

# English – Open Elective 1

## FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS



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# **PREFACE**

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# SECTION I : Functional English Grammar

## Unit 1: Function English And Grammar

### 1: Grammar of spoken and written English:

->Difference between oral language and written language

Oral language

Written language

Talk	Text
Face to face conversation between speaker and listener	Face to text with limited reciprocity between the author and reader
Narrative like	Explicatory like
Action oriented	Idea oriented
Event oriented	Argument oriented
Story oriented	Explanatory oriented
Here and now	Future and past
Informal	Formal
Primary discourse	Secondary discourse
In given space and time	Not space or time bound
Natural communication	Artificial communication
Interpersonal	Objective and distance
Spontaneous	Planned
Sharing of context structure	No common context Highly structured
Ellipsis	Explicitness in text concisions

### 2: Basic sentence patterns in English:

a: Analysis of sentence patterns (SVO, SV, SVOC, SVOA, SVOA/C):

->SVO: subject verb object:

Example:

SL NO	SUBJECT	VERB	OBJECT
1	She	is writing	a letter.
2	He	Is reading	A letter.
3	It	Is working	Well.
4	I am	having	My meal.
5	We	Are	Coffee.

		drinking	
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->**SV: Subject verb agreement:**

**Example:**

SL NO	SUBJECT	VERB
1	Birds	Fly
2	Cats	Run
3	Dogs	Bark
4	Flies	Fly
5	Men	Quarrel

➔ Indicate whether the parts underlined in the sentences below are the direct object (DO), the indirect object (IO), the subject compliment (SC):

- 1: Will someone get a doctor, quickly!
- 2: George and Paul both became famous doctors.
- 3: Do you call yourself a doctor?
- 4: May I call you Jenny?
- 5: May I call you a taxi or something?
- 6: Call me anything you like?
- 7: It's so cold. I can't get warm.
- 8: I can't get my hands warm.
- 9: Keep quiet. Keep those children quiet.
- 10: Can't you give them something to keep them quiet.

**Ans: 1:DO,2:IO,3:SC,4:SC,5:SC,6:IO,7:DO IO ,8:IO,9:DO IO,10:IO DO.**

**Identify the tenses of the following sentences:**

- 1: Children likes chocolates: Simple present tense.
- 2: She ate an apple: Simple past tenses.
- 3: She had been waiting for her friend: Past perfect tense.

4: I will meet you tomorrow: Simple future.

5: They have been travelling in the train since two days: Present perfect continuous tense.

->**Name the subject in each of the following sentences:**

1: You tell me the **answer** John.

2: Those whose haven't got their **homework** leave the class please.

3: Be careful with the **vase**.

4: Don't **lie** to me.

5: Don't you dare tell **lies**.

### **3: Functions of various types of phrases:**

->**What is a phrase?**

\* It is a part of sentence which begins with preposition.

->**Noun phrases:**

\*A noun phrase is a group of words headed by a noun that includes modifiers. (the, a, of them, with her). noun phrase plays the role of a noun. In a noun phrase, the modifiers can come before or after the noun.

#### **Example:**

1: The dog with fleas.

2: The one with fleas.

\*People: the soldier, the lawyer, with the big nose.

\*Animals: One rat, a shark, funny mickey.

\*Places: the house in the corner, inner London, dirty factory, no shelter.

\*Things: this table, our London bridge, the shark chisel, that nitrogen, last month, an inch, her cooking.

\*Ideas: utter confusion, some kindness, your faith, the theory of relativity, a joy.

->**Verb phrases:**

<b>Regular</b>	<b>Base form</b>	<b>S form</b>	<b>Ing form</b>	<b>Simple past</b>	<b>ed , en</b>
play	play	plays	playing	played	played
<b>Irregular</b>	<b>Base form</b>	<b>S form</b>	<b>Ing form</b>	<b>Simple past</b>	<b>ed , en</b>

write	write	writes	writing	wrote	Written
Cut	Cut	Cuts	Cutting	Cut	Cut

Verbs in English can be distinguished by the kinds of marking they can take and by what they can take and by what they can cooccur with English verbs all function inside verb phrases. A simple verb phrase consists of a lexical verb acting as the main verb of the verb phrase and anywhere from 0 to 4 auxiliary verbs which are used to mark modality, aspects and voice. Verb phrases can be finite or nonfinite. A finite verb phrase marks tense and agreement where appropriate and has a subject which must be in the subject case if it is a pronoun.

**->Adjective phrase:**

There are several features that are often considered characteristics of adjectives but that are never the less insufficient to fully delimit the set of adjectives. For instance, many adjectives can be used both in prenominal attributive and in clause close final predicative position.

**->Adverbial phrase:**

An adverbial phrase is a group of words that act together as an adverb, giving more information about a verb, adjective or other adverb in a sentence the adverbial phrase answers the same question as a regular adverb. How, how much, when or where.

Underline the adverbial phrase on the line, write the question with answers:

- 1: We expect our grandparents to arrive **in about an hour**. When?
- 2: My cousin watches television **almost as much as you do**. How much?
- 3: The weather man says it will rain **all day**. When?
- 4: Your brother plays soccer **better than my brother does**. How?
- 5: Our friend drives on **Monday's**. when?

**->Prepositional phrase:**

It can show where something is happening.

Underline the prepositional phrase tell where something is happening:

- 1: They **went to the hospital** to visit their grandma.
- 2: My family eats **at this restaurant** once a week.
- 3: **On Fridays**, my teacher gives us a **test about vocabulary**.
- 4: Can you see the girl **in the blue dress near the lake**.
- 5: My mom wanted to visit the malls **in the city**.

## 4. Functions of Clauses : Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses

Clauses are the building blocks of sentences. A clause is a group of words that contains ( at least) a subject and a verb

### Example of Clauses:

Ecology is a science because pollution cause cancer

### Example of not clauses:

To protect the environment after working all day

Each grammatical form of clause in English performs distinct grammatical functions.

## The Noun Clause

A noun clause performs the function of a noun in a sentence or functions like the **nominal group**. Noun clauses stand as indirect or direct objects, nominatives, objects of a preposition, subject of the verb, object of the verb, subject or object complement, **prepositional complement**, etc.

### Examples of Noun Clauses

- *That he will come today is uncertain.*
- *Going home at this time is not favourable.*
- *Why we came here has not been mentioned.*
- *To work hard without compensation is very disappointing.*
- *Whoever comes first leaves for the final competition.*
- *He did not state what he came to do.*
- *We will do whatever our leader says.*

The noun/nominal clause usually answers the question ‘who’ or ‘what’. For instance:

*We have been told that the examination starts this week. (We have been told what)*

*Who wins the tournament remains unknown. (What remains unknown?)*

*Leaving the school without permission could earn a student suspension. (What could earn a student suspension?)*

*Whoever arrives first is the winner. (Who is the winner?)*

*Whomsoever we vote for becomes our governor. (Who is our governor?)*

As mentioned earlier, noun clause performs the same functions as a noun in different ways.

## Functions of Noun Clauses

The following are various functions of noun clauses with examples to illustrate them.

### A subject of a Sentence or a Verb

When a noun clause begins a sentence, it functions as the subject of a sentence or the verb that comes after it.

- *Whatever happens to her is none of my business.*
- *When you choose to start the job will determine your salary.*
- *How you choose to settle the dispute is entirely your responsibility*
- *Wherever we decide to buy the car must have a discount facility.*
- *Where we choose to reside must have uninterrupted electricity.*

### An object of a Sentence or Verb

A noun clause performs this function comes after the verb or when it is the recipient of the action the subject initiates.

- *I like what you do.*
- *She dislikes where her parents live.*
- *We prefer what we agreed on initially.*
- *Nobody knows what the principal is up to.*
- *He promised to do whatever his father says.*
- *We do not know when the examination will begin.*

### The complement of the Subject

A noun clause also serves as the complement of the subject when it comes after an **intensive or copular verb**, which we also refer to as a **linking verb**; that is, when the complement refers to the subject or when it is the same as the subject.

- *We **are** what our thinking makes us.*
- *Your disposition on the case **is** what you allow it to be.*
- *The girl **became** what her parents never believed.*

- *He is the genius we have always known him to be.*
- *His whereabouts **remains** a mystery that baffles everyone.*

### **The Complement of the Object**

Noun clauses serve as the complement of the object when it follows the direct object and refers to the same entity as that object.

- *She can present the thesis that she had completed.*
- *The teacher gave the instruction that we must not come late.*
- *He bought a book he had always desired to buy.*
- *The chef ate the chicken which he had roasted.*
- *I gave her the yellow mug which my sister brought from London.*
- *He could not find the pen that he used in the examination hall.*
- *You can eat any food that she chooses to cook.*
- *We paid the money that he demanded.*
- *The boy inherited the goods which his father left behind.*
- *The children caught the fish which had been playing in the pond.*

### **Types of Noun/Nominal Clause**

#### **“That –” Clause**

This usually begins with ‘that’. For example:

- *It is clear that you are up to the job.*
- *That you are hungry is obvious.*
- *He said that he was there.*
- *That you have been there before gives you an advantage.*
- *That he speaks flawless English does not mean he is educated.*

In instances where the ‘**that-clause**’ serves as the object of the complement, the conjunction ‘that’ might be omitted. For instance:

- *It is clear you are up to the job.*
- *He said he was there.*
- *It was obvious he could not continue the game.*
- *The magazine stated women were more than men.*
- *She admitted she did not attempt all the questions.*

### **Nominal –ing Clause**

This is a noun clause that begins with a gerund or **verbal noun**. Examples include:

- *Going home at this time is not advisable.*
- *She loves baking cake.*
- *Sleeping at work is a dereliction of duty.*
- *The children love playing in the rain.*
- *Watching action movies is his pastime.*

### **To-infinitive Clause**

This is noun clause begins with a to-infinitive. See these examples below:

- *To go out like this is not good.*
- *Her problem is to trek a long distance.*
- *To go to school is a worthy pursuit.*
- *To behave like that is barbaric.*
- *He loves to travel.*

### **“Wh–” Clause**

This clause derives its name because it begins with the ‘wh-’ words. Examples include:

- *What he said was bad.*
- *I want to know why she is here.*
- *Nobody knows where they went.*
- *I cannot hear what the man said.*
- *She does not know what to wear.*

- *Where to sleep is their concern.*
- *What to do after school is not clear.*
- *When to move is not currently clear to the soldiers.*
- *I prefer what she cooks to the food she buys*
- *He does not know what to eat for dinner.*

### **Yes/No Interrogative**

We usually form the **yes/no interrogative** with the use of ‘if’ or ‘whether’. Let us see some examples:

- *Do you know if the banks are open?*
- *Can you ask if she will come visiting?*
- *Should we ask whether we could sit down?*
- *Will they know if there is free transportation?*
- *Would you ask if that was her husband?*
- *Could they check whether the goods are safe?*
- *Do you mind if I borrow your laptop?*

### **The Adjective Clause or The Relative Clause**

This Clause does the work of **adjectives** and by this, it also has the name, **adjectival clause**. **Adjectives** are words that describe or give more information about nouns or pronouns in a sentence. We can divide the relative clause into two categories. There are two types of the relative clause. The first is **the Restrictive Relative Clause** which we also describe as the **Defining Clause** or the **Qualifying Clause**. The second type is the **Non-Restrictive Relative Clause** which we also call the **Non-Defining** or the **Non-Qualifying clause**.

We refer to the **Restrictive Relative Clause** also as **adjectival clause** because it qualifies the noun in a sentence. This clause helps to define the antecedent such that the referent of the antecedent becomes clear; hence, the name ‘defining clause. What introduces the adjectival clause includes the general **pronoun** ‘that’ and the relative pronouns such as **who, whom, whose, etc.** **The Non-Restrictive Relative Clause** is not an adjectival clause because it neither qualifies nor modifies a noun; rather, it gives more information about the noun in the sentence. The orthographic comma usually marks it off. It answers the question ‘which like the restrictive relative clause’.

### **Examples of Relative Clause**

- *The meat which he spent so much to buy was already spoilt.*
  - *The clergy who delivered the fire sermon was invited by the police.*
  - *Jane whose bag was stolen has returned home.*
  - *The lady I told you about is married.*
  - *The market which is the hub of business activities has been closed down.*
  - *The player, who trained so hard, won the tournament.*
  - *Six inmates, whose relatives filed a counter order, have been released.*
  - *The car, that plies the village road, will no longer do so.*
  - *The match, which fans disrupted, has been cancelled.*
  - *The grains, which we did not bag, will not leave the factory.*
- ❖ With relative pronouns - An adjective clause generally begins with a relative pronoun (**that, which, who, whom, whose**) that connects the clause to the noun or pronoun it modifies. The relative pronoun shows the relationship between the clause and the antecedent.

*There is the mountain **that we are going to climb**.* (Antecedent = mountain. **That** connects the clause **we are going to climb that** with the antecedent.)

*My blue tennis shoes, **which used to be my mom's**, were under the bed.* (Antecedent = shoes. **Which** is a pronoun replacing **shoes** in the dependent clause **shoes used to be my mom's** and relating it to the subject of the independent clause.)

*Daniel, **who was late again today**, sits next to me in English.* (Antecedent = Daniel, Who = Daniel, so the dependent clause means **Daniel was late again today**. **Who** is replacing **Daniel** in the second clause and relating it to the subject of the independent clause.)

The relative pronoun has a grammatical function in the sentence.

*There is the mountain **that we are going to climb**.* (**That** is the direct object of the infinitive **to climb**.)

*My blue tennis shoes, **which used to be my mom's**, were under the bed.* (**Which** is the subject of the verb **used**.)

*Daniel, **who was late again today**, sits next to me in English.* (**Who** is the subject of the dependent clause.)

*These are the students **who are going**.* (**Who** is the subject of the dependent clause.)

*These are the students. **Who are going**.* (*They are going.*)

*Those are the students for **whom** I bought the tickets. (**Whom** is the object of the preposition **for**.)*

*Those are the students. I bought the tickets for **whom**. (I bought the tickets for them.)*

- ❖ With understood pronouns - Sometimes the relative pronoun is understood and not written in the sentence.

*Have you seen the book I lost?*

*Have you seen the book [that] I lost?*

*The teacher I had in fifth grade really inspired me.*

*The teacher [whom] I had in fifth grade really inspired me.*

- ❖ With prepositions - If the relative pronoun is the object of a preposition and is left out, the preposition has no choice but to dangle. In informal, spoken English, this is fine. It is also fine in spoken English to end the clause with the preposition. However, in formal English it is better to put the preposition before the pronoun. Note that the preposition is part of the dependent clause.

*This movie was the sequel we had been waiting **for**. (Informal)*

*This movie was the sequel, **which** we had been waiting for. (Informal)*

*This movie was the sequel **for which** we had been waiting. (Formal)*

*Do you know the actor Shelly is talking **about**? (Informal)*

*Do you know the actor **that** Shelly is talking about? (Informal)*

*Do you know the actor **about whom** Shelly is talking? (Formal) (Note that **that** becomes **whom** or **which**.)*

- ❖ With relative adverbs - Adjective clauses can also start with the relative adverbs **where**, **when**, and **why**. They connect the dependent clause to a noun in the sentence. The relative adverb modifies the verb in the dependent clause.

*That is the bench **where** you and I were supposed to meet.*

*Six o'clock was the time **when** we were supposed to be there.*

*That is the reason **why** I couldn't meet you.*

## **The Adverbial Clause**

An adverbial clause is a clause that performs the function of an adverb in a **sentence**.

An **adverb** modifies the **verb** in a **sentence**. It answers the questions: 'where', 'when', 'why', 'how', etc. The adverbial clause has different types. These include: **Adverbial**

**Clause of time, place, manner, reason, condition, concession, purpose, comparison, etc.**

### **Examples of Adverbial Clause**

- *While the driver was making a call, the car skidded off the road.*
- *When she saw her long lost son, she broke down in tears.*

- He got a gift where he went to teach some students.
- She vowed to go wherever she would find the materials.
- Some politicians behave as if they would stay in power forever.
- The chief boasted as though he had all the resources in the world.
- The man wakes up early because he has to catch the bus.
- She had become paranoid since she returned from prison.
- Provided you sign the papers on time, we might make the trip.
- The children will not see their father unless wake up very early.
- He could not see the governor although he had appointment with him.
- He failed the examination though he studied hard.

## **Types of Adverbial Clauses**

### **Adverbial Clause of Time**

**This refers to when an action takes place. For instance:**

- As soon as the man saw his wife, he ran away.
- Before she completed the cooking, the visitors had left.
- After the church service, the children went to the zoo.
- Immediately he came home, he went to bed.
- When the war ended, many families returned to their abandoned homes.
- While she was cooking, I came in.
- The boy ran away when he saw the police.
- The thief froze as soon as he heard the sirens.
- His feeding pattern had changed since she came around.
- Until he comes, nobody will leave the house.

### **Adverbial Clause of Place**

**This refers to where an action takes place. For instance:**

- *Jane sat where her mother had prepared for her friend.*
- *I will go wherever you go.*
- *She promised to look for the purse wherever she might find it.*
- *Send us to wherever you want to.*
- *The plane crashed where it was difficult to locate.*
- *He travelled where no one could reach him.*
- *She fell where the makeshift wooden bridge was weak.*
- *I will go wherever you go.*

### **Adverbial Clause of Manner**

**This refers to how an action takes place. For instance:**

- *The man was talking as if she was the leader of the group.*
- *The choir sang as though the heavens would fall.*
- *She performed so excellently that she got a scholarship.*
- *Please do it (exactly) as I instructed.*
- *(Just) as sugar attracts an ant (so) her beauty and congeniality attract customers to her shop.*

### **Adverbial Clause of Reason**

This clause tells us the reason for the action the verb expresses. Subordinating conjunctions such as that, because, since, as, etc. Examples include:

- *The man works hard because he has debts to offset.*
- *Because he has money, he believes he can get away with the crime.*
- *He was denied entrance as he could not pay the required fees.*
- *He was not happy that he could not make the list.*
- *His people were angry that he was not elected their representative.*
- *She may not be charged to court since she has returned the stolen funds.*

**Note: sometimes, we might omit the conjunction ‘that’ as we have in the following sentences:**

- *He was happy he could make the list.*
- *His people were angry he was not elected their representative.*
- *I am glad you were able to come.*

We use ‘as’ and ‘since’ when the reason is obvious to the listener. For instance:

- *We will have to trek as the last vehicle just left.*
- *Since we are not the only ones involved, we will have to wait for instructions.*

In the case of ‘because’, we use it when the reason is NOT obvious to the listener.

- *The principal sent him out of school because he had not paid his fees.*

### **Adverbial Clause of Condition**

This clause usually states the condition the verb in the main clause stipulates. Some of the subordinating conjunctions that introduce this clause include: whether, if, provided, unless, as long as, etc. Let us take some examples:

- *I will only attend the event if you personally invite me.*
- *Whether she likes it or not, she must complete her education in Nigeria.*
- *There will be no need to go to court provided you sign the papers.*
- *Unless we embark on industrial action, the government will not listen to our grievances.*
- *As long as you cooperate, there would be no problem.*

Sometimes, we omit the conjunction ‘if’ and makes use of the modal auxiliary ‘should’ and the non-modal auxiliary ‘were’. For example:

- *Were it not for my teacher, I would not have become a lawyer.*
- *Should you come tomorrow, bring my umbrella.*

A relative pronoun may sometimes introduce a clause of condition. Look at the following:

- *Whatever he gives you, do not complain.*
- *However carefully you hide, the security man will certainly see you.*

### **Adverbial Clause of Concession**

As the name of this clause goes, it usually states that which we admit or acknowledge in the main clause. The subordinators that introduce this clause are mainly ‘though’ and ‘although’. However, there are other subordinators that could mean either of these words and which we could use in expressing concessionary clauses. These include: even though, while, despite, in spite of, whereas, etc. Let us see some sentences that exemplify the adverbial clause of concession...

- *Although he was indisposed, he went to the office.*
- *Though he was a trained teacher, he detests teaching.*
- *While she cannot speak French, she likes visiting Francophone countries.*
- *Even though he cannot drive, he loves cars.*
- *They eat out every weekend though they have a cook.*
- *Though the kids are poor, they are very lively and happy.*
- *Although he loves to take her out, his father would not allow him.*
- *While it is true that investments pay, there is a need to be knowledgeable about business.*
- *Despite the fact that he read very well, he failed the examination.*
- *In spite of his popularity, he was not recognised.*

### **Adverbial Clause of Purpose**

We usually introduce this clause by **subordinating conjunctions** such as that, so that, lest, in order that, etc. The clause tells us the purpose of the action the verb states. Examples include:

- *He reads so hard so that he can graduate top of his class.*
- *You need to shed off some weight lest you should become obese.*
- *The ceremony was rounded off in order that attendees might get to their destinations on time.*
- *We work that we may earn and have to give.*
- *We should work smarter and not harder so that we will not wear out our bodies.*

### **Adverbial Clause of Degree or Comparison**

Adverbial Clause of degree usually indicates the degree, that is, the relative extent or the comparison of the verb in the main or independent clause. It answers the questions how much, how many or how little. The subordinate conjunctions that usually introduce this clause include as, than, as...as, so...as and others. Let us see some examples of this clause:

- *She is as loquacious as she is ill-mannered.*
- *The factory is bigger than the one in the capital city.*
- *The students were quicker in solving the sums than I expected.*
- *You are not as troublesome as your brother.*
- *The villains are as cunning as a fox*
- *We are as qualified as their own team.*

**Exercise**

**Complete the following sentences by adding suitable Noun Clauses.**

1. I cannot understand .....
2. They said .....
3. I think .....
4. He told me .....
5. .... hurts me.
6. You can eat .....
7. Can you guess .....?
8. I feel certain .....
9. I do not know .....
10. No one knows .....

**Identify the adverb clause in the following sentences.**

1. When I delivered the newspaper, I saw Mrs. Sampson at the window.
2. Because that clerk was so helpful, I praised her to the store manager.
3. You may play outside until it's dark.
4. Vince becomes nervous when he speaks in public.
5. Please visit us whenever you are in the Chicago area.
6. Nero fiddled while Rome burned.
7. You may have piano lessons if you will practice for an hour a day.
8. If the jacket is too big for you, I can alter it.
9. Mother took a nap while Amy and I went bicycling.
10. Phone us when you arrive in town.
11. Take a walk until dinner is ready.
12. The movie was just beginning as we bought our tickets.
13. When we arrived in Seattle, we took a taxi to our hotel.

- 14 Since I'll be late for dinner, I will get a sandwich downtown.
15. Whenever you make a promise, you must keep it.
16. She can swim better than Bob can.
17. Although I'd never been in the Martins' house before, I felt at home there.
18. Since they left Cleveland, the Smiths have lived in three other cities.
19. When you listen to music on the radio, do you hum along with it?
20. You may have the job if you will work hard at it.

### **Identify the Adjective Clauses**

1. I bought a car from Merdine, and it turned out to be a lemon.
2. The car that I bought from Merdine turned out to be a lemon.
3. Pandora, who had recently celebrated a birthday, opened the box of gifts.
4. Lila, who has been the fire warden for 30 years, lives in a trailer with some scrappy dogs and cats.
5. Lila, who lives in a trailer with some scrappy dogs and cats, has been the fire warden for 30 years.
6. People who smoke cigarettes should be considerate of nonsmokers.
7. Jacob, who smokes cigarettes, is considerate of nonsmokers.
8. Mr. Mann has small, dark eyes, which peer inquisitively from behind metal-rimmed glasses.
9. My wedding ring is worth at least ten dollars, and now I have lost it.
10. I have lost my wedding ring, which is worth at least ten dollars.

### **Reference :**

<https://www.thoughtco.com/practice-in-identifying-adjective-clauses-1692406>

<https://englishnotesguru.com/adverb-clause-examples-with-answers/>

<https://www.englishgrammar.org/noun-clause-exercise-2/>

<https://akademia.com.ng/types-of-clauses/>

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## 5. Verbs : Tense and Aspects, Modal Verbs, Functions and Uses

### Tense and Aspect

TENSE refers to the absolute location of an event or action in time, either the present or the past. It is marked by an inflection of the verb:

David *walks* to school (present tense)

David *walked* to school (past tense)

Reference to other times -- the future, for instance -- can be made in a number of ways, by using the modal auxiliary *will*, or the semi-auxiliary *be going to*:

David *will walk* to school tomorrow

David *is going to walk* to school tomorrow.

Since the expression of future time does not involve any inflection of the verb, we do not refer to a "future tense". Strictly speaking, there are only two tenses in English: present and past.

ASPECT refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. We can illustrate this using the following examples:

[1] David *fell* in love on his eighteenth birthday

[2] David *has fallen* in love

[3] David *is falling* in love

In [1], the verb *fell* tells us that David fell in love in the past, and specifically on his eighteenth birthday. This is a simple past tense verb.

In [2] also, the action took place in the past, but it is implied that it took place quite recently. Furthermore, it is implied that it is still relevant at the time of speaking -- David has fallen in love, and that's why he's behaving strangely. It is worth noting that we cannot say

*\*David has fallen in love on his eighteenth birthday.*

The auxiliary *has* here encodes what is known as PERFECTIVE ASPECT, and the auxiliary itself is known as the PERFECTIVE AUXILIARY.

In [3], the action of falling in love is still in progress -- David is falling in love at the time of speaking. For this reason, we call it PROGRESSIVE ASPECT, and the auxiliary is called the PROGRESSIVE AUXILIARY.

Aspect always includes tense. In [2] and [3] above, the aspectual auxiliaries are in the present tense, but they could also be in the past tense:

David *had fallen* in love -- Perfective Aspect, Past Tense

David *was falling* in love -- Progressive Aspect, Past Tense

The perfective auxiliary is always followed by a main verb in the *-ed* form, while the progressive auxiliary is followed by a main verb in the *-ing* form. We exemplify these points in the table below:

	Perfective Aspect	Progressive Aspect
Present Tense	has fallen	is falling
Past Tense	has fallen	was falling

While aspect always includes tense, tense can occur without aspect (David *falls* in love, David *fell* in love).

**Exercise:**

Each of the following sentences exhibits aspect. Is it perfective aspect or progressive aspect?

1. David has bought a new house.	Perfective / Progressive
2. I think we have seen this film already.	Perfective / Progressive
3. The whole class is going to the theatre.	Perfective / Progressive
4. John has left his coat in the car.	Perfective / Progressive
5. Susan is leaving today.	Perfective / Progressive

Ans:

1. Perfective

2. Perfective
3. Progressive
4. Perfective
5. Progressive

## **Modal Verbs**

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs that behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality and allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

List of modal verbs

Here is a list of modal verbs:

***can, could, may, might, will, would, shall, should, must***

The verbs or expressions *dare, ought to, had better*, and *need not* behave like modal auxiliaries to a large extent and may be added to the above list.

### **Use of modal verbs:**

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility

## 8. probability

### Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
<b>must</b>	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
<b>must not</b>	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone, please ?
	possibility	Smoking can cause cancer.
Could	Ability in the past	When I was younger, I could run fast.
	Polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
may	permission	May I use your phone, please?
	Possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
Need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
<b>should/ought to</b>	50 % obligation	I should / ought to see a doctor. I have a terrible

		headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
<b>had better</b>	advice	You'd better revise your lessons

### Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

- You **must stop** when the traffic lights turn red.
- You **should see** to the doctor.
- There are a lot of tomatoes in the fridge. You **need not buy** any.

### Exercise

#### Fill in the Blanks with the Correct Modals

1. I \_\_\_ arrange the flowers for the bouquet. (may/can)
2. \_\_\_ I borrow this pen from you? (may/might)
3. The teacher \_\_\_ ask you to bring the homework. (might/can)
4. According to the weather forecast, it \_\_\_ snow heavily tomorrow. (may/shall)
5. Raj hasn't studied well. He \_\_\_ fail his exam. (might/shall)
6. You \_\_\_ follow the traffic rules. (may/must)
7. It \_\_\_ be difficult to live amidst war. (should/must)
8. My mother \_\_\_ scold me if I don't go back on time. (will/may)
9. We \_\_\_ take care of our parents. (ought to/ could)
10. I \_\_\_ visit the local grocery store soon. (shall/can)
11. You \_\_\_ be punctual. (should/ought)
12. One \_\_\_ repay all their debts. (must/ought to)
13. \_\_\_ you show me the road to the market? (could/might)

14. The child \_\_\_ be taken to hospital immediately. (must/might)

15. \_\_\_ you have hot chocolate? (shall/will)

**Reference :**

<https://www.ucl.ac.uk/internet-grammar/verbs/tense.htm>

<https://www.grammarly.com/blog/modal-verbs/>

## SECTION II : Writing Skills

### 1. Writing as a skill : Its importance, Mechanism of writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph

#### WRITING AS A SKILL

Writing is the art of expressing our views, ideas, and thoughts. Though writing seems easy while thinking about it, many times, it results in unorganized and scattered pieces of information on paper. This often creates confusion or sends a wrong message.

Effective writing can be a daunting task as it demands much more than mere correct grammar. You need to gain knowledge about sentence structure, develop your vocabulary, and build other basic writing skills.

#### Importance of developing writing skill

Good writing skills are essential for success in the workplace. Whether it's emails, project reports, or sales proposals, content full of typos, grammatical errors, and poorly constructed sentences suggests a similar attitude towards work.

Thus, along with improving communication, understanding the significance of writing skills can also influence how you are perceived at the workplace in terms of:

- **Being Professional:** With effective writing skills, your message can be understood by your peers in a better way. Writing clear messages makes it easier for others to understand your ideas and thoughts.
- **Proving your ability at the workplace:** Whether your job requires a lot of writing or not, people may remember even a few grammatical errors and spelling mistakes from your content. And these minor mistakes may make you seem less capable at the workplace.
- **Boosting professional confidence:** Each content piece has a motive. A well-written business proposal entices investors and probable partners. Clear and to-the-point emails can further impress possible buyers. And your well-crafted reports will fascinate your manager.

#### Mechanism of writing

Writing mechanics is the set of rules and principles that make writing clear and easy to understand. If grammar covers rules like subject-object agreement and verb tenses, writing

mechanics covers principles of punctuation, capitalization, and other tools that help language make sense on the page. Effective writing requires that language is not just grammatically correct, but that it's also written in the correct *way*.

### **Mastery of writing mechanics is critical for:**

- **Clarity:** We've all laughed at autocorrect fails when they show up in the feed, or been confused by an unfamiliar acronym. Proper writing mechanics helps your sentences communicate clearly and correctly, so the reader understands your intent and can follow your train of thought.
- **Focus :** Not only is poor construction unclear, but it's also distracting. Spelling and grammatical mistakes draw focus away from your subject, detracting from what you intend to communicate. If a reader can't follow your sentences, they will lose focus and move on to something else.
- **Professionalism:** Finally, and most importantly for paid writers, correct mechanics is essential for professionalism. If a client is paying you to write, mechanical errors are the first indicator of low quality in your work. If they plan on sharing your work with their audience, your writing reflects on their brand and their professionalism, so it has to be right.

### **The Basic Rules of Writing Mechanics**

As mentioned, writing mechanics goes hand in hand with grammar. These principles complement the basic rules of grammar, and apply them specifically to writing, so grammar is still fundamental.

### **Here are the most important principles of writing mechanics:**

#### **Parts of Speech**

The parts of speech are the basic categories that words belong to, and they govern how the words relate to each other. Writers need to understand nouns and pronouns, verbs and adverbs, and how to correctly use prepositions and conjunctions.

In English, for example, we usually place adjectives before the noun they modify ("black coffee" "small dog" "beautiful flower"), and adverbs after\* the verb they modify ("said angrily" "walked quickly" "hugged gently").

#### **Sentence Structure**

A complete sentence contains at least a subject and a verb. A typical English sentence uses the word order subject+verb+object ("the boy bounced the ball"), but there are a huge range of correct ways to put together a sentence.

### The basic building blocks of sentences are:

1. **A clause:** A clause contains a subject and verb, and can be a complete sentence. When joined correctly with conjunctions and/or punctuation, multiple clauses can be used to make compound sentences.
2. **A phrase:** A phrase is a collection of words without a subject or verb, used to modify the other parts of a sentence. “Underneath the table” or “despite the opposition” or “with a big smile” are all examples of phrases.

### Some of the most common sentence construction errors are:

- **Fragments:** A sentence fragment lacks a subject or a verb. “The red pen that the girl had” is a fragment, while “the girl had a red pen” is a complete sentence.
- **Run-ons:** A run-on sentence isn’t just a long sentence, and run-ons can be short. A run-on sentence simply doesn’t use conjunctions or punctuation correctly, so that the two clauses are fused and unclear. “The train jumped the track the passengers were not injured” is a run-on sentence. It could be corrected with “The train jumped the track. The passengers were not injured.” or “The train jumped the track, but the passengers were not injured.”
  - **Comma splices:** A comma splice is a specific form of run-on sentence where a comma is used incorrectly. “The train jumped the track, the passengers were not injured” is an example of comma splice.
- **Dangling participles:** A dangling participle is a sentence where an adjective or participle is used incorrectly, so it’s unclear which noun it modifies. For example, “Topped with cheese, I ate the burger.” Because of the placement of the modifying participle, this sentence reads as though I was topped with cheese, instead of the burger.

Naturally you could correct this sentence with “I ate the burger topped with cheese”, but also keep in mind that when you start a sentence with a participle, the noun it modifies must immediately follow. “Wearing a green dress, the girl...” “With shaggy hair, the dog...” “Shooting through the sky, the rocket...”

- **Faulty parallelism:** Parallel sentence construction uses the same structure and format in all parts of a sentence, so the parts agree with each other grammatically. For example, in the sentence “the book was both fun to read and for talking about”, the presence of the word “both” requires that “to read” be paired with a second infinitive verb to make a parallel sentence.

You might fix it with “the book was both fun to read and to discuss” or “the book was fun to read and also to talk about”.

## **Punctuation**

Correct punctuation is essential for clarity in writing.

**The most common punctuation errors are:**

- **Misused apostrophes. The apostrophe has only three purposes:**
  - **To form possessive nouns:** The apostrophe replaces the words “of the”. For example, “the table’s leg” instead of “the leg of the table”
  - **To form contractions:** When you are replacing letters with an apostrophe. For example, “don’t” instead of “do not”, or “I’m” instead of “I am”
  - **(Rarely) to form a plural in letters or abbreviations:** The apostrophe isn’t used to form a standard plural, but can sometimes be used to indicate plurals in instances like “he got two B.A.’s.”
- **Misused quotation marks:** Quotation marks are always used to distinguish exact speech, and never for emphasis. Be cautious about the use of scare quotes, and review how to use them correctly.
- **Commas.** Commas are arguably the most used and abused form of punctuation in English. Aside from the Oxford comma debate, commas are used incorrectly in lists, in conjunctions and splices, in quotations, in phrases.

## **Spelling**

English spelling is difficult, but needs to be correct. Use a spellcheck, use a dictionary, use a proofreader, but make sure you get it right.

## **Capitalization**

Capitalization is tricky, because it has overlapping rules with grammar, writing mechanics, and also writing conventions and style guides. Check your writing conventions for rules on capitalization in titles and headers, but here are the most frequently used rules of capitalization:

- Capitalize the first word of a document, the first word of a sentence, and the first word of a direct quote within quotation marks
- Capitalize proper nouns, including the names of people, places, and companies, and capitalize their initials or acronyms

- Capitalize the days of the week, months of the year, and historical eras (“the Great Depression”)
- Capitalize nicknames, and also kinship names when they are used in place of a personal name (“he loved Mom’s cooking”)

### **Redundancy**

Redundancy is unnecessary repetition, and should be avoided. “Evil villains,” “geriatric old people,” or “we must now at this time immediately” are all redundant phrases.

### **Abbreviations**

Modern language is full of TLAs (Three Letter Abbreviations), and writers should not assume that readers know the abbreviation or acronym in question. Always introduce an abbreviation or acronym the first time you use it in a piece of writing.

The most common method is to first write out the abbreviation or acronym, capitalizing each letter, and introducing the acronym you will use going forward. For example, “the Food and Drug Association (FDA)” or “English as a Second Language (ESL)”.

### **The Three H’s: Homonyms, Homographs, and Homophones**

The three H’s are a frequent source of writer mistakes, misspellings, and misadventures. To put it briefly:

- Homonyms are two identical words with different meanings. For example, “sentence” as a part of speech, and “sentence” as a punishment for a crime. For clarity in writing, try to avoid homonyms unless the context makes the meaning crystal clear.
- Homographs are two words with the same spelling, but different meanings and pronunciation. For example, “wind” as the movement of air, and “wind” as a twisting or turning action. When writing, readers can’t hear differences in pronunciation, so avoid homographs unless, again, the context makes the meaning very clear.
- Homophones are words that sound the same but are spelled differently and have different meanings. Common trouble words for writers are “there/their/they’re” or “two/to/too”. Spellcheck will not always catch and correct homophones, and they can dramatically affect the meaning of a sentence. When in doubt, use a dictionary to make sure you are using the correct form of a homophone.

### **Paragraph as a Unit of Structuring the whole text**

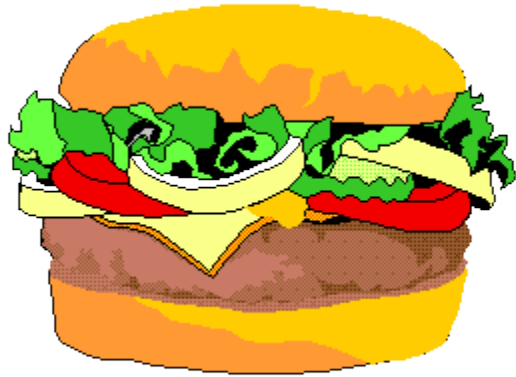
Paragraphs can be metaphorically likened to building blocks that make up sections of a text. To ensure that the structure of the text is solid, paragraphs, too, have to be well structured. A

paragraph typically consists of **three elements: a topic sentence, supporting sentences, and a concluding sentence.**

In the *topic sentence* (which is often the first sentence), the topic or focus of the paragraph is presented. The topic sentence thereby serves as a focal point, foregrounding the content of the whole paragraph. By signalling to the reader what the paragraph deals with, the topic sentence increases the readability of the text. Although it is possible for the topic sentence to appear anywhere in a paragraph, it usually appears at the beginning.

The main part of the paragraph consists of what are often called *supporting sentences or development*: this is where the argument that explains and/or proves the topic sentence is delivered.

At the end of the paragraph, there may be a *concluding sentence or transition sentence*, which sums up the argument of the paragraph, and sometimes creates a transition to the next paragraph. Such a transition provides the text with a smoother flow between paragraphs



- ▶ The top bun is your topic sentence.
- ▶ The sentences that come next are your supporting detail. They are like the lettuce, tomato and hamburger patty in the middle.
- ▶ Holding everything together is the bottom bun of the hamburger. It is a concluding sentence.

There are many different types of paragraphs, depending on what you are writing:

**Descriptive Paragraph:** This paragraph describes something or someone. For example, you can write a descriptive paragraph describing your best friend, including what she likes and dislikes, where she lives, what she wants for her birthday, and her favorite food.

**Expository Paragraph:** This paragraph explains an idea; it is also called an information paragraph. For example, you can write an expository paragraph explaining how to make chocolate chip cookies.

**Persuasive Paragraph:** This paragraph tries to convince the reader of something. This type of paragraph may start with a phrase like: “I think that...” The support section may include sentences that start with, “One reason is...,” or “For example...” It may end with something like, “This is why I think that...” For example, you can write a persuasive paragraph telling why people should vote for you for class president.

**Narrative Paragraph:** This paragraph describes an event or tells a story, usually in chronological order. For example, you can write a narrative paragraph detailing what you did on your first day of school.

### **What is paragraph analysis?**

Paragraph analysis is examining a paragraph to look at its features of construction. It's a process of identifying how the topic sentence links to the paragraph through the development of the topic and controlling idea. The process includes looking at how examples, data and evidence are used to support the main idea and how the author's voice (opinion) connects with the overall message or content.

### **Basic Paragraph Structure**

A basic paragraph should consist of four key parts. **1) Topic Sentence** (sometimes called a paragraph leader). **2) Development** (a detailed explanation of the topic. **3) Example** (this can be data, stats, evidence, etc..). **4) Summary** (summarise the ideas &/or evaluate how effective these are).

### **Example of a basic paragraph on Corporate Social Responsibility (CSR)**

This provides a basic four-part paragraph on Corporate Social Responsibility (CSR).

## **A basic Paragraph**

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

This image shows how the paragraph is divided into its four key sections.

# Paragraph structure

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

## The Importance of the topic Sentence

**Topic Sentences** are extremely important sentences. This image highlights the topic and controlling idea in the topic sentence.

## Topic Sentence

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the

A **Topic Sentence** should connect clearly to the content of the paragraph. This image highlights how the key terms in the body of the paragraph connect to the topic and controlling idea of the topic sentence.

# Connecting key terms

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

## Basic academic in-text referencing in a paragraph

This example highlights how the ideas in the paragraph are supported by credible authors, and contains examples of reporting verbs with direct and indirect referencing.

# In-text referencing

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

## Basic cohesion in a paragraph

This example highlights how cohesive devices are used to connect the ideas together.

# Cohesive devices

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

## Author's voice and stance in a paragraph

# Author's stance / voice

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

Green = caution  
Red = stance

### **Answer the following questions:**

1. What is the significance of writing skill ?
2. Briefly explain the mechanics of writing .
3. What is topic sentence ?
4. What is paragraph analysis ?
5. What is the difference between supporting sentence and concluding sentence ?

### **Analyze the following paragraph :**

1. Since March 8, 1990, Woman's Day is being observed by SAARC (South Asian Association for Regional Cooperation) consisting of seven countries, namely, India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka, and the Maldives. The day was marked to focus on the problems of girl children in these countries. It is a pity that girl children especially in underdeveloped countries are victims of extreme negligence and dishonor. The birth of a girl child is looked upon by the parents as a cause of pity. They are deprived of proper nutrition, education, and economic facilities, and social status or honor. Superstitions and social and religious prejudices give rise to such distressing conditions. We must root out these prejudices and ensure a bright future for the girl children by giving them proper education. Moreover, woman's rights must be established in social and economic fields.

2. The Dowry system is evil in society. It has reduced the sacred affair of marriage to a business deal. Brides are treated as a marketable commodity. The parents of the brides are often put under inhuman pressure for a handsome dowry. Sometimes they become paupers to get their daughters married. In many cases, young brides are ruthlessly tortured or pushed to suicide. To eradicate this social evil, a total change in the outlook of society is a must. The woman has to be considered as an equal partner to the man. Widespread education and employment and their rights of property can bring about the right remedy. Legal prohibition of dowry is not enough. Strong social disapproval of dowry is the only guarantee against this evil. Our youth should come forward to generate public awareness against this shameful custom.

3. Most of the people of our country are farmers, workers, and day laborers who live below the poverty line. But the price of essential commodities is soaring higher and higher. It has now become impossible for them to make both ends meet. It has severely hit the day laborers, the lower and middle-class families, and the salaried class too. The prices of rice, vegetables, clothes, mustard oil, medicine, and other essential commodities are also increasing by leaps and bounds. In most cases, hoarding and black marketing are responsible for such a situation. All these have made the life of the common man miserable. The government should set up more and more fair price distribution channels for selling essential commodities. The Consumers' Forum should also be more active to check such unreasonable hikes.

**Reference :**

<https://academic-englishuk.com/paragraph-analysis/>

<https://schoolworkhelper.net/paragraph-structure-and-types/>

<https://englishluv.com/top-10-short-paragraphs/>

**2. Functional Uses of Writing: Personal, Academic and Business**

Written communication skills can develop over time through practice, or can be learned by following guidelines appropriate for business or personal circumstances. A proper business communication, whether in the form of an email message or a traditional letter, illustrates your knowledge of organizational structure, defines the recipient of your communication and exhibits professional courtesy. Personal written communication is generally less formal, but the writer must demonstrate the same level of courtesy for even a personal letter to a close friend.

**Characteristics of Academic Writing:**

Academic writing is the formal writing style used in colleges and universities. It's what students are expected to produce for classes and what professors and academic researchers use to write scholarly materials.

While specific requirements may vary based on the particular form of academic writing or the class or publication for which a work is produced, some characteristics are common to all academic writing.

**Formal Tone** - A formal tone is always used in academic writing. It is not lighthearted or conversational in tone. Slang and clichés do not belong in this type of writing.

**Precise in Writing**- In keeping with the formal tone, it's important to choose precise language that very clearly conveys the author's meaning.

**Point of View** - Academic writing is usually written in third person because its focus is to educate on the facts rather than to support an opinion or give advice.

**Research Focus-** Because most academic writing involves reporting research results, it tends to focus on the specific research question(s) being studied.

**Organization** - Academic writing should be organized logically in a linear, matter -of - fact fashion. Use headings to delineate each major section.

**Source Citations** - Most academic writing includes at least some secondary research sources. Be sure to properly cite all sources and include a bibliography.

Of course, individual assignments may sometimes have different requirements. Always review submission guidelines carefully to verify you are following the proper format and style

### **Purpose of a Personal Business Letter**

A personal business letter is typewritten communication between colleagues who are personally acquainted, but work for different companies. For example, if one of your peers works for a company that received praise for award-winning technology, you could write a congratulatory letter to your professional colleague for being a member of the team that developed the technology. Personal business letters maintain relationships with professional contacts made through networking or business transactions. A cover letter transmitting your resume is also considered a personal business letter.

The two basic styles of reports are business and academic. Sometimes a business letter precedes a business report; in this the writer would detail the contents and circumstances of the report. There are many similarities between academic and business writing, as they are both very structured forms, but the personal business letter encapsulates them and sets the stage for them.

### **Purpose of a Personal Letter**

A personal letter is a communication between two acquaintances, or friends, concerning non-business matters. An example of a personal letter is a holiday greeting sent to a friend who lives abroad with wishes for a happy holiday season and updates on personal highlights from the past year. Personal letters renew and maintain relationships with people whom you

consider to be friends. Personal letters can be typewritten if they are lengthy; however, it is also acceptable to handwrite a personal letter provided your handwriting is legible.

### **Stationery for Personal Business Letters:**

Custom-printed letterhead is widely accepted as a standard for business letters. Business letterhead contains the organization's name, logo and contact information such as address, telephone and facsimile numbers, and website URL, according to [Purdue University](#).

Letterhead for personal business letters is much the same, in that it contains your name, address, contact information and your personal website URL, if you have one. Some business letterhead, particularly for non-profit organizations, lists the names of officers or names of the organization's board of directors. Business letterhead is usually formal; many experts recommend using a neutral color for stationery, such as off-white or eggshell.

### **Different Writing Styles:**

A personal business letter, by virtue of its purpose, is written in a formal tone to convey your message in a professional manner. Transmitting a resume via a personal business letter demonstrates your interest in a career; therefore, your cover letter illustrates your ability to communicate in a business-like fashion. On the other hand, a personal letter, especially one to a close friend, can be informal and may even contain colloquialisms which would normally be unacceptable in business communications.

### **Business Writing:**

Business writing includes documents created for a professional purpose. Rather than being used in academia, this type of writing is intended to be used in the business world. The broad goal of business writing is to engage in effective professional communication.

#### **Business Writing Focus**

The main requirement and focus of business writing is clarity. Use clear, precise language so the communication is easy to understand. Ideas need to be well developed with examples and details

as needed. Use shorter and simpler sentences. Sentences with fewer than 25 words would be ideal.

### **Active Voice:**

Use an active voice in business writing rather than a passive voice. An active voice uses action verbs with phrases that are direct and to the point.

- It would be better to start a sentence with a direct saying like "The company lacks..." rather than taking a passive approach with a passive phrase like "What the company may be missing is..."
- Avoid qualifiers like: would be, may be and probably. These words weaken the tone of what you are saying.
- The writing should suggest action instead of focusing on mental states. Instead of saying, "We believe" or "We think" say, "We recommend." This goes along with the active tone of the communication.

### **Degree of Formality:**

The style of business needs to be professional and courteous, but not overly formal. There should not be too many extra words. This is not the place for figurative language. It's best to be direct and to the point in business writing, avoiding unnecessary adjectives and adverbs. You should also avoid clichés.

### **Differences between Business and Academic Writing**

A few of the most important differences between business and academic writing include:

- Academic writing is more formal than business writing. That doesn't mean business writing is informal, just that a lesser degree of formality is required than with academic writing.
- Academic writing is written for students, teachers, professors, or scholars. The audience for business writing is quite different. Common audiences for business documents include managers, coworkers, customers, prospective customers, or potential employers.
- Academic writing almost always uses the third person point of view, while business writing can use any point of view. Most business writing is written in second person, but it's also acceptable to use first or third person in some situations.

- Academic writing focuses primarily on facts, especially in the case of research-based writing and text books. While business writing is typically based on factual information, it often focuses on giving opinions in the form of recommendations.
- Long sentences can be acceptable in academic writing, but tend to be cumbersome in business writing.
- Academic writing requires extensive sourcing and compliance with specific style and formatting requirements. There is more flexibility with how information is presented in business documents.

### **3. Writing Process: Planning a Text, Finding Materials, Drafting, Reviewing, Editing, Finalizing Draft.**

#### **Writing Process:**

Creating a successful paper is a different process for everyone. Some writers require complete silence with no distractions, while others crave noise while they work. While no guide can help you find what situations will work best for you to write, there are steps in the writing process that promote a cleaner, better final draft. The general steps are: discovery\investigation, prewriting, drafting, revising, and editing.

#### **Discovery/Investigation:**

The first step in writing a successful paper in college requires an active engagement with your sources. Simply reading a primary source for content is no longer sufficient. The question should no longer be “What happened?” but rather “Why did that happen? What does that say about the character(s)/plot?” One should make notes of the thoughts and ideas as he/she reads.

Once the writer has finished an active reading of the primary source, it may be necessary to obtain secondary sources to back up the thesis. If your research yields books, remember that it is not necessary to read the entire book. You can either look for a chapter title that you believe will have information pertinent to your paper, or look at the index for terms that you will be discussing. Peer-reviewed journals available online will be your most commonly used secondary resource. Use the online searches through the Knight-Capron Library, but remember that other search engines, such as Google Scholar, can yield results.

**Prewriting:**

Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange. It is these sometimes dissociative ideas that can lead you to a paper topic that you never would have considered. Though the common perception is that there is nothing that hasn't been written about before, if you allow yourself to think outside the box, you can find a way of looking at an old topic through new eyes.

It is also during prewriting that the writer needs to make a decision about audience. Asking questions like: "Who is going to read my paper?", "What is the purpose of this paper?", and "Why are they going to read my paper?" will help you set your audience. The simple answer to these questions is "My professor" and "Because they assigned it." they are not the true answers. It could be that your paper needs to be geared towards elementary level students or participants in a seminar or peers at a conference. The language and tone for either of those audiences would be very different.

**Drafting:** Drafting is the beginning of "writing" your paper. It is important to remember that in drafting you should already have a thesis idea to guide your writing. Without a thesis, your writing will be prone to drift, making it harder to frame after the fact. In drafting, the writer should use materials created in the prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs. Many writers will tackle their body paragraphs first instead of beginning with an introduction (especially if you are not sure of the exact direction of your paper). Beginning with body paragraphs will allow you to work through your ideas without feeling restricted by a specific thesis, but be prepared to delete paragraphs that don't fit. Afterwards, create an opening paragraph (with an appropriate revised thesis) that reflects the body of your essay.

**Revising:**

There are two different scopes of revision: global and local. Global revision involves looking for issues like cohesion and the overall progression of your paper. If your paper has paragraphs that do not flow into each other, but change topic abruptly only to return to a previous thought later, your paper has poor cohesion. If your topics change from paragraph to paragraph, it is necessary to either consider altering the order of your paragraph and/or revising your writing either by adding to existing paragraphs or creating new ones that explain your change in topic. A paper that includes smooth transitions is significantly easier to read and understand. It is preferable to keep all like thoughts together and to arrange your paragraphs in such a way that your argument builds, rather than laying everything out with equal weight. Though the blueprint for your paper is in the thesis, your main point, the end result of your argument should not come early in the paper, but at the end. Allow the early paragraphs serve as examples and information to build to your conclusions.

Local issues involve looking for clarity in sentences, ensuring coherence with your ideas. The greatest asset to avoiding and fixing local issues is to use varied sentence structure and to avoid using the same words repeatedly. Repeating the same sentence structure can make your paper feel mechanical and make an interesting topic feel boring.

**Editing:**

The final stage in writing a paper requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions. Reading your paper aloud or asking a friend to read your paper to you is a good way to catch errors. Often if you read your own paper, especially out loud, you can catch errors in grammar, spelling, and punctuation. Though this step seems minor within the process of writing, it is an easy way to prevent the loss of points over simple mistakes.

Formatting, Inner-text citation, and Works Cited:

The formatting required for your paper will change depending on the field of your topic. Generally, the sciences and business and economics use APA or CSE formatting. English, and other humanities will use MLA, and History uses Chicago. The appearance of inner-text citations, and Works cited page will all be affected by these different formats. Consult your syllabus or ask your professor to learn what format you should use.

**4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email**

Expansion of Ideas:

An idea for expansion may be a proverb, a quotation or a slogan. Primarily the given statement must be expanded by way of explanation of its meaning and other substantial supporting matters.

**Essentials of a Good Expansion of Theme:**

- Arrange the ideas according to logical order of importance.
- Avoid stereotyped or hackneyed expressions and irrelevant information.
- Frame simple and short sentences.
- Enhance your piece of expansion by using idiomatic and figurative language where necessary.
- Ensure grammatical accuracy, correct spelling and appropriate punctuation.

## **Model Examples:**

### 1. Where there is a will, there is a way.

"Where there is a will, there is a way' is an old proverb in English which teaches us that 'determination' is necessary to get a task completed or a job done. To learn or achieve something in life, will-power acts as a catalyst and enhances the speed of action. So, it is good to have determination even to the smallest tasks in life and never give up easily. All of us wish to achieve many things in life. But usually many of us do not succeed in achieving anything. And often, we tend to curse our fate or misfortune. But the fact is that we have only ourselves to blame for our failures. It is not enough that we wish to achieve something. We should have the proper will-power and the proper drive or determination to carry on with our plans in the face of obstacles. Will-power is the key to the greatest of achievements. The more we are determined to win, the more we are on the road to success.

### 2. **Courage and resourcefulness are the keys to overcome problems.**

Courage is the feeling of daring or the absence of fear or anxiety in doing something, while resourcefulness is the tact or ability with which one performs an act or a deed. Both are essential in overcoming problems. When one is beset with a problem - however small or large, it may be - one must possess the courage to face it with determination and a strong will-power. Therefore, one must assess and analyze the problem to work out the solution. With careful planning and resourcefulness, one can take the necessary steps to solve the problem or overcome an obstacle. Just being laid back and lamenting over one's helplessness will not serve to solve the problem. In fact, it may perhaps compound the problem. Hence, the only reasonable approach would be to have courage and use one's resourcefulness in overcoming the problem satisfactorily.

Expand the idea contained in the following themes.

1. [The Pen is mightier than the sword.](#)
2. [A clumsy workman blames his tools](#)
3. [A friend in need is a friend indeed](#)
4. [A little learning is a dangerous thing.](#)
5. [An apple a day keeps the doctor away](#)
6. [As you sow, so shall you reap](#)

7. [Books cannot be judged by its cover](#)
8. [Eye donation is the best donation](#)
9. [Handsome is as handsome does.](#)
10. [Health is wealth](#)
11. [Live and let live](#)
12. [Knowledge is power](#)
13. [Perseverance is the key to success](#)
14. [Practice makes perfect](#)

### **Dialogue Writing:**

Dialogue Writing, an important part of English writing skills, is useful in many ways. Dialogues denote communication between two or more people, and Dialogue Writing in English scripts the written version of the same. Dialogues always need to be written very carefully. These should not be elongated or dull; otherwise, they wouldn't be interesting. Dialogues are written in novels, stories and plays. Every dialogue should be short, crisp, and meaningful. When writing dialogue, it is essential to use different punctuation marks like exclamation marks and question marks. The dialogues are enclosed with quotation marks. Plato, the famous philosopher from Greece, was the first one to use dialogues.

### **Points to Write Good Dialogues in English**

Dialogue Writing can be confusing unless understood properly. Various things need to be kept in mind when writing dialogues. The following points will help you in writing good dialogues –

- Dialogues should be short
- If you write lengthy dialogues, the readers might get confused
- Proper tenses should be used in each dialogue
- Use simple English that all can understand
- Always remember to include two or more people for dialogue writing Dialogues can not be written for one person
- The dialogues should be divided among the speakers, and the paragraphs should be changed for each dialogue

- Always use punctuation marks like question marks and exclamation marks
- Quotation marks are very important when writing dialogue
- Open quotation marks should be placed when the dialogue begins and closing quotation marks should be placed at the end
- Punctuation marks are placed inside the quotation marks
- Always add a comma to separate the dialogue from the tags
- You should always use the voice of the dialogue in a proper way
- You can include character traits of each speaker to make the readers recognise the speaker on their own

### **Dialogue Writing: An Example**

Dialogue Writing in English is an extremely important writing skill. Here is an example of Dialogue Writing-

#### **Write a dialogue between Aarush and his friend, Ravish, about vacation plans.**

Aarush – Hi Ravish. How are you doing? I have been waiting for an hour for you. Where have you been?

Ravish – Hey! I am fine, and I'm so sorry I got a little late because of the jam-packed road.

Aarush – Never mind. Sanitise your hands now and tell me how everything at the office is?

Ravish – Oh yes! Thanks for reminding me. Well, I am not very happy doing this job. They make me work a lot and do not pay on time. I feel so tired.

Aarush – I guess this is the same for each one of us. Deadlines are short, and payment is late. I feel like going away from this boring and bustling life.

Ravish – I feel the same, to be honest. Oh! I have an idea!

Aarush – What is it? You sound very happy.

Ravish – We are going to get a week off this month. So why don't we plan a vacation?

Aarush – This sounds superb. We can probably ask Muskan, Avi and Tanya too. All of us can go on a trip and enjoy it together.

Ravish – Yes. We'll be away from all the stress for at least a week. I think we should go to Shimla or Mussoorie. It is snowing over there.

Aarush – What an idea! And I have a friend in Shimla who can help us find a budget-friendly and comfortable hotel.

Ravish – I am in! Let us fix it as soon as possible so that we can book the tickets for the destination and hotels too.

Aarush – Let's go home and do a conference call with the others.

Ravish – Perfect! See you then.

Aarush – See you, friend.

## **Conclusion**

Dialogue Writing is an important English writing skill. It refers to the written form of a conversation between two or more people. The dialogues should be in quotation marks, and correct punctuation marks should be used. Write in a simple, easy-to-understand language and try to portray the tone of the dialogue in itself. The dialogues are not supposed to be lengthy. They should be short, crisp, and to the point; otherwise, the readers will get distracted. A comma can be added to separate the dialogue from the tags. Make sure to include the punctuation marks inside the quotation marks. Always remember to separate the dialogues for each person and divide them into paragraphs.

## **Sample Questions for Dialogue Writing**

1. Write dialogues between Manisha and her father. They are discussing her career.

2. Write dialogues between three friends who are talking about the teachers at their school. Fabricate all the details that are required.
3. Write a dialogue between the Principal and the coordinator of Arya Public School, discussing the progress in school renovation.
4. Write a dialogue between the three members of FK finance, talking about the sale and purchase taking place in the e-auction organised by their company.
5. Write a dialogue between Amina and her brother, talking about the merits and demerits of online exams.
6. Write a dialogue between the teachers of AR Public School, discussing the side effects of excessive painkiller medicines.
7. Write a dialogue between AK Sinha and MP Singh, discussing the elections taking place at the state level.
8. Vijay and Mina are discussing politics. Write a dialogue between them. You can fabricate all the necessary details.
9. Ashu and his mother are fighting over the advantages and disadvantages of social media. Write a dialogue between them.

### **Drafting an E-mail**

#### **Email Writing**

Email stands for electronic mail. It is the easiest and the cheapest way of communication. It is used in formal, semi-formal as well as an informal way of expression or writing.

Email writing format can be used as a formal, semi-formal, and informal way of writing. Getting a response to emails is not always necessary; the writer must write an effective mail. For example, if you are sending your resume via email to a recruiter and your email is not effective and as per the required, there are fewer chances you will get a response from the recruiter.

#### **Email Writing Format**

The email writing format is the same for each of the categories. Though the choice of words and language differ depending upon the type of email, one can use friendly and casual language in informal emails. The language used in formal emails should be professional, clear, and formal. The email writing format is

<b>From: Sender's email id</b>
<b>To: Recipient's email id</b>
<b>Cc: Other individuals receiving the same mail with visible ids</b>
<b>Bcc: Other individuals receiving the same mail with invisible ids</b>
<b>Subject: Title or the reason of writing mail</b>
<b>Salutation: Words like Dear, Respected, Hi etc.</b>
<b>Main body: the main content of the email</b> <ol style="list-style-type: none"><li><b>1. Introduction</b></li><li><b>2. Matter in detail</b></li><li><b>3. Conclusion</b></li></ol>
<b>Closing: Ending Statement</b>
<b>Attachments: Attached Files with emails</b>
<b>Signature Line: Sender's name, signature, and other details of contact</b>

## **Email Writing: Tips**

When you write an email, there are a few things you should keep in mind. Like informal and formal letters, email can be casual or professional. The format of the email varies depending on the type of email you're composing. Check out the tips to write an effective email listed below:

1. While writing the email, you must not make any grammatical and spelling mistakes. The email with grammatical mistakes made a bad impression on the recipient.
2. Avoid using out-of-date letter-writing formats and stay up to date with the latest email writing format. Rather than using the traditional styles of writing paper letters, make all of your text left-aligned. Email is an electronic mail in which you don't need to mention the date.
3. While writing an email you must check the mail id of the receiver, otherwise, your mail can be bounced or will be received by the wrong person.
4. Formal complaints should be well-written, but not at the expense of professionalism. While you are writing your criticisms, make sure your email doesn't come off as hostile or unprofessional. It is vital to express the situations or occurrences that are causing offence as precisely and concisely as possible.

5. The second most crucial aspect to consider while writing an email is the subject line. The subject line is the first thing a receiver will see. You must write a simple and up to the mark subject line, your subject line decides whether the recipient want to open your email or not. You must give an ample amount of time while writing a subject line.
6. Write Salutation or Greeting in such a way that it is acceptable for the recipient.
7. The body of the email is as important as the subject of the email. Be specific about what you want the receiver to know. Make sure you have written out all you want to convey to the receiver through your email. Avoid using overused language or repeating words to make your email look attractive. Font style and size should be uniform. Do a last spelling/grammar check.
8. Sign off your email on a pleasant note and preview the email before sending it. To get a response from the receiver the closing should be genuine.

### **Email Writing Format for introducing a new employee**

To: Recipient's mail id

Subject: Meet the New Business Development Executive.

Dear Team,

I am delighted to introduce you to (Name), who will begin working as Business Development Executive from today onwards. He will be dealing with the clients and he will make sure that we are getting the best deals.

Welcome him(Name) to our company and congratulate him(Name) on his new role!

Best regards,

Your name

Designation

### **Email Writing Format for Students**

Write a letter to inform your classmates regarding the technical festival in the college.

To: (email id of recipient)

Cc:

Bcc:  
Subject: Technical Festival.

Hello Everyone!

I am pleased to inform you that, we have organized technical fest in our college and you all are inviting to take part in technical fest on 3rd March at 10:00 in the auditorium on a college campus.

For further details, feel free to contact either me or volunteers.

Thanks,

(Your name)

Class representative

Email Writing Format for Resignation  
To: (Mail id of the recipient)

Cc:

Bcc:

Subject: Resignation Letter

Dear Sir,

I'm sending you this email to let you know that I'm quitting the company. According to business policy, I must provide a month's notice before leaving. I'm hoping you'll be able to find a suitable candidate for this position within this time frame.

I am grateful for the chances you have provided for me to grow. Best wishes for the future for you and the organisation.

Please let me know what to expect in terms of my final work schedule and employee benefits. It would be an honour to assist with the foregoing.

Waiting for your response.

Thanks and Regards

(Your name)

(Designation name)

Contact details

**Exercises:**

1. What is the format of writing an email?
2. How do I start an email I write?
3. What is CC and BCC in email writing?
4. How do you write an effective email?
5. Draft an Email on seeking information regarding course details.
6. Draft an Email informing your employees about the change in work timings.
7. Write an email to a hotel manager to make a reservation.
8. Write an e-mail to the supervisor intimating about your absence sign as Satish.
9. Congratulate your younger brother by email as he has won the first prize in an inter-school debate competition.
10. You are the Ashutosh Udyog in Rohini, New Delhi. You want to place an order for 150 electrical appliance sets. Write an email to your supplier in Bangalore asking him to supply the sets at the earliest along with the cost details of the goods.

## **SECTION – III Reading Skills**

Reading is one of the key processes of learning. During the beginning stages of childhood, we have been introduced to identification of letters, formation of words, and later stages involve learning sentences, paragraphs, and other larger texts. As we further delve deep into the digital ocean, we are constantly bombarded with various kinds of texts that help in building better comprehension of a language. This ability to read independently enables us to stumble upon new facts which in turn opens the door to a new world of ideas, stories, and opportunities. We can gather sufficient information and use it in the right direction to perform various tasks in our lives.

Andrew Merle writes in his article that when Warren Buffet, a successful American investor and one of the richest Americans, was once asked about the key to success, he pointed to a stack of nearby books and said, “Read 500 pages like this everyday. That’s how knowledge works. It builds up, like compound interest. All of you can do it, but I guarantee not many of you will do it.”

Even Narayan Murthy, co-founder and retired chairman of Infosys is a voracious reader who owes his success to the knowledge he derived from the books.

The above two successful personalities were also beginners at one point in their lives. So it is never too late to start reading. What matters the most is to take the first step. Before that, let us understand the meaning and the process of reading.

### **What is Reading?**

Reading can be defined as a complex cognitive process of decoding symbols to construct meaning. It is an active process that demonstrates the understanding of a text.

Let’s simplify the definition to understand the meaning of reading.

1. Reading is a cognitive process: It is a skill in which an individual can recognize the words, process the meaning of the words and comprehend the text.
2. It involves decoding symbols: Letters are symbols that represent a spoken sound. When letters are arranged together, they produce a set of phonetic sounds that correspond to respective meaning.
3. It is an active process: It involves the reader's willingness, motivation, and ability to act on the process of learning.
4. Demonstrates the understanding of a text: Language is acquired through understanding of symbols.

### **Process of Reading**

According to Janetter M Hughes of Ontario Tech University, “Reading is an interactive, problem-solving process of making meaning from texts.”

It is a complex interaction between the text, the reader, and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language, and the reader's language community which is culturally and socially situated.

Since reading is not a straightforward process, it involves three stages:

1. Pre-Reading
2. While Reading
3. Post-Reading

### **Pre-Reading**

In this stage, the reader has prior knowledge and experience on any given subject. Using this knowledge and experience, the reader moves to the next phase which is the reading stage.

For instance, a few years ago, you watched the news on television announcing that Aravind Adiga's novel 'The White Tiger' won the Booker prize but you never read it. Recently, the book was adapted into a movie which kindled the curiosity in you to read that book. So, now you may not know the plot but you do possess some knowledge about the novel. This is the pre-reading stage.

Not all readers need to have prior knowledge or experience about a subject. In such cases, the reader establishes a purpose or a plan for reading, even if it is merely for pleasure.

If you are a student, you will have to read texts in the classroom of which you know nothing about, yet you read them because it is a part of your prescribed syllabus. This becomes the purpose of reading.

### **Reading**

During the reading phase, the reader begins to read the written text. The reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading. When you start reading an article, a short story, or a novel, you

intend to re-read or pause to understand the text. To enhance your reading skill, there are two different ways of effectively reading a text.

The first method involves reading while listening to a text. The audio of a text provides an opportunity for the reader to hear the right pronunciation of the words. Listening while reading also helps in developing fluency in the language. It forces the reader to read without hesitating even if they don't understand a word.

You would have come across this in your classrooms where your teacher would ask one of the students to read aloud the text while you look into your books and read along in your mind.

The second step is to pause and recall. It can be challenging to understand texts in one reading. Instead, after each paragraph, a reader should pause and recall what they have read so far.

In continuation with the above instance, a teacher often tells a student to pause after reading a paragraph or two and then asks simple questions to the class to maintain the active process of reading.

**Note:** If you are a beginner in reading English articles or books, you can always use your first language in the recall process which is a useful way of encouraging comprehension.

### **Post-Reading**

Finally, the post-reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before reading and what he or she learned or connected with during the reading process. This is followed by linking the information together to build new knowledge.

If you have finished reading a text, ask yourself what was interesting about the text and share your opinions with the class. Classroom discussions are a great way of revisiting the text from varied perspectives.

### **Strategies and Methods to improve Reading Skills**

The intensity of reading is not the same for all texts. One may read a text for mere pleasure while the other may read as it is a part of academic syllabus. In both the cases, reading strategies can be used with a purpose of improving one's reading ability and comprehension. Let us look at some of the reading strategies.

**Vocabulary Self-Selection Strategy (VSS):** Improving vocabulary is essential to develop an advanced level of learning a language. This strategy allows readers to choose any word from a text that they are reading and learn more about it. Readers maintaining a vocabulary log or a book to record such words helps them to use these words for future purposes.

For instance, if you are reading a newspaper article and you come across a new word, you look up the meaning of this word. Then, you write down the word and the meaning in your vocabulary log. If you possess a smartphone, you can always maintain a vocabulary log in the 'Notes' application.

This can also be practised in classrooms where when a text is being read aloud and you come across a word, you underline it, ask the teacher for the meaning and write it in your notebook or in the textbook itself.

**Story Maps:** A story map is a technique similar to mind-mapping where graphic representations are used to visually organise a text. For example, if you are reading a novel or a short story as a part of the prescribed syllabus, you would draw a story map identifying the plot, characters, setting, etc. which helps you to read the text carefully. Story maps provide readers with elements of the story and help in better comprehension.

**Compare and Contrast Diagrams:** This strategy helps in establishing similarities and differences to encourage deep thinking among readers. One of the most common templates used is the venn diagram. The use of diagrams in reading benefits readers' need to scan a text, summarise and make notes.

**SQ3R:** The SQ3R method is a proven strategy to increase reading comprehension. It has been used by learners for over five decades and consists of five steps namely:

- Survey
- Query
- Read
- Recall
- Review

### **Step 1: Survey**

The first step to reading involves a quick preview of the text. This could be reading the introduction, titles and headings, and looking at pictures and charts. Surveying helps in activating any minor information that you previously knew about the text.

In a typical English class, when a teacher begins a new short story or a poem, as students, you would turn to the respective page of the textbook and quickly glance at the images (if any) or titles and subheadings, instead of directly reading the text. This is called 'Survey'.

## **Step 2: Query**

A survey kindles reader's curiosity leading to the next step i.e., Query. The reader starts making predictions about the text while asking questions which are answered after the completion of reading. When the human mind is actively searching for answers, it becomes engaged in the learning process, which in turn helps in active reading of the text.

In a classroom, either the student or the teacher may begin asking questions and then proceed with the reading of the text. Sometimes, even the brainstorming session with open-ended discussions provide questions for the reader.

## **Step 3: Read**

The goal of this step is to begin reading with a few paragraphs or one section at a time, depending on how dense the material is. In this step, it is important to search for answers as the reading goes on. While reading, identifying certain keywords also help in remembering the content that is read.

The teacher reads from the text while the students read along in their mind and find answers to the questions in the process.

## **Step 4: Recall**

After reading a few paragraphs or one section, it is important to stop reading and take time to recall. This means to summarise the section in one's own words, as if the reader was sharing the main ideas of the text with someone who has never read it. This method helps the readers gain better control of the text.

The teacher stops reading after a few paragraphs to explain the concept or may ask the student to summarise or explain it to the class for better understanding. This step is important to comprehend what is being read.

## **Step 5: Review**

Once the reading is complete, it is important to take some time to review. The process of reviewing is an act of evaluating what is understood through discussions, written reviews, etc. Maybe, the reader can write a brief summary or review of the text or engage in a discussion with a fellow reader who has read the text.

This method is seen in a classroom during the Q&A discussion of the text after the short story is completed. There could also be a lesson-based activity to help retain the content for long-term.

## **Methods to Improve Reading Skills**

Like every skill which is perfected with practice, even reading skill can be improved by being consistent with the process of reading. Along with this, there are several methods given below which can help in improving reading skills.

1. **Always have a pencil or a pen while reading a book:** This may seem absurd but holding a pencil in hand while reading keeps the mind active as the purpose of holding it would be to either annotate or underline the phrases in the text. Using a pencil or a pen as a pointer helps in better focus of reading and avoids being distracted.
2. **Read a whole paragraph or a section before underlining or highlighting:** It is necessary to do so, else one might end up underlining every word and every line. Reading a whole paragraph and a section helps our mind in comprehension of selective information.
3. **Highlight/Annotate the text:** Whether you use a highlighter or a pen or a pencil, it is always important to annotate by writing notes in the margin or underlining a word and writing its meaning. This helps the reader to actively interact with the text.
4. **Read out loud/ silently:** This depends on the level of the reader. If you are a beginner, loud reading is recommended as the reading is slow which helps in comprehension. If you are an intermediate or an advanced reader, silent reading helps in increasing the speed of reading.
5. **Pause & Recall:** As mentioned before, pausing and recalling the text after reading helps in better retention of the content. It also helps in re-evaluating our comprehension of the text.
6. **Schedule a reading goal:** It is important to set a goal for oneself on how many pages one will read everyday. The discipline of reading everyday, even if it is 2 to 3 pages per day, helps in improving reading skills.
7. **Time your reading speed:** If you want to read more in less time, then this practice is useful and effective. Keep a timer for a minute and calculate the number of words you read. With practice, reading speed increases which also demands a high level of concentration from the readers.

One need not incorporate all of the above methods to improve their reading skills but it is left to one's own discretion to choose anything that works for them. Apart from this, there are some sub-skills of reading which are necessary for different reading situations.

## **Sub-Skills of Reading**

Previously, we had discussed that reading is never a straightforward process and every reader has a different purpose of reading a text. A reader will read a facebook post and a chapter from a textbook differently because the purpose here differs. Hence, we have four sub-skills or techniques of reading based on the purpose. They are:

1. Skimming
2. Scanning
3. Intensive Reading
4. Extensive Reading

### **Skimming**

‘Skimming’ refers to taking a quick glance at something or looking at things on the surface. Similarly, the skimming process in reading involves looking at the text on a surface level without going in-depth. It refers to the process of reading only main ideas within a text to get an overall impression of the content. By doing so, the reader eliminates the unnecessary details in the text like stories, examples, etc.

Here, the focus is on reading the titles, sub-headings, introduction, conclusion, summary, notes, diagrams, graphic representations, bullet points, notes, highlighted words, review questions at the end of the chapter, etc.

The process of skimming saves a lot of time as the reader need not read each word and remember every little detail. However, skimming needs to be limited to certain texts only as it hinders the vocabulary building ability in the reader. Skimming is effective only when the reader has distinctly understood the outline of the text. It also helps in grasping a point of view of the author of the text.

### **Example:**

*The women bike riders are breaking the stereotype today. A few years ago, it was believed that motorbiking was dangerous and only men were strong enough to ride. Women have shown their extraordinary strength, toughness and dedication towards their love for bike riding in India.*

1. Does the writer support women bikers?

*Yes!*

2. And how do we know this?

*The writer uses words like ‘extraordinary strength’, ‘toughness’, and ‘dedication’ which shows that the passage is in support of women bikers.*

While skimming the passage, words like ‘women’, ‘bike riders’, ‘breaking stereotype’, ‘extraordinary strength’, ‘toughness’, and ‘dedication’ would have provided clarity in understanding the overall viewpoint of the text.

### **Scanning**

Unlike skimming, scanning is a process of examining specific information within a text, where a quick glance helps in obtaining relevant information without reading the whole text. The basic purpose of the scanning is to extract only the required information from the text irrespective of whether the reader has understood the text or not.

The need for scanning arises when one is looking for an answer to a particular question or locate a particular idea or a keyword in a text. Scanning is a technique that requires concentration and is mostly search-oriented than close reading.

Before beginning the process of scanning, we need to understand our purpose behind it. Here, we have a passage which is followed by a pair of questions. Instead of reading the entire passage, our intention is to only answer the questions. So when you start scanning the passage, you look for the keywords which eventually lead to the answers of the questions.

**Example:**

*George Washington Carver was an American agricultural chemist, agronomist, and experimenter whose development of new products derived from peanuts (groundnuts), sweet potatoes, and soybeans helped revolutionise the agricultural economy of the South. George Washington Carver was born into slavery, the son of an enslaved woman named Mary, owned by Moses Carver. During the American Civil War, George and Mary were kidnapped and taken away to be sold. Moses Carver located George but not Mary, and George lived on the Carver property until about age 10 or 12. In his late 20s George Washington Carver obtained a high-school education in Kansas while working as a farmhand. He received a bachelor's degree in agricultural science (1894) and a master of science degree (1896) from Iowa State Agricultural College (later Iowa State University).*

*Source: Britannica.Com*

1. Who was George Washington Carver?

*He was American agricultural chemist, agronomist, and experimenter*

2. Why were George and Mary kidnapped?

*They were taken away to be sold as slaves.*

3. From which college did Carter obtain a master's degree?

*Iowa State Agricultural College*

## **Intensive Reading**

An intensive reading is a method of reading through which readers acquire in depth, thorough, detailed and comprehensive perusal and assimilation of a written piece. To read intensively demands having an all round focus and concentration while reading a piece in order to have the best available understanding of the content and concepts.

An intensive reading is a purposeful reading. During intensive reading, one may be required to expend so much time and energy trying to have a deep understanding of the text. Intensive reading, unlike extensive reading, is not particularly interested in covering a large piece of work.

This however does not mean that a large piece of work cannot be covered intensively, although it will take longer time and mental effort. Intensive reading is not reading for relaxation or pleasure. It is rather an intentional and purposeful reading. Intensive reading must be done carefully in order for important details not to be missed.

### **Example:**

*Brendan's best friend is Tip. Tip and Brendan are inseparable. They teach each other things and they look after each other. Tip has helped Brendan become more responsible, more caring, and a better friend. Brendan is a nine-year-old boy, and Tip is a ten-year-old dog. Brendan and Tip are an example of how owning a dog can have a positive effect on a child's development. Having a dog develops a child's sense of responsibility, broadens his capacity for empathy, and teaches the nature of friendship.*

*Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties and responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than his desire to play with his toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health and welfare of a dog leads to learning how to take responsibility for oneself.*

1. The name of the dog is \_\_\_\_\_.  
*Tip*
2. In what way does owning a dog make the child responsible?  
*The child started taking care of the dog so it stays healthy.*
3. Learning how to care for a dog also helps \_\_\_\_\_.  
*Care for oneself*

## **Extensive Reading**

Extensive reading is a form of reading that seeks to cover a large quantity of texts usually with the aim of grasping a general understanding of the book. To read extensively means to read widely.

It is a way of reading where a reader engages with different types of reading material. It can be fiction, non-fiction, work-related documents, newspaper articles or even statistical data.

The meaning of extensive reading is reading widely but not necessarily focusing on only one text. One can read from different sources to develop one's reading skills. It's not about finding layers of meaning, grammar rules or other critical aspects of a text.

### **Example:**

#### ***Lessons from a dog***

*There are so many lessons one can learn about life from a dog. Imagine this scenario: it is raining heavily outside and you need to leave for someone's house. The dog is up and eager to go with you. You tell it to stay home. As you leave, you see it squeezing out through the gap in the doorway. You scold it and order it back home. Then at every turn you make, you suddenly see it following you sheepishly at a distance. It follows at the risk of being reprimanded for the sore reason of being somewhere nearby. How else can we experience such selfless instances of love and faithfulness? We can learn a lifelong lesson from this sincere warm display of perpetual companionship.*

*Observe the eating habits of your dog. It does not eat, except when hungry. It does not drink, unless it is thirsty. It does not gorge itself. It stops eating when it has had enough.*

*A dog also sets a perfect example of adaptability. If it is moved to a strange place, it is able to adapt itself to that place and to its thousand peculiarities without a murmur of complaint. It is able to learn and adapt to a new family's ways and customs. It is quick and ready to please. Man, being accustomed to comfort and wealth will be lost if suddenly stripped of all he is accustomed to.*

*A dog also teaches us a thing or two about unselfish love. When a dog knows death is approaching, it tries, with its last vestige of strength, to crawl away elsewhere to die, in order to burden its owners no more.*

*A dog does things with all vigour. However, when there is nothing to do, it lies down and rests. It does not waste its strength and energy needlessly. Many working people are burning the candles at both ends. Many suffer nervous breakdowns due to stress. Perhaps, they should learn to rest like a dog does.*

*A dog above all is truly man's best friend.*

**Give a brief summary of the blog post given above in about 100 words.**

*Dogs can teach us many lessons of life. It can teach us through its acts of love and faithfulness, endangering itself just to accompany you. We can also learn from its eating habits. It will never over-indulge and knows which food to avoid. Dogs are also able to adapt to its surroundings quickly without complaining as compared to man who complains at the slightest change. Dogs are also unselfish, choosing not to burden his loved ones but to go away and die. Dogs also know when to work and when to play. They do not waste their efforts unnecessarily like some of us do at work. Thus, dogs can set us great examples through their day-to-day living.*

### **Differences between Intensive Reading and Extensive Reading**

<b>Intensive Reading (IR)</b>	<b>Extensive Reading (ER)</b>
Intensive Reading allows readers to acquire specific and subtle knowledge and understanding of the materials.	Extensive Reading exposes readers to general knowledge and understanding of the text.
It demands a high level of concentration which consumes a lot of strength and energy.	Little effort may be required and it can be employed even for relaxation and pleasure.
It requires only a few materials to be covered by the readers which takes a longer time to read.	Readers cover large amounts of texts usually within a short time.
It is employed when there are prescribed texts to be read, usually suitable for academic reading or research-oriented reading.	It is suitable and applicable for spontaneous reading.

It has purpose and direction.

It is wide and endless and need not have any purpose or direction.

## Exercises

### I. Skim the following passages and answer the questions given below:

1. I am justified in having my hobbies. And I have a number of them. I take a childish pleasure in collecting old stamps of different nations. I keep an album where I paste these curios of mine. Every now and then, I open my album, and have a look at the beautifully arranged postage stamps. Oh, how they stand staring at me! I also take pleasure in making collections of wild flowers and ferns in pressing and mounting their specimens. By nature I love flowers - all their varieties. Their lovely hues and glorious tints charm me beyond measure. Being a student of Geology, I also find much amusement in collecting fossils. The earth and its crust reveal to me mysteries unknown and wonders undreamt of. I know how aged a particular piece of soil is and what its characteristics are.

i) The main idea of the paragraph is \_\_\_\_\_

- a. Hobbies are a waste of time
- b. Social media has killed hobbies
- c. It is acceptable to have several hobbies.

ii) Does the writer like nature? How do you know this?

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2. Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where,

since 1990, thirteen rainforest valleys have been clear cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

i) Which particular act of destruction is specified in the paragraph above?

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ii) Do you think the last sentence is contradictory to the previous sentences?

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3. Here's something to think about the next time you go shopping. Have you ever noticed how many trolleys are available when you go to the supermarket? In my experience, it seems like hundreds! But how about the number of hand baskets? Invariably I struggle to find even one, especially when I only need a few items. Why might this be the case? Well it seems to be a tactic used to encourage us to buy more. If you are walking around with an empty trolley, you are more tempted to fill it, so if you are planning on only doing a quick shop, always try to find a basket. It will be lighter, easier to use and is sure to save you money!

i) What is the central idea of the paragraph?

- a. Shopping is easier with trolleys
- b. Supermarkets' strategy of making customers spend more
- c. Not to shop from supermarkets

ii) What advice does the writer give to the readers?

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#### 4. Ingredients

- A generous pinch of patience
- A dash of kindness
- A spoonful of laughter adjust to your needs
- A heap of love

#### Instructions

- Mix all the ingredients.
- Garnish with hope.
- Serve as often as you like.

i) What is the format of the above text?

- a. Recipe
- b. Poem
- c. Graphical representation

ii) Provide a suitable title for the above text.

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5. Comics have long suffered a stigma that is unfortunately frequently reiterated by teachers, parents and librarians. A child is reading a comic or wants to borrow one and a well-meaning grown-up says, 'Pick a real book. Do some reading.' Every time this happens enormous damage is done, with children being turned away from reading the books that pique their interest.

i) What is the main idea of the passage?

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ii) Does the writer support children reading comics?

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iii) Do you agree with the writer? Why?

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**II. Scan the following passages and answer the questions given below:**

**1.**

The Street

- Octavio Paz

It's a long and silent street.

I walk in the dark and trip and fall  
and get up and step blindly  
on the mute stones and dry leaves  
and someone behind me is also walking:  
if I stop, he stops;  
if I run, he runs. I turn around: no one.  
Everything is black, there is no exit,  
and I turn and turn corners  
that always lead to the street  
where no one waits for me, no one follows,  
where I follow a man who trips  
and gets up and says when he sees me: no one.

i) What kind of street is it?

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ii) What happens when the speaker walks in the dark?

---

iii) Whom does the writer see when he turns around?

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2. The approach of 6 August is always hard for 63 years old Reiko Yanada, an atomic bomb survivor who is now active in a battle to gain better support for victims of the world's first atomic blast 52 years ago.

Ms. Yanada recalls all too clearly that mid-summer day in 1945 when US warplanes dropped an atomic bomb in Hiroshima. A second atom bomb was dropped by the USA on the southwestern

city of Nagasaki three days later, forcing Japan to surrender to the allied forces and bringing the Pacific war to an end. More than 1,40,000 people were killed instantly after the nuclear blasts and many more died in the months and years after. Victims continue to die each year from cancer and radiation-linked illnesses.

Today Ms. Yanada is part of a group called Japan Confederation of A & H Bomb (Atomic & Hydrogen bomb) Sufferers, made up of survivors like her struggling for a fair deal in life. In Japan, a vast number of people are still lobbying the government to give them the status they have been denied for so long. Ms. Yanada's group makes frequent visits to the offices of the influential members of the district.

During the past few years, this criticism of the government's approach has been echoed by survivors living overseas. Many of them are Japanese, Korean, and Chinese who left Hiroshima and Nagasaki after the disaster.

i) How old is Ms. Reiko Yanada?

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ii) Where was the second atom bomb dropped? How is it affecting people even today?

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iii) How many were killed instantly after the nuclear blasts?

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iv) Who left Hiroshima and Nagasaki after the disaster? What is their reaction to the government's approach to the survivors?

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3. Vitamin B12 also known as cobalamin, is one of eight B vitamins our body requires to convert food into fuel. Apart from helping the body to produce energy from carbohydrates, these B complex vitamins also help the internal organs use fats and protein. Even though Vitamin B12 is one of the essential nutrients required by the body, a large chunk of the population across the globe suffer from this nutrient deficiency. The condition is widespread in India as 31 per cent of the entire population is vegetarian, and even those who eat non-veg do not consume it regularly. As per data, about 47 per cent of the entire population in the country is Vitamin B12 deficient.

i) What is another name for Vitamin B12?

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ii) Why is the Indian population deficient in Vitamin B12?

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iii) What is the purpose of Vitamin B12?

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4.

Sl.No.	Tr.No.	Old Tr.No.	From-To	Dep	Arr
1	07581	57405	Tirupati - Katpadi	10.55	13.30
2	07582	57406	Katpadi - Tirupati	21.55	23.50
3	07864	77205	Guntur - Vijayawada	17.45	19.00
4	07282	77297	Tenali - Guntur	15.45	16.40
5	07890	77249	Markapur Rd - Tenali	10.10	14.45
6	07284	77401	Nandyal - Kadapa	05.50	09.40
7	07285	77402	Kadapa - Nandyal	17.30	21.30

i) What is the old train number of the train which travels from Katpadi to Tirupati?

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ii) If a person has to travel from Tenali to Vijayawada, which is the stop to get down to catch the second train?

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iii) How long does it take to travel from Kadapa to Nandyal?

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5. It was my second day on the job. I was sitting in my seemingly gilded cubicle, overlooking Manhattan, and pinching my right arm to make sure it was real. I landed an internship at Condé Nast Traveler. Every aspiring writer I've ever known secretly dreamt of an Anthony Bourdain lifestyle. Travel the world and write about its most colourful pockets.

When my phone rang, it was Mom telling me Dad had a heart attack. He didn't make it. I felt as though the perfectly carpeted floors had dropped out from under me. Now that I've come out the other side, I realise Dad left me with a hefty stack of teachings. Here are three ideals I know he would've liked for me to embrace.

First, you have to stand on your own two feet. As much as our parents love and support us, they can't go to our school and confess to the principal that we stole a candy bar from Sara. We have to do that. Neither can they walk into the Condé Nast office and nail a job interview for us. At some point, we have to put on our "big girl pants" and be brave, even if we're not.

Also, there's a difference between love and co-dependence. Being grateful to have someone to turn to for love and support is not the same as needing someone to turn to for love and support. With the loss of my father, I've also lost my sounding board. All I can glean from that is it's time to look within myself and make proper assessments. If I can't make sound decisions with the tools already in my kit, then I risk falling for anything.

Finally, memories are, perhaps, the only item that cannot be taken away from us. Will I miss my father? Every single day. What can I do in those times? I can open up our suitcase of memories, pick out my favourite one, and dream about it, talk about it, or write about it. Maybe I can't pick up the phone and call him anymore, but that doesn't mean he's gone.

Next week, I'm off to Istanbul to explore their art scene. As soon as I read the email from my editor, I picked up my phone to call Dad. Then, I realised he'll never answer my calls again. I fought back the tears, got up to make a cup of peppermint tea, and added a new note to my iPhone titled, "Istanbul Packing List."

In the end, life goes on. I'm not sure why he had to leave during the single most poignant chapter

in my life. So, I won't dwell on that. Instead, I'll hold tightly to these three ideals and write about Karaköy in Istanbul's Beyoğlu district. Dad will be with me every step of the way.

i) Why was the writer pinching her right arm?

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ii) Name the three ideals that are discussed in the passage.

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iii) What does the writer do when she realises that her father will never pick up her calls?

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### III. Intensive Reading

Read each passage carefully and answer the questions related to it:

1. A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful businessman does nothing to increase his popularity by being prudent with his money. A person who is wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth.

Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children's shoes, she is able to face the milkman with equanimity every month satisfied with her economising ways, and never knows the guilt of buying something she can't really afford.

As for myself, I fall into neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

i) The passage draws a comparison between \_\_\_\_\_ and \_\_\_\_\_ kind of people.

ii) What is the paradox that has been discussed in the passage?

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iii) Pick a word from the passage which means 'to be calm and composed'.

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2. Nikhil was a star swimmer at Jnana Vidya School. He had been swimming competitively since he was five years old. He was to swim in three events and one relay at the meet on Tuesday. As always, Nikhil had his signature plate of two idlis and chutney before preparing for the meet. He also always has a protein bar immediately following his warm up routine. When he prepares for a meet, the first thing that he does is stretch his muscles and warm-up by running in place, immediately after stretching. Then, he does ten push-ups followed by a run up and down the middle school bleachers. Nikhil swam well. He placed first twice and got a third place in the 500 metre butterfly stroke. He truly dominated the relay, getting his team a two lap lead by the time he got out of the water.

**Arrange Nikhil's swimming practice routine (including his diet) in chronological order.**

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3. A long time ago humans used to walk on legs and arms, just like all the other four limbed creatures. Humans were faster than hare, leopard or rhino. Legs and arms were closer than any other organs: they had similar corresponding joints: shoulders and hips; elbows and knees; ankles and wrists; feet and hands, each ending with five toes and fingers, with nails on each toe and finger. Hands and feet had similar arrangements of their five toes and fingers from the big toe and thumb to the smallest toes and pinkies. In those days the thumb was close to the other fingers, the same as the big toe. Legs and arms called each other first cousins.

They helped each other carry the body wherever it wanted to go; the market, the shops, up and down trees and mountains, anywhere that called for movement. Even in the water, they worked well together to help the body float, swim or dive. They were democratic and egalitarian in their relationship. They could also borrow the uses of the product of other organs, say sound from mouth, hearing from the ear, smell from the nose, and even sight from the eyes.

Their rhythm and seamless coordination made the other parts green with envy. They resented having to lend their special genius to the cousins. Jealousy blinded them to the fact that legs and hands took them places. They started plotting against the two pairs.

Tongue borrowed a plan from Brain and put it to action immediately. It began to wonder, loudly, about the relative powers of arms and legs. Who was stronger, it wondered. The two cousin limbs, who had never been bothered by what the other had and could do, now borrowed sound from the mouth and began to claim they were more important to the body than the other. This quickly changed into who was more elegant; arms bragged about the long slim fingers of its hands, at the same time making derisive comments about toes being short and thick. Not to be outdone, toes countered and talked derisively about thin fingers, starving cousins! This went on for days, at times affecting their ability to work together effectively. It finally boiled down to the question of power; they turned to other organs for arbitration.

(Source: The Upright Revolution: Or Why Humans Walk Upright, Ngũgĩ wa Thiong'o)

1. Why did the legs and arms call each other first cousins?

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2. Who does 'They' refer to?  
"They were democratic and egalitarian in their relationship."

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"They started plotting against the two pairs."

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3. What does the speaker mean when he says, 'In those days'?

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#### **IV. Extensive Reading Activity**

**Note down the time taken to read each article and answer the questions given below.**

#### **1. 7 Years of Travelling Without a Home – and Then a Pandemic**

Back in 2013, I gave up my rented apartment and sold most of my belongings. In the years since, I've felt at home in many places around the world but not put down roots anywhere.

Having no possessions and no commitment to a single place felt liberating on many levels... until I found myself in lockdown!

As luck would have it, an unexpected turn of events made me abandon a multi-day trek from tribal Chhattisgarh to Madhya Pradesh. I ended up taking a flight to Dehradun to see my folks for a few days, and figure out where I could slow travel next to hide out the brewing coronavirus fears.

In those few days, my universe, like that of many others, overturned. WHO declared it a pandemic, India went into a stringent lockdown; state and international borders shut down indefinitely. Suddenly, I had nowhere to go.

That few days' visit turned into 3 months. And in retrospect, I'm so glad I got to spend that quality time with my folks – something I haven't done since I moved out for college at seventeen! Unfortunately though, my partner was stranded in a different part of the world during the lockdown. Perhaps because the geographical separation wasn't out of choice this time, it stung pretty bad.

When domestic movement gradually resumed, we went through a ton of passes and paperwork, Covid tests and institutional quarantine. And took a leap of faith to move to a small Goan village for the foreseeable future.

We now call an old trading shop turned studio "home", own a kayak and a small oven, and wake up to hornbill and peacock cries!

To tell you the truth, I've sometimes wondered what it would be like to stay in one place again. To have a small backyard where I can grow my greens, to own more than what fits in two bags. Have constant access to a kitchen and experiment with vegan recipes. Build a consistent supply chain of organic, seasonal, zero waste produce. And not have to decide every couple of months, where next?



up a newspaper is the cartoon. Simple though it may seem, making a cartoon is an art that requires a combination of hard work, training and a good sense of humour.

Cartoonists say that the cartoons that make us laugh the most are in fact the cartoons that are hardest to make. Even celebrated cartoonists like R.K. Laxman admits that making a cartoon is not a piece of cake. Laxman says he has to wait for over six hours, which includes spending a lot of time scanning newspapers and television channels before any idea strikes him.

So how does one become a cartoonist? Which of us has the talent to make it? How can we master the rib-tickling strokes and the witty one-liners? How can we make people smile or laugh? There are few colleges or schools for cartoonists. Most cartoonists come from art colleges, while some learn the craft on their own. Most established cartoonists are of the view that no institute can teach you to make a cartoon.

“You can pick up the craft, you may learn to sketch and draw in institutes, but no one can teach anyone how to make a good cartoon”, says Uday Shanker, a cartoonist with Navbharat Times. While basics, like drawing and sketching can be learnt in an art college, and are important skills, these alone, do not make a good cartoonist. Because it’s a question of one’s creativity and sense of humour; two qualities one simply may not have. The advice established cartoonists give is that just because you can sketch, don’t take it for granted that you will become a cartoonist.

**Summarise the above passage into a paragraph.**

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### 3. Why Financial Literacy should be taught in schools!

- Emily Mannix

Entering the world of adulthood and independence has so many exciting milestones, none of which include paying taxes, setting up super funds or navigating interest rates.

As a uni student who has only recently left high school, I've come to realise just how little I

know about money. I've come to the brutal realisation that Australia's youth are being done a great disservice by not receiving any independent, consistent financial education throughout our schooling.

Diving headfirst into the crash course of starting university, I've quickly tried to get myself up to speed with the financial jargon of the modern era to help manage my personal finances (a feat comparable to learning a new language).

I've read some financial education books, done some online learning, and have spoken to my nearest and dearest for their pearls of financial wisdom.

There are undoubtedly hundreds of great resources out there for those wishing to improve their financial literacy, but while I was researching, I still kept wishing that I didn't have to play catch up with the money world after leaving school. I felt that I was sailing the financial seas unskilled and unequipped to sail!

However, after talking to my friends who felt the same, I quickly realised that it wasn't my ignorance but the lack of financial education in our schooling system that is leaving high schoolers and young people seriously behind in the modern world of money.

Let's compare a theoretical Financial Education subject to the standard compulsory English class each high school student takes. On average, English may not be the most popular subject, but it's consistently on the timetable throughout high school, with all students graduating fluent in English.

A Financial Education subject should do just the same. It could be run throughout high school across more than one year, and it shouldn't be just a one-day event which bombards students with an overload of information. A course integrated throughout the whole of high school would allow students to gradually collect and expand their financial literacy, and would prevent the need for a 'catch up' phase once we're out on our own after graduation.

In the same way that learning a language or new skills takes time, building financial skills requires practice and years to gradually accumulate bits and pieces of knowledge.

Giving young people the opportunity to become familiar with the world of money would provide them with a great advantage to enter adulthood with the confidence and security that they are able to manage their own money and look after themselves.

I really hope that Financial Education will become a compulsory subject in all Australian high schools. It would give all young Aussies equal and improved footing on which to confidently enter their adulthood.

Source: [studentedge.org](http://studentedge.org)

**Do you agree with the writer? Do you think this situation applies to the Indian scenario as well? Justify your opinion on the above passage.**



always do it as you leave a place, otherwise after your first gesture of kindness, you will be besieged by demands for more.

**Scan the text and circle the new words that you came across. Search the meaning of these words and write them down.**

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## 5.

### How children fail

- John Holt

Most children in school fail.

For a great many this failure is avowed and absolute. Close to forty per cent of those who begin high school dropout before they finish. For college the figure is one in three.

Many others fail in fact if not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not. There are many more such children than we think. If we 'raise our standards' much higher, as some would have us do, we will find out very soon just how many there are. Our classrooms will bulge with kids who can't pass the test to get into the next class.

But there is a more important sense in which almost all children fail: except for a handful, who may or may not be good students, they fail to develop more than a tiny part of the tremendous capacity for learning, understanding, and creating with which they were born and of which they made full use during the first two or three years of their lives.

Why do they fail?

They fail because they are afraid, bored, and confused.

They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.

They are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents.

They are confused because most of the torrent of words that pours over them in school makes little or no sense. It often *flatly* contradicts other things they have been told, and hardly ever has any relation to what they really know - to the rough model of reality that they carry around in their minds.

How does this mass failure take place? What really goes on in the classroom? What are these children who fail to do? What goes on in their heads? Why don't they make use of more of their capacity?

This book is the rough and partial record of a search for answers to these questions. It began as a series of memos written in the evenings to my colleague and friend Bill Hull, whose fifth-grade class I observed and taught in during the day. Later these memos were sent to other interested teachers and parents. A small number of these memos make up this book. They have not been much rewritten, but they have been edited and rearranged under four major topics: Strategy; Fear and Failure; Real Learning; and How Schools Fail. *Strategy* deals with the ways in which children try to meet, or dodge, the demands that adults make on them in school. *Fear and Failure* deals with the interaction in children of fear and failure, and the effect of this on strategy and learning. *Real Learning* deals with the difference between what children appear to know or are expected to know, and what they really know. *How Schools Fail* analyses the ways in which schools foster bad strategies, raise children's fears, produce learning which is usually fragmentary, distorted, and short-lived, and generally fail to meet the real needs of children.

These four topics are clearly not exclusive. They tend to overlap and blend into each other. They are, at most, different ways of looking at and thinking about the thinking and behaviour of children.

It must be made clear that the book is not about unusually bad schools or backward children. The schools in which the experiences described here took place are private schools of the highest standards and reputation. With very few exceptions, the children whose work is described are well above the average in intelligence and are, to all outward appearances, successful, and on their way to 'good' secondary schools and colleges. Friends and colleagues, who understand what I am trying to say about the harmful effect of today's schooling on the character and intellect of children, and who have visited many more schools than I have, tell me that the schools I have not seen are not a bit better than those I have, and very often are worse.

Source: uefap.org

**Discuss the idea of failure with your friends and write your opinion on the same.**

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**Suggested Activity:**

1. Plan a reading goal for the year i.e., you could choose to read six books a year or even more.
2. Pick a novel of your choice and write a review of the novel you have read.
3. Draw story maps for any one of the short stories from your English textbooks.
4. Maintain a vocabulary log.

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**Mode of Examination**

**Theory Examination: 100 Marks**

**(70 marks sem.-end + 30 marks Internal)**

**Question Paper Pattern**

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|--|----------------------|
| <b>1. Very Short Answer Question on all sections :</b>         | <b>15x2=30 marks</b> |
| <b>2. One Short Notes from all sections</b>                    | <b>1x5=5 marks</b>   |
| <b>3. Cloze Test</b>   | <b>10x1=10 marks</b> |
| <b>4. Short Questions on dialogue and expansion of an idea</b> | <b>1x5=5 marks</b>   |
| <b>5. One Essay Type Questions</b>                             | <b>1x10=10 marks</b> |

# Model Question Paper

(NEP 2021 -22 and Onwards)

(Open Elective)

## FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

**Time : 2hrs 30 minutes**

**Max. Marks : 60**

**I Answer all the questions in a sentence or two each : (10x2=20)**

- 1) What was the purpose of spoken English?
- 2) Expand SVO and SVC.
- 3) Define noun phrase.
- 4) What is past participle?
- 5) Define prepositional phrase.
- 6) Mention the writing skills.
- 7) Name the uses of functional writing.
- 8) Writing process includes.....
- 9) Models of writing are .....
- 10) What is skimming ?

**II Answer any Four of the following : (4x5=20)**

- 1) Write a dialogue stating that you are not attending your friend's wedding due to his busy work schedule.
- 2) Draft an e-mail to your mother about your work and health.
- 3) Identify the tense of the following sentences :
  - a) children like chocolates.
  - b) she ate an apple.
  - c) she had been waiting for her friend.
  - d) I will meet you tomorrow.

e) They have been travelling in this train for two days.

**4) Fill in the blanks with suitable auxiliaries.**

a) ..... you like ice cream ?

b) ..... I come in, Sir ?

c)..... this your coat ?

d) .....you please lend me your pen .

e) ..... I drink water.

5) Write a note on the advantages of dictionary of learners.

**III** Answer any two of the following : (2x10=20)

1) Define noun clause, adjective clause, adverbial clause and prepositional clause with examples.

2) What is skimming, scanning, extensive reading and intensive reading?

3) Which are the strategies and methods to improve reading skill ?

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