rosenstiel, is not neutrality. While editorialists and commentators are not neutral, the

source of their credibility is still their accuracy, intellectual fairness and ability to inform – not their devotion to a certain group or outcome. In our independence, however, journalists must avoid straying into arrogance, elitism, isolation or nihilism.

It must serve as an independent monitor of power

Journalism has an unusual capacity to serve as watchdog over those whose power and position most affect citizens. It may also offer voice to the voiceless. Being an independent monitor of power means “watching over the powerful few in society on behalf of the many to guard against tyranny,” Kovach and Rosenstiel write.

The earliest journalists firmly established as a core principle their responsibility to examine unseen corners of society.

The watchdog role is often misunderstood, even by journalists, to mean “afflict the comfortable.” While upsetting the applecart may certainly be a result of watchdog journalism, the concept as introduced in the mid-1600s was far less combative. Rather, it sought to redefine the role of the journalist from a passive stenographer to more a curious observer who would “search out and discover the news.”

The watchdog role also means more than simply monitoring government. “The earliest journalists,” write Kovach and Rosenstiel, “firmly established as a core principle their responsibility to examine unseen corners of society. The world they chronicled captured the imagination of a largely uninformed society, creating an immediate and enthusiastic popular following.”

Finally, the purpose of the watchdog extends beyond simply making the management and execution of power transparent, to making known and understood the effects of that power. This includes reporting on successes as well as failures.

Journalists have an obligation to protect this watchdog freedom by not demeaning it in frivolous use or exploiting it for commercial gain.

It must provide a forum for public criticism and compromise

The news media are common carriers of public discussion, and this responsibility forms a basis for special privileges that news and information providers receive from democratic societies.

These privileges can involve subsidies for distribution or research and development (lower postal rates for print, use of public spectrum by broadcasters, development and management of the Internet) to laws protecting content and free speech (copyright, libel, and shield laws).

These privileges, however, are not pre-ordained or perpetual. Rather, they are conferred because of the need for an abundant supply of information. They are predicated on the assumption that journalism – because of its principles and practices – will supply a steady stream of higher quality content that citizens and government will use to make better decisions.

Traditionally, this covenant has been between news organizations and government. The new forms of digital media, however, place a responsibility on everyone who “publishes” content – whether for profit

or for personal satisfaction – in the public domain.

The raw material cast into the marketplace of ideas sustains civic dialogue and serves society best when it consists of verified information rather than just prejudice and supposition.

Journalism should also attempt to fairly represent varied viewpoints and interests in society and to place them in context rather than highlight only the conflicting fringes of debate. Accuracy and truthfulness also require that the public discussion not neglect points of common ground or instances where problems are not just identified but also solved.

Journalism, then, is more than providing an outlet for discussion or adding one's voice to the conversation. Journalism carries with it a responsibility to improve the quality of debate by providing verified information and intellectual rigor. A forum without regard for facts fails to inform and degrades rather than improves the quality and effectiveness of citizen decision-making.

It must strive to keep the significant interesting and relevant

Journalism is storytelling with a purpose. It should do more than gather an audience or catalogue the important. It must balance what readers know they want with what they cannot anticipate but need.

Writing coaches Roy Peter Clark and Chip Scanlan describe effective news writing as the intersection of civic clarity, the information citizens need to function, and literary grace, which is the reporter's storytelling skill set. In other words, part of the journalist's responsibility is providing information in such a way people will be inclined to listen. Journalists must thus strive to make the significant interesting and relevant.

Quality is measured both by how much a work engages its audience and enlightens it. This means journalists must continually ask what information has the most value to citizens and in what form people are most likely to assimilate it. While journalism should reach beyond such topics as government and public safety, journalism overwhelmed by trivia and false significance trivializes civic dialogue and ultimately public policy.

It must keep the news comprehensive and proportional

Journalism is our modern cartography. It creates a map for citizens to navigate society.

As with any map, its value depends on a completeness and proportionality in which the significant is given greater visibility than the trivial.

Keeping news in proportion is a cornerstone of truthfulness. Inflating events for sensation, neglecting others, stereotyping, or being disproportionately negative all make a less reliable map. The most comprehensive maps include all affected communities, not just those with attractive demographics. The most complete stories take into account diverse backgrounds and perspectives.

Though proportion and comprehensiveness are subjective, their

ambiguity does not lessen their significance.

Its practitioners must be allowed to exercise their personal conscience. Doing journalism, whether as a professional writing for a news organization or as an online contributor in the public space, involves one's moral compass and demands a personal sense of ethics and responsibility.

Because "news" is important, those who provide news have a responsibility to voice their personal conscience out loud and allow others to do so as well. They must be willing to question their own work and to differ with the work of others if fairness and accuracy demand they do so.

News organizations do well to nurture this independence by encouraging individuals to speak their minds. Conversation and debate stimulate the intellectual diversity of minds and voices necessary to understand and accurately cover an increasingly diverse society. Having a diverse newsroom does little if those different voices are not spoken or heard.

It's also a matter of self-interest. Employees encouraged to raise their hands may "save the boss from himself" or protect the news organization's reputation by pointing out errors, flagging important omissions, questioning misguided assumptions, or even revealing wrongdoing.

Having a sense of ethics is perhaps most important for the individual journalist or online contributor.

Increasingly, those who produce "the news" work in isolation, whether from a newsroom cubicle, the scene of a story, or their home office. They may file directly to the public without the safety net of editing, a second set of eyes, or the collaboration of others. While crowdsourcing by the audience may catch and correct errors or misinformation, the reputation of the author and the quality of public dialogue are nevertheless damaged.

Citizens, too, have rights and responsibilities when it comes to the news. The average person now, more than ever, works like a journalist.

Writing a blog entry, commenting on a social media site, sending a tweet, or "liking" a picture or post, likely involves a shorthand version of the journalistic process. One comes across information, decides whether or not it's believable, assesses its strength and weaknesses, determines if it has value to others, decides what to ignore and what to pass on, chooses the best way to share it, and then hits the "send" button.

Though this process may take only a few moments, it's essentially what reporters do.

Two things, however, separate this journalistic-like process from an end product that is "journalism." The first is motive and intent. The purpose of journalism is to give people the information they need to make better decisions about their lives and society. The second difference is that journalism involves the conscious, systematic

application of a discipline of verification to produce a “functional truth,” as opposed to something that is merely interesting or informative. Yet while the process is critical, it’s the end product – the “story” – by which journalism is ultimately judged.

Today, when the world is awash in information and news is available any time everywhere, a new relationship is being formed between the suppliers of journalism and the people who consume it.

The new journalist is no longer a gatekeeper who decides what the public should and should not know. The individual is now his or her own circulation manager and editor. To be relevant, journalists must now verify information the consumer already has or is likely to find and then help them make sense of what it means and how they might use it.

Thus, write Kovach and Rosenstiel, “The first task of the new journalist/sense maker is to verify what information is reliable and then order it so people can grasp it efficiently.” A part of this new journalistic responsibility is “to provide citizens with the tools they need to extract knowledge for themselves from the undifferentiated flood of rumour, propaganda, gossip, fact, assertion, and allegation the communications system now produces.”

14.8 KEY WORDS

Brevity	Brevity means economy of words, saying what’s necessary and no more. “Necessary” could be a paragraph or 50 pages; either is fine. Brevity is absolutely mandatory for a good piece of writing
News Peg	A news peg is the element of timeliness on which a journalist “hangs” a news story. It makes the story relevant. It is the reason to tell the story right now.
Simplification	This element makes the story easily understandable, instantly readable and, if it is done well, pushes you to read on.
Attribution	Can be defined as stating or identifying the information source.
Standard Tense	Write the story in one tense.
Put in Context	Making stories significant means providing them with a sense of context. And involves what a journalist has to do in order to get stories into the minds of the people and make them realize why this particular piece of information is important.

14.9 LET US SUM UP

- Your sentences, paragraphs and the entire story should be concise and to the point
- Stories should be relevant to an incident taking place
- Write in a way which is simple, relatable and easily understandable
- Be clear and careful in stating your source of information. Do verification checks if need be
- Ensure parity of tense in the entire story

Useful Link

- <https://www.youtube.com/watch?v=Ivfw4QMU16Y>
- (Writing - Write Less Meaning More)

14.10 REFERENCE

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યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:
સ્વાધ્યાય: પરમં તપ:
સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ,
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે ને સૌને સૌનું આભ,
દશે દિશામાં સ્મિત વહે, હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;
શારદીય અજવાળાં પહોંચ્યાં ગુર્જર ગામે ગામ
ધ્રુવતારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે
અંધકારને હડસેલીને ઉજાસનાં ફૂલ મહેંકે;
બંધન નહીં કો' સ્થાન સમયનાં જવું ન ઘરથી દૂર,
ઘર આવી મા હરે શારદા દૈન્યતિમિરનાં પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,
આવો કરીએ આપણ સૌ
ભવ્ય રાષ્ટ્રનિર્માણ...
દિવ્ય રાષ્ટ્રનિર્માણ...
ભવ્ય રાષ્ટ્રનિર્માણ

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