

SY BBA Sem-3
Academic Year 2024-25

English Communication Skills –1

Semester - 3

Syllabus

Veer Narmad South Gujarat University Bachelor of Business Administration -Semester 3	
CourseTitle	ENGLISH COMMUNICATION SKILLS -I

CourseOutcomes:

- CO1:** Identify deviant use of English both in written and spoken forms and understand the importance of writing in academic life
- CO2:** Reorganize and correct the errors of usage to write simple sentences without committing errors of spelling and grammar
- CO3:** Assess their own ability to improve the competence in using the language
- CO4:** Understand and appreciate English spoken by people from different regions and read independently unfamiliar texts with comprehension
- CO5:** Use language for speaking with confidence in an intelligible and acceptable manner
- CO6:** Understand the importance of reading for life and develop an interest for reading

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	Reading Skills: introduction to reading skills, types of texts - narrative, descriptive, extrapolative,	
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READINGS:

1. OXFORD PRACTICE GRAMMAR by JOHN EASTWOOD, OXFORD UNIVERSITY PRESS
2. TEXT BOOK OF ENGLISH PHONETICS FOR INDIAN STUDENTS by BALASUBRAMANIAN, LAKSHMI PUBLICATIONS
3. OXFORD ADVANCED LEARNER'S DICTIONARY OF ENGLISH by DEUTER, M ET.AL. (, OXFORD UNIVERSITY PRESS
4. INTERMEDIATE GRAMMAR, USAGE AND COMPOSITION by TOCKOO, M.L., A.E. SUBRAMANIAM, P.R. SUBRAMANIAM, ORIENT BLACK SWAN

Signature

Unit -1

1.1. Grammar: Introduction to sentence structure in English

1(a) The Subject and the Predicate

Subjects and Predicates: The Building Blocks of Sentences

The **subject** is the foundation, telling you who or what the sentence is about.

The **predicate** is everything else in the sentence, what the subject does or is.

Subject (Foundation):

- Identifies the main character, thing, or idea in a sentence.
- Answers the question "**Who?**" or "**What?**"

Predicate (The Rest of the House):

- Tells what the subject is doing or being.
- Contains the verb (action word) and other words that complete the thought.
- Answers the question "*What is happening?*"

What Do You Mean by Sentence Structure?

Sentence structure is a grammatical component that tells you exactly where and how each component of a sentence should be placed in order to blend and make sense. The Collins Dictionary defines sentence structure as “the grammatical arrangement of words in sentences.” In other words, the sentence structure is what defines the way a sentence will look and sound.

Basic Parts and Components of a Sentence

Before we look into how sentence structure works, we will have to first learn about the basic structure of a sentence and Parts of a Sentence

A sentence, in the English the components that make up a sentence.

language, consists of at least a **subject** and a **predicate**. In other words, a sentence should have a subject and a **verb**.

Subject The subject can be a noun or a pronoun that performs the action. For example:

- The dog is barking.
- The river flows swiftly.

Predicate The verb is the action performed by the particular subject in the sentence. For example:

- She enjoys playing chess.
- Rohan has a bicycle.
- Alex can swim.

Components of a Sentence Like a sentence has two parts, it has five main components that make up the structure of a sentence, and they are:

- **Subject**
- **Verb**
- **Object**
- **Complement**
- **Adjunct**

Subject A noun that performs the action in a sentence is considered the subject. It answers the question 'who' or in other words, a subject can be identified by asking the question 'who'. A subject takes the first place in most cases, especially in declarative or assertive sentences. For example:

- **The teacher** explained the lesson.
- **My** cousin won the race.
- **His** cat is very playful.
- **Patience** pays off.
- Everyone enjoyed the concert.

Verb In every sentence, the most important word can be said to be the verb. A verb shows action or activity or work done by the subject. Remember that all verbs including main verbs, helping verbs, stative verbs, and action verbs come under this category. Most often, verbs appear immediately after the subject. For example:

- Maya is reading a book.
- The weather was chilly.
- I feel sleepy.
- His laptop stopped working.
- The bird flew away.

Object An object is a noun or pronoun that receives the action done by the subject. Objects are of two types:

- Direct Object
- Indirect Object

Direct Object A noun or pronoun that receives the action directly is the direct object in the sentence. It answers the question 'what'. Direct objects mostly appear immediately after the verb and are the primary objects in the sentence. For example:

- John bought a laptop.
- My aunt baked cookies.
- I visited my grandparents.
- She understands the concept.
- We watched a play.

Indirect Object An indirect object is a noun or pronoun that is a secondary object. It can be identified by asking the question 'whom'. When there is an indirect object in a sentence, it is mostly placed after the verb and before the direct object. For example:

- Raj gave Priya a gift.
- My father bought me a bicycle.
- She handed him the keys.
- They offered us shelter during the storm.
- He sent his friend a letter.

Complement The words required to complete the meaning of a sentence can be referred to as the complement of the sentence. A complement can be an adjective, a name, a position, or a profession. For example:

- It became foggy.
- She is an engineer.
- That's their cat, Whiskers.

Complements are further divided into two types based on which component it speaks about. The two types of complement are:

- Subject Complement
- Object Complement

Subject Complement The complement which expresses the quality or identity or condition of the subject is called Subject Complement. For example:

- He is a musician.
- I am Emily.
- Sunil is diligent.
- The players are excited.
- My sister is a nurse.

Object Complement The complement which expresses the quality or identity or condition of an object is called Object Complement. For example:

- The teacher made him nervous.
- The committee appointed Sarah the new manager.
- They called their pet, Buddy.
- Lucy met her colleague, John.
- Everyone found the puzzle challenging.

Adjunct An adjunct is a word or a phrase that gives more information about an action, an event, a quality, and so on. In short, it can be said that these words can include adverbs and adverb clauses. Adjuncts can be identified by asking questions 'when', 'where', 'why', 'how', 'how often', and 'to what extent'. When using adjuncts, keep in mind that adjuncts can be used in the beginning, middle, or end of the sentence and that there can be more than one adjunct in a sentence. Take a look at the following examples to understand how adjuncts can be used.

- Last night, we went to a concert.
- She is extremely happy.
- Due to the heavy rain, the match was postponed.
- My mother walks in the park every morning.
- This task is incredibly difficult.

Sentences: Simple, Compound, and Complex

1. Simple Sentences

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of simple sentences include the following:

1. Joe waited for the train.

"Joe" = subject, "waited" = verb

2. The train was late.

"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

4. I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb.

A simple sentence can also be referred to as an independent clause. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

2. Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences)

connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to

remember if you think of the words "**FAN BOYS**":

For

And

Nor

But

Or

Yet

So

Examples of compound sentences include the following:

1. Joe waited for the train, but the train was late.

2. I looked for Mary and Samantha at the bus station, but they arrived at the station before noon and left on the bus before I arrived.

3. Mary and Samantha arrived at the bus station before noon, and they left on the bus before I arrived.

4. Mary and Samantha left on the bus before I arrived, so I did not see them at the bus station.

3. Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

-> because Mary and Samantha arrived at the bus station before noon

-> while he waited at the train station

-> after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions.

Below are some of the most common subordinating conjunctions:

- ♣ after
- ♣ although
- ♣ as
- ♣ because
- ♣ before
- ♣ even though
- ♣ if
- ♣ since
- ♣ though
- ♣ unless
- ♣ until
- ♣ when
- ♣ whenever
- ♣ whereas
- ♣ wherever
- ♣ while

A complex sentence joins an independent clause with one or more dependent clauses. The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.

2. While he waited at the train station, Joe realized that the train was late.

3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

Read the following sentences and state whether they are simple, complex or compound.

A simple sentence consists of just one clause.

A complex sentence consists of one independent clause and one or more dependent (subordinate) clauses.

A compound sentence consists of two or more coordinate (independent) clauses.

Exercise

1. We were playing in the garden when the guests arrived.
2. She put on her coat and went out.
3. I can't figure out what he wants.
4. You don't look happy to see me.
5. The cat saw the puppies playing in the garden.
6. She leaned out of the window.
7. You shouldn't have done this to me.
8. They tried very hard but they couldn't win the match.
9. Who let the cat in?
10. Although it was raining, we went for a walk.

Answers

1. We were playing in the garden when the guests arrived. (Complex sentence)
2. She put on her coat and went out. (Compound sentence)
3. I can't figure out what he wants. (Complex sentence)
4. You don't look happy to see me. (Simple sentence)
5. The cat saw the puppies playing in the garden. (Simple sentence)
6. She leaned out of the window. (Simple sentence)
7. You shouldn't have done this to me. (Simple sentence)
8. They tried very hard but they couldn't win the match. (Compound sentence)
9. Who let the cat in? (Simple sentence)
10. Although it was raining, we went for a walk. (Complex sentence)

Exercise 1: Transforming Simple Sentences into Compound Sentences

Below are some simple sentences. Your task is to transform them into compound sentences using appropriate coordinating conjunctions.

1. The girl danced gracefully.
2. I woke up late.
3. Despite the heat, they continued to play.
4. The teacher entered the class.
5. If you don't start now, you'll miss the bus.
6. Even though it was late, she continued to work.
7. Because of the new policies, they had to work overtime.

8. The dog saw its owner.
9. I was too exhausted to continue.
10. In order to stay healthy, you need to exercise regularly.

Solutions for Exercise 1

1. The girl danced and did it gracefully.
2. I woke up and realized it was late.
3. It was hot, but they continued to play.
4. The teacher entered and started the class.
5. Start now, or you'll miss the bus.
6. It was late, but she continued to work.
7. There were new policies, so they had to work overtime.
8. The dog saw its owner and wagged its tail.
9. I was exhausted, so I couldn't continue.
10. You need to exercise regularly to stay healthy.

Exercise 2: Transforming Simple Sentences into Complex Sentences

Here are a few simple sentences for you. Your task is to transform them into complex sentences using suitable subordinating conjunctions.

1. Because of the storm, we stayed indoors.
2. To complete your project on time, start working now.
3. Besides being a good cook, she is also a wonderful singer.
4. Despite the challenges, he finished the race.
5. Seeing the baby, everyone smiled.
6. Without acknowledging your faults, you can't improve.
7. It's too early to predict the result.
8. The cat stretched and found a cozy spot on the sofa.
9. Due to financial constraints, the construction won't be completed on time.

10. Despite several attempts, she failed to clear the final round.

Solutions for Exercise 2

1. As it was stormy, we decided to stay indoors.
2. If you want to complete your project on time, start now.
3. She is not only a good cook but also a wonderful singer.
4. Even though there were challenges, he finished the race.
5. When everyone saw the baby, they smiled.
6. You can improve only if you acknowledge your faults.
7. It's so early that we can't predict the result.
8. When the cat stretched, it found a cozy spot on the sofa.
9. The construction won't be completed on time due to financial constraints.
10. Although she made several attempts, she failed to clear the final round.

Exercise 3: Transforming Compound Sentences into Complex Sentences

Here are some compound sentences for you. Your task is to transform them into complex sentences by replacing the coordinating conjunction with a suitable subordinating conjunction.

1. I completed my assignment and then went to play.
2. It was freezing, so I wore a jacket.
3. He is unwell, yet he helps his sister with her homework.
4. You need to practice more, or you won't perform well.
5. It was foggy, so we took the car.
6. My car ran out of gas, so I walked to the nearest gas station.
7. She was very sick, so we took her to the hospital.
8. He worked in a bookstore and studied Spanish at school.
9. You must follow the rules, or you will be penalized.
10. The bell rang and all the students gathered in the hall.

Solutions for Exercise 3

1. After I completed my assignment, I went to play.

2. It was so cold that I had to wear a jacket.
3. Although he is unwell, he helps his sister with her homework.
4. If you don't practice more, you won't perform well.
5. Since it was foggy, we took the car.
6. Because my car ran out of gas, I walked to the nearest gas station.
7. As she was very sick, we took her to the hospital.
8. He not only worked in a bookstore but also studied Spanish at school.
9. If you don't follow the rules, you will be penalized.
10. When the bell rang, all the students gathered in the hall.

1.2 Grammar: Introduction to articles

In English grammar, articles are tiny words that come before nouns and tell us something about the noun: whether it's specific (definite) or non-specific (indefinite). There are three articles: **a**, **an**, and **the**.

Definite Article: The

- Use "**the**" when referring to a specific noun that the listener should already know about.
- This could be because the noun has already been mentioned in the conversation, or because there's only one of a kind.

Examples:

- I'm going to the park (We likely already know which park is being referred to).
- Please close the door (There's only one door in question).
- The moon is beautiful tonight (There's only one moon!).

Indefinite Articles: A and An

- Use "**a**" or "**an**" when introducing a new, unspecific noun for the first time.
 - "**A**" is used before words that start with a consonant sound (b, c, d, etc.).
 - "**An**" is used before words that start with a vowel sound (a, e, i, o, u) or a silent "h" (hour).

Examples:

- I saw **a bird** (consonant sound "b") flying in the sky.
- I would like to eat **an apple** (vowel sound "a").
- It is **an honor** (silent "h") to meet you.

Here are some additional points to remember:

- Some nouns, like proper nouns (names of people and places) or uncountable nouns (water, love, etc.), usually don't need articles.
- There are exceptions and special cases, so referring to a grammar guide can be helpful for more complex situations.

Remember:

- **Definite (the):** Use it for specific things, already mentioned or there's only one.
- **Indefinite (a/an):** Use it for introducing new, unspecific things. Choose "a" for consonant sounds and "an" for vowel sounds (or silent "h").

DEFINITE AND INDEFINITE ARTICLES

In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

As a guide, the following definitions and table summarize the basic use of articles. Continue reading for a more detailed explanation of the rules and for examples of how and when to apply them.

Definite article

the (before a singular or plural noun)

Indefinite article

a (before a singular noun beginning with a consonant sound)

an (before a singular noun beginning with a vowel sound)

Count nouns - refers to items that can be counted and are either singular or plural

Non-count nouns - refers to items that are not counted and are always singular

	COUNT NOUNS	NON-COUNT NOUNS
Rule #1 Specific identity not known	<i>a</i> , <i>an</i>	(no article)
Rule #2 Specific identity known	<i>the</i>	<i>the</i>
Rule #3 All things <i>or</i> things in general	(no article)	(no article)

For the purposes of understanding how articles are used, it is important to know that nouns can be either **count** (can be counted) or **non-count** (indefinite in quantity and cannot be counted). In addition, count nouns are either **singular** (one) or **plural** (more than one). **Non-count** nouns are always in **singular** form.

For example, if we are speaking of water that has been spilled on the table, there can be one drop (**singular**) or two or more drops (**plural**) of water on the table. The word *drop* in this

example is a **count** noun because we can count the number of drops. Therefore, according to the rules applying to **count** nouns, the word *drop* would use the articles *a* or *the*.

However, if we are speaking of water in general spilled on the table, it would not be appropriate to count *one water* or *two waters* -- there would simply be *water* on the table. Water is a **non-count** noun. Therefore, according to the rules applying to **non-count** nouns, the word *water* would use *no article* or *the*, but not *a*.

Following are the three specific rules which explain the use of definite and indefinite articles.

Rule #1 - Specific identity not known: Use the indefinite article ‘a’ or ‘an’ only with a singular count noun whose specific identity is not known to the reader. Use *a* before nouns that begin with a consonant sound, and use ‘an’ before nouns that begin with a vowel sound.

- Use the article *a* or *an* to indicate any non-specified member of a group or category.

*I think **an** animal is in the garage*

*That man is **a** scoundrel.*

*We are looking for **an** apartment.*

- Use the article *a* or *an* to indicate one in number (as opposed to more than one).

*I own **a** cat and two dogs.*

- Use the article *a* before a consonant sound, and use *an* before a vowel sound.

***a** boy, **an** apple*

◇ Sometimes an adjective comes between the article and noun:

***an** unhappy boy, **a** red apple*

- The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

***an** apple, **some** apples*

Rule #2 - Specific identity known: Use the definite article *the* with any noun (whether singular or plural, count or non-count) when the specific identity of the noun is known to the reader, as in the following situations:

- Use the article *the* when a particular noun has already been mentioned previously.

*I ate **an** apple yesterday. **The** apple was juicy and delicious.*

- Use the article *the* when an adjective, phrase, or clause describing the noun clarifies or restricts its identity.

***The** boy sitting next to me raised his hand.*

*Thank you for **the** advice you gave me.*

- Use the article *the* when the noun refers to something or someone that is unique.

the theory of relativity
the 2003 federal budget

Rule #3 - All things or things in general: Use *no article* with plural count nouns or any non-count nouns used to mean *all* or *in general*.

Trees are beautiful in the fall. (All trees are beautiful in the fall.)

He was asking for advice. (He was asking for advice in general.)

I do not like coffee. (I do not like all coffee in general.)

Additional Information Regarding the Use of Articles

- When indicating an unspecified, limited amount of a **count** or **noncount** noun, use *some*.

My cousin was seeking some advice from a counselor (not advice in general or advice about everything, but a limited amount of advice).

I would love some coffee right now (not coffee in general, but a limited amount of coffee).

We might get rain tomorrow. Some rain would be good for the crops (a certain amount of rain, as opposed to rain in general).

There are some drops of water on the table (a limited number, but more than one drop).

- **Non-count nouns** are those which usually cannot be counted. Following are some common examples:

Certain food and drink items: bacon, beef, bread, broccoli, butter, cabbage, candy, cauliflower, celery, cereal, cheese, chicken, chocolate, coffee, corn, cream, fish, flour, fruit, ice cream, lettuce, meat, milk, oil, pasta, rice, salt, spinach, sugar, tea, water, wine, yogurt

Certain non-food substances: air, cement, coal, dirt, gasoline, gold, paper, petroleum, plastic, rain, silver, snow, soap, steel, wood, wool

Most abstract nouns: advice, anger, beauty, confidence, courage, employment, fun, happiness, health, honesty, information, intelligence, knowledge, love, poverty, satisfaction, truth, wealth

Areas of study: history, math, biology, etc.

Sports: soccer, football, baseball, hockey, etc.

Languages: Chinese, Spanish, Russian, English, etc.

Other: clothing, equipment, furniture, homework, jewellery, luggage, lumber, machinery, mail, money, news, poetry, pollution, research, scenery, traffic, transportation, violence, weather, work

- Geographical names are confusing because some require *the* and some do not.

Use *the* with: united countries, large regions, deserts, peninsulas, oceans, seas, gulfs, canals, rivers, mountain ranges, groups of islands

the Gobi Desert
the United Arab Emirates
the Sacramento River
the Aleutians

Do not use *the* with: streets, parks, cities, states, counties, most countries, continents, bays, single lakes, single mountains, islands

Japan
Chico
Mt. Everest
San Francisco Bay

Examples of the Use of Articles

*I do not want **a** gun in my house (any gun).*
***The** gun is in his closet (implies there is a specific gun).*
I am afraid of guns (all guns in general).

*She sent me **a** postcard from Italy (an unspecific postcard - not a letter, not an e-mail).*
*It's **the** postcard that I have in my office (one specific postcard).*
Getting postcards makes me want to travel (any postcard in general).

*I have **a** dog (one dog).*
***The** dog is very friendly (the dog that I have already mentioned).*
Dogs make great pets (dogs in general).

Greta needs furniture in her apartment (furniture is a non-count noun).
*She is going to select **the** furniture that she needs (the specific furniture that she needs).*
*She hopes to find **some** furniture this weekend (an unspecified, limited amount of furniture).*

*We are going to see **the** Statue of Liberty this weekend (the only Statue of Liberty).*

Unit 1.3 Grammar: Introduction to parts of speech

Introduction

Parts of speech are essential elements in our daily conversations and interactions. Every word we speak belongs to one of the eight categories of parts of speech, based on its role and function in a sentence.

Eight Types of Parts of Speech and Their Functions

Let's explore the eight categories of parts of speech:

1. **Noun**
2. **Pronoun**
3. **Adjective**
4. **Verb**
5. **Adverb**
6. **Preposition**
7. **Conjunction**
8. **Interjection**

Noun

A noun is a word that represents a person, place, or thing. This "thing" can include anything perceivable by the senses or even abstract concepts. For example:

- **Emily** is a talented artist. (Here, "Emily" is a noun, representing a person.)
- **Paris** is a beautiful city. (Here, "Paris" is a noun, representing a place.)
- My cat's name is **Whiskers**. (Here, both "cat" and "Whiskers" are nouns, representing an animal.)

Nouns can be further classified into proper nouns, common nouns, countable nouns, and uncountable nouns.

- **Proper Noun:** Refers to a specific person, place, or thing. Example: "Emily" in "Emily is a talented artist" is a proper noun.

- **Common Noun:** Refers to a general class or type of person, place, or thing. Example: "artist" in "Emily is a talented artist" is a common noun.
- **Collective Noun:** Refers to a group of people or things. Example: "team" in "The team is ready for the match."
- **Abstract Noun:** Refers to qualities, actions, or states. Example: "bravery" in "Bravery is admired by all."
- **Countable and Uncountable Nouns:** Some nouns can be counted (e.g., apples), while others cannot be (e.g., water, music).

Pronoun

A pronoun is a word used in place of a noun to avoid repetition and make sentences more fluid. Examples include: I, me, she, he, you, us, their, ours, etc.

- **Danish** is in my class. **He** is very smart. ("He" replaces "Danish.")
- **I** enjoy reading, and this is **my** favorite book. ("I" and "my" replace the speaker's name.)
- **It** is a sunny day. ("It" is used to refer to the weather or the general situation.)

Adjective

An adjective describes or provides more information about a noun, highlighting its qualities. Examples:

- **Liam** is a **brilliant** student. ("Brilliant" describes Liam.)
- I don't like **this** movie. ("This" specifies which movie.)

Adjectives can be further categorized into descriptive, quantity, number, demonstrative, and interrogative adjectives.

- **Descriptive Adjective:** "Mount Everest is the highest mountain."
- **Adjective of Quantity:** "She ate the entire cake."
- **Adjective of Number:** "There are seven continents."
- **Demonstrative Adjective:** "That is a lovely painting."
- **Interrogative Adjective:** "Which route should we take?"

Verb

A verb is a word that indicates an action or state. It tells us what someone or something does or what has happened to them. Examples:

- **Ava** is **dancing**. ("Dancing" is an action performed by Ava.)
- The plant **wilted**. ("Wilted" describes the state of the plant.)

Verbs can be categorized as transitive (requiring an object) or intransitive (not requiring an object).

- **Transitive Verb:** "He **threw** the ball."
- **Intransitive Verb:** "The baby **laughed**."

Adverb

An adverb modifies a verb, adjective, or another adverb, providing more detail about how, when, where, or to what extent something happens. Examples:

- She **quickly** finished her homework. ("Quickly" modifies "finished.")
- They performed **excellently** in the competition. ("Excellently" modifies "performed.")
- He reads **quite** slowly. ("Quite" modifies "slowly.")

Preposition

A preposition is a word that connects a noun or pronoun to another word in the sentence, showing their relationship. Examples:

- The cat is **on** the roof.
- She walked **through** the park.
- They are arriving **at** noon.

Conjunction

A conjunction is a word that links words, phrases, or clauses. Examples:

- Cats **and** dogs are common pets. ("And" connects "cats" and "dogs.")
- She was tired **but** continued working. ("But" connects two contrasting ideas.)
- He wanted to go **because** it sounded fun. ("Because" introduces a reason.)

Interjection

An interjection is a word or phrase that expresses sudden emotion or reaction. Examples:

- **Wow!** That was amazing.
- **Oh no!** I forgot my keys.
- **Congratulations!** You did it.

Unit 1.4 Grammar: Common errors

Students are requested to refer '*Intermediate Grammar Usage and Composition*' by M.L. Tickloo, A.E. Subramaniam, P.R. Subramaniam' by ***Orient Black Swan***.

=====END OF UNIT – 1=====

Unit 2

2.1 Listening Skills: Introduction to the importance of Listening Skills

Listening is a purposeful and focused activity. It requires attention and concentration from the listener. It is a conscious and voluntary activity. The process of true listening starts with receiving and ends with an appropriate response. Listening is the first of the four skills in communication that initiates the path for the other three skills viz, speaking, reading and writing. Someone rightly said, “Hearing is through ears, but listening is through the mind.” The two activities hearing and listening involve the use of ears, but they are different. Active listening process begins when the listener pays attention to some audible sound signals and permits himself to interpret those sounds cognitively. It is a conscious process. Every human being possesses the ability to select from the sounds around him. But the selective listening is not an automatic process like that of hearing. An individual may hear many sounds but he may listen to none of them.

Importance of Listening Skills in Communication

Listening skills are a vital part of good communication. If you have good communication skills, you can start to improve relationships in the workplace as well as in society. Also, you will be able to make decisions more effectively and reach a quicker agreement with others. Here are reasons why listening skills are essential:

1. Listening is the first skill in communication skill.
2. Listening is a crucial component of the communication process.
3. Listening is a very essential communication skill.
4. Good speaking and effective communication depend on good listening.
5. Effective listening is a skill required to maintain professional and personal relationships.
6. Ineffective listening leads to a breakdown of communication.
7. Effective listening enables us to evaluate the strong and weak points in a message and give more useful feedback and constructive criticism.
8. Listening has a profound effect on the development of our attitudes, behavioural patterns, skills, interpretation and understating.
9. Listening is important because good interpersonal relationships are based on good listening. It builds healthy relationships and successful partnerships.
10. In the field of education, attentive listeners become good learners. In social circles good listeners become respected, reliable, trustworthy friends.

So, good listeners become great speakers and successful persons. Thus, the importance of listening can be seen in a personal success in all fields.

What is the difference between hearing and listening?

Listening: It is one's ability to correctly receive and interpret the message transferred by the other party in the process of communication.

Hearing: The hearing is nothing but a sense that helps you receive sound waves and noise by ears. It is the power of perceiving sounds.

	HEARING	LISTENING
I. Meaning	Hearing refers to one's ability to perceive sounds, by receiving vibrations through ears.	Listening is something done consciously, that involves the analysis and understanding of the sounds you hear
II. What is it?	An ability	A skill
III. Nature	Primary and continuous	Secondary and temporary
IV. Act	Physiological	Psychological
V. Involves	Receipt of message through ears.	Interpretation of the message received by ears
VI. Process	Passive bodily process	Active mental process
VII. Occurs	Occurs at Subconscious level	Occurs at Conscious level
VIII. Use of senses	Only one	More than one
IX. Reason	We are neither aware nor we have any control over the sounds we hear	We listen to acquire knowledge and receive information
X. .Concentration	Not required	Required

Unit 2.2

Types of Listening: Informational Listening, Critical Listening & Empathetic Listening

1. Informational Listening:

Informational listening, also called 'comprehensive listening' or 'content listening', is all about focusing on understanding and retaining the information being delivered by the speaker. It's the kind of listening we use most often when we want to learn something new.

Here are some key points about Informational listening:

- **Goal:** Grasp the speaker's message and remember it later.
- **Examples:** Lectures, instructions, news reports, explanations.

- **Focus:** The content itself - facts, ideas, key points.
- **Skills involved:** Paying close attention, identifying main ideas, taking notes

Why is content listening important?

This type of listening is essential for learning in all aspects of life, from school and work to everyday conversations. By actively listening to content, we can:

- Gain knowledge and new skills.
- Follow instructions accurately.
- Be better prepared for discussions or tests.

Tips for effective content listening:

- Minimize distractions: Find a quiet place and put away your phone.
- Focus on the speaker's main points.
- Take notes to jog your memory later.
- Ask clarifying questions if something is unclear.
- Briefly summarize the information in your own words to check your understanding.

By practicing good content listening skills, you can become a more informed and effective communicator.

Examples

- **Formal learning environments:** Paying attention in class during a lecture by a professor, listening to a training session at work, following instructions from a mechanic about car maintenance.
- **Informal learning environments:** Listening to a podcast about a historical event, attending a friend's presentation on their travels, focusing on a documentary about a new scientific discovery.
- **Following directions:** Listening carefully to a recipe being explained by a chef, understanding instructions from a furniture assembly guide, paying close attention to a doctor's explanation of a new medication.
- **News and information:** Actively listening to a news report about a current event, focusing on a weather forecast, paying attention to a public service announcement.

2. Critical Listening

We can be said to be engaged in **critical listening** when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analysing opinion and making a judgement.

When the word '*critical*' is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow

faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as, ‘what is the speaker trying to say?’ or ‘what is the main argument being presented?’, ‘how does what I’m hearing differ from my beliefs, knowledge or opinion?’. Critical listening is, therefore, fundamental to true learning.

Many day-to-day decisions that we make are based on some form of ‘critical’ analysis, whether it be critical listening, reading or thought. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision.

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

3. Empathetic Listening

Empathetic Listening is known as ‘Therapeutic Listening’. **Empathic listening involves attempting to understand the feelings** and emotions of the speaker – to put yourself into the speaker’s shoes and share their thoughts. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding of another person’s point of view. Empathic listening is a way of communicating that goes beyond simply hearing the words someone is saying.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings.

Characteristics of Empathic Listening

There are several characteristics of empathic listening, but here are three of the most important ones:

1. Active listening

Active listening is a key component of empathic listening, because it requires you to give your full attention to the speaker. This means actively engaging in the conversation, asking questions to clarify any misunderstandings, and providing feedback to show that you're truly listening. Active listening helps to create a safe and supportive environment for the speaker, where they feel heard and understood.

2. Critical thinking

Critical thinking is also essential for empathic listening. It involves evaluating the speaker's words, identifying their underlying feelings and motivations, and reflecting on the

conversation from multiple perspectives. This requires you to think beyond the surface level of what the speaker is saying, to try to understand their thoughts and emotions. Critical thinking helps to deepen your understanding of the speaker's perspective and build stronger connections with them.

3. No bias, judgment-free zone

We all have our own biases and judgments that can cloud our ability to truly listen and understand others. To engage in empathic listening, it's important to recognize your own biases and set them aside. This means approaching the conversation with an open mind and avoiding making assumptions or jumping to conclusions. By doing so, you can create a non-judgmental environment where the speaker feels safe to share their thoughts and feelings.

4. Pay Attention, Ask Questions

Another great way to make someone feel appreciated is to ask questions, but only at the end of the conversation. Not only does this show that you were paying attention but also expresses your interest. The speaker will be happy to learn that you appreciate their time and effort. You can collaborate with your teammates in a far more productive way by learning to ask relevant questions.

5. Respect the Speaker

Respecting the speaker as you're listening is something that'll help you build stronger connections at work. If the speaker feels you're distracted or uninterested, it may offend them or hurt their feelings. Make a note of how your behaviour affects the speaker for effective communication.

Importance of Empathetic Listening

Empathic listening is important for several reasons, both personally and professionally. Here's a breakdown of its key benefits:

- **Strengthens Relationships:** When someone feels heard and understood, it fosters trust, connection, and a sense of belonging. This leads to stronger and more meaningful relationships in all aspects of life, from friendships and family bonds to romantic partnerships and professional connections.
- **Improves Communication:** Effective communication goes beyond just conveying information. Empathic listening creates a two-way street where both people feel comfortable expressing themselves openly. This reduces misunderstandings, clarifies ideas, and allows for more productive communication.
- **Resolves Conflict More Effectively:** Conflict is inevitable in any relationship. Empathic listening allows you to see things from the other person's perspective, acknowledge their feelings, and find common ground. This can help de-escalate tension, find win-win solutions, and build stronger bonds even in disagreements.
- **Provides Emotional Support:** Sometimes people just need a listening ear. Empathic listening creates a safe space for them to express their emotions without judgment. This can be invaluable for someone going through a difficult time, providing comfort and understanding.

- **Enhances Learning and Problem-Solving:** By truly understanding someone's perspective, you gain new insights and approaches. This can be crucial in brainstorming sessions, learning new things, or tackling complex problems collaboratively.

Overall, empathic listening is a key ingredient for building strong relationships, navigating conflict productively, and creating a more supportive and understanding environment in all areas of life.

Unit 2.3 Listening Skills: Listening to Unfamiliar Dialects

Listening to unfamiliar dialects can be challenging for a number of reasons, including:

Unfamiliar pronunciation: Speakers of different dialects may pronounce words differently, which can make it difficult for listeners to understand them. For example, the word "water" is pronounced "wo-ter" in some American English dialects, but "worter" in some British English dialects.

Unfamiliar vocabulary: Speakers of different dialects may also use different vocabulary words. For example, the word "soda" is used to refer to carbonated drinks in most American English dialects, but the word "pop" is used in some Canadian English dialects.

Unfamiliar grammar: Speakers of different dialects may also use different grammatical structures. For example, the subject-verb agreement rules are different in some British English dialects than in American English dialects.

Unfamiliar cultural context: Speakers of different dialects may also have different cultural contexts, which can make it difficult for listeners to understand their meaning. For example, a speaker of a colloquial dialect may use a slang term that is unfamiliar to a listener from a different region.

Here are some examples of the problems that can arise when listening to unfamiliar dialects:

- A student from India may have difficulty understanding a professor from the United States who has a strong Brooklyn accent.
- A tourist from England may have difficulty understanding a taxi driver in Scotland who is speaking a thick Glaswegian accent.
- A Spanish speaker from Mexico may have difficulty understanding a Spanish speaker from Spain who is using a lot of colloquialisms.
- A Chinese speaker from mainland China may have difficulty understanding a Chinese speaker from Hong Kong who is using a lot of Cantonese words.
- In addition to the problems listed above, listening to unfamiliar dialects can also be tiring and frustrating. This is because listeners have to work harder to understand what is being said.

There are a few things that people can do to improve their ability to listen to unfamiliar dialects:

Expose themselves to the dialect: The more people are exposed to a particular dialect, the better they will become at understanding it. This can be done by watching movies and TV shows from the region where the dialect is spoken, listening to music from the region, and talking to people who speak the dialect.

Learn about the dialect: People can also learn about the specific features of a particular dialect, such as its pronunciation, vocabulary, grammar, and cultural context. This can be done by reading books and articles about the dialect, or by taking a language course that focuses on the dialect.

Be patient: It takes time and practice to become good at listening to unfamiliar dialects. People should be patient with themselves and not get discouraged if they don't understand everything at first.

By following these tips, people can improve their ability to listen to unfamiliar dialects and better communicate with people from different regions and cultures.

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The 44 Phonemes in English

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use. Note that there is no such thing as a definitive list of phonemes because of accents, dialects and the evolution of language itself. Therefore you may discover lists with more or less than these 44 sounds.

Consonants

Phoneme	IPA Symbol	Graphemes	Examples
1	b	b, bb	bug, bubble
2	d	d, dd, ed	dad, add, milled
3	f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often
4	g	g, gg, gh, gu, gue	gun, egg, ghost, guest, prolog
5	h	h, wh	hop, who
6	dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate
7	k	k, c, ch, cc, lk, qu, q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box
8	l	l, ll	live, well
9	m	m, mm, mb, mn, lm	man, summer, comb, column, palm
10	n	n, nn, kn, gn, pn, mn	net, funny, know, gnat, mnemonic
11	p	p, pp	pin, dippy
12	r	r, rr, wr, rh	run, carrot, wrench, rhyme
13	s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course
14	t	t, tt, th, ed	tip, matter, thomas, ripped
15	v	v, f, ph, ve	vine, of, stephen, five
16	w	w, wh, u, o	wit, why, quick, choir
17	z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze
18	ʒ	s, si, z	treasure, division, azure
19	tʃ	ch, tch, tu, ti, te	chip, watch, future, action, righteous

20	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station
21	θ	th	Thongs
22	ð	th	Leather
23	ŋ	ng, n, ngue	ring, pink, tongue
24	j	y, i, j	you, onion, hallelujah

Vowels

Phoneme	IPA Symbol	Graphemes	Examples
25	æ	a, ai, au	cat, plaid, laugh
26	eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
27	e	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
28	i:	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
29	ɪ	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve
30	aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, sty, aisle, island, height, kite
31	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
32	oʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
33	ʊ	o, oo, u,ou	wolf, look, bush, would
34	ʌ	u, o, oo, ou	lug, monkey, blood, double
35	u:	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
36	ɔɪ	oi, oy, uoy	join, boy, buoy
37	aʊ	ow, ou, ough	now, shout, bough
38	ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
39	eə	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
40	ɑ:	a	Arm
41	ɜ:	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
42	ɔ:	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
43	ɪə	ear, eer, ere, ier	ear, steer, here, tier
44	ʊə	ure, our	cure, tourist

Unit -4

Writing Skills

4.1 Introduction to Writing Skills

Writing is the art of expressing your thoughts without being physically present. Hence, you cannot write anything that readers find difficult to comprehend. As a writer, you should have specific skills to use the right words, vocabulary, short phrases, correct tenses, punctuations, and more to present clear and understandable content. But this is not enough! Effective writing needs more than this. If you want to know what writing skills are, why writing skills are important, and different ways to improve your writing skills, this article will help you. In this article, we have discussed 5 different ways to improve your writing skills. Read the article to learn about writing skills in detail.

What is Writing Skills?

Writing skills is all about having adequate knowledge and abilities to express your thoughts and ideas in written words. Good writing skills allow communicators to communicate their message with clarity to a far larger audience than other mediums of communication like face-to-face or telephone conversations. Remember, effective written communication is not an easy task as it demands detailed knowledge of sentence structure, vocabulary, grammar, and other basic writing skills. But this can be improvised with continuous practice. People with excellent writing skills can personalize their tone and choice of words according to their targeted audience and in different situations. They prefer writing techniques, such as literary devices, to communicate their ideas and keep their readers engaged.

Structure of Sentences:

It is essential to have the ability to design sentences that are not only clear and succinct but also express the message that is intended. It entails having a comprehension of the fundamental elements that make up a sentence, such as the subject, the verb, and the object, and arranging them in a manner that is consistent. To keep the reader interested and to underline the most important topics, effective communication also demands altering the length of sentences and the structure of sentences.

In order to transmit thoughts in a correct manner, it is necessary to have a vocabulary that is both extensive and relevant. It is possible to clarify complicated ideas by using the appropriate words, yet using the wrong words might result in misunderstanding or ambiguity.

In order to ensure that the message is understood in the manner it was intended, effective communication requires the use of words that are appropriate for the context, tone, and audience. The use of precise grammar guarantees that phrases are not only technically correct but also simple to comprehend and understand.

Grammar mistakes have the potential to distort the meaning of a communication, making it more difficult to comprehend or perhaps impossible to grasp. When it comes to grammar, the usage of tenses, punctuation, subject-verb agreement, and sentence fragments are all essential components.

Tone and Style:

Effective writing requires a balance between formal and casual tone, depending on the audience. This balance is essential for effective writing. It is necessary to have an awareness of the conditions under which the writing is being done. For instance, academic writing necessitates the use of a formal tone, but informal communication may permit the use of language that is more relaxed.

For written communication to be effective, thoughts must be logically connected to one another and flow easily from one to the next. Coherence and flow are two things that are essential. To do this, it is crucial to organize one's thoughts in a clear manner, to make use of transition words where appropriate, and to avoid making sudden jumps between ideas.

Clarity and brevity:

Effective communication should be not just clear but also getting right to the point. By doing so, you should steer clear of superfluous jargon, redundancy, and sentences that are unnecessarily complicated. The goal of writers should be to convey their thoughts in a manner that is as straightforward and uncomplicated as possible, without compromising the significance of their words.

Audience Awareness :

The ability to communicate effectively requires that the communicator be aware of who their audience is. When you are writing for a variety of audiences, whether they are professionals in a certain field, general readers, or colleagues, it is necessary to modify the tone, degree of detail, and word choice in order to cater to the requirements of the reader.

Effective communication:

Effective communication also entails reviewing drafts in order to increase clarity, flow, and correctness. This process is known as editing and revising communication. During this stage, writers conduct a critical analysis of their work, in which they look for errors or sections that are unclear and make adjustments to improve their ability to communicate their point.

4.2 Coherence and Cohesion

Coherence

When referring to writing, the term "coherence" refers to the logical connection and continuous flow of ideas across a piece of text. This ensures that the reader is able to readily follow the writer's thoughts from one line or paragraph to the next. Writing that is coherent is ordered in such a way that the message is understandable and the concepts are well-organized, which results in a reading experience that is smooth and unbroken. The following is an in-depth explanation of what coherence means in writing:

1. A logical progression of ideas

The concept of coherence refers to the assurance that concepts are presented in a manner that is consistent with logic, which makes it simpler for the reader to comprehend the overall argument or story. Without any extraneous jumps or gaps, this logical flow ensures that each phrase and paragraph flows organically from the one that came before it, thereby expanding on the ideas presented to the reader.

In order to construct a logical essay about climate change, for instance, a writer would begin by elaborating on what climate change is, then proceed to discuss its origins and effects, and finally conclude by discussing potential remedies. In order to keep things clear, each section flows into the next in a natural way.

2. Sentences Concerning the Subject

It is common practice for coherent paragraphs to begin with a topic sentence that contains an introduction to the primary concept. In this way, the reader is provided with a sense of direction and is given an indication of what to anticipate. After that, the remainder of the paragraph provides support for the topic sentence and elaborates on it.

Consider the following example: "Exercise improves mental health." This may be the beginning of a paragraph in an article discussing the advantages of physical activity. Keeping all of the material in line with the issue at hand, the remaining portion of the paragraph would discuss how physical activity can alleviate feelings of tension, anxiety, and sadness.

3. Ideas and Themes That Remain Consistent

As a definition, coherent writing is writing that maintains a single idea or theme throughout each paragraph or section, avoiding tangents or information that is unrelated to the topic at hand, which could cause the reader to become confused. A distinct emphasis is maintained throughout the entirety of the text by the writers, who make certain that each section contributes to the overall theme.

For instance, if a paragraph is analyzing the economic effects of climate change, the writer should not abruptly jump to discussing the political consequences of climate change without first appropriately transitioning from the previous topic.

4. Make Use of Transitions

Transitions are words, phrases, or sentences that help guide the reader through the text by connecting concepts and keeping a logical flow. Transitions can be used in phrases, sentences, or words. Concepts like cause and effect, comparison, contrast, and sequence are examples of the types of relationships that they indicate between thoughts.

Examples of Words That Serve as Transitions:

Not only that, but furthermore, moreover, and additionally.

The following are examples of cause and effect: *therefore, as a result, and consequently.*

Order: *first, then, and finally.*

As an example,

"The Industrial Revolution had a significant impact on society. *Moreover*, it was instrumental in the development of contemporary economic systems."

5. Repetition of Concepts or Words That Are Important

Because it helps to reinforce the core ideas and ensures that they remain in the mind of the reader, repetition of important terms or concepts throughout the text can be an effective way to preserve coherence.

When writing an essay about renewable energy, for instance, it is helpful to keep the reader focused on the issue at hand and to remind them of the significance of the topic by using key phrases such as "solar power," "sustainability," and "clean energy" frequently throughout the document.

6. Structure that is Parallel

The use of the same grammatical form in related or connected ideas is what is meant by the term "parallel structure." This type of structure improves clarity and coherence by making the connections between ideas more visible and straightforward to comprehend.

The line "She enjoys reading, writing, and hiking" is an example of a cohesive sentence because all of the verbs are in the same form (gerund), which creates a structure that is balanced and predictable. On the other hand, the statement "She enjoys reading, writing, and hiking" is not parallelism and makes the sentence less coherent.

7. Coherence of Objectives

Coherent writing is characterized by its ability to preserve unity by ensuring that each individual component of the text contributes to the overarching purpose or argument. It is important that each sentence in a paragraph contributes to the major concept of that paragraph, and that each paragraph provides support for the central thesis or aim of the article.

When writing a persuasive essay regarding the risks associated with smoking, it is important to ensure that all of the facts and arguments presented in the essay consistently support the thesis that smoking is hazardous. The essay's consistency would be disrupted if it had a paragraph that discussed a health problem that was irrelevant to the topic at hand.

8. Clearly Defined References to Pronouns

For the purpose of avoiding confusion, pronouns (such as "he," "she," "it," or "they") should make it abundantly obvious that they link back to certain nouns. When references to pronouns are imprecise or ambiguous, the coherence of the sentence is thrown off.

The following example: "John and Mike went to the store, but he forgot his wallet." Therefore, there is a lack of consistency because it is not apparent if "he" refers to John or Mike. The following is a version that is more consistent with the original: "John and Mike went to the store, but John forgot his wallet."

9. Continuity in both the tone and the style

In addition, maintaining a constant tone (formal, informal, academic, conversational) and style (descriptive, persuading, etc.) over the entirety of the text is an essential component of coherence. The reader may become confused and the flow of thoughts may be disrupted if there is a sudden change in tone or style.

For instance, a formal tone should be maintained throughout the entirety of an academic article. It is possible for the reader to become confused or feeling alienated if the writer suddenly switches to a tone that is more casual and conversational.

What is cohesion?

It is important for the parts of a written text to be connected together. Another word for this is *cohesion*. This word comes from the verb *cohere*, which means 'to stick together'. Cohesion is therefore related to ensuring that the words and sentences you use stick together.

Good cohesion is achieved through the following five main methods, each of which is described in more detail below:

- repeated words/ideas
- reference words

transition signals
substitution
ellipsis

Repeated words/ideas

One way to achieve cohesion is to repeat words, or to repeat ideas using different words (synonyms). Study the following example. Repeated words (or synonyms) are shown in bold.

***Cohesion** is an important feature of academic **writing**. It can help ensure that your **writing coheres** or 'sticks together', which will make it easier for the reader to follow the main ideas in your **essay or report**. You can achieve good **cohesion** by paying attention to five **important features**. The first of these is repeated words. The second **key feature** is reference words. The third one is transition signals. The fourth is substitution. The final **important aspect** is ellipsis.*

In this example, the word *cohesion* is used several times, including as a verb (*coheres*). It is important, in academic writing, to avoid too much repetition, so using different word forms or synonyms is common. The word *writing* is also used several times, including the phrase *essay or report*, which is a synonym for *writing*. The words *important features* are also repeated, again using synonyms: *key feature*, *important aspect*.

Reference words

Reference words are words which are used to refer to something which is mentioned elsewhere in the text, usually in a preceding sentence. The most common type is pronouns, such as 'it' or 'this' or 'these'. Study the previous example again. This time, the reference words are shown in bold.

*Cohesion is an important feature of academic writing. **It** can help ensure that your writing coheres or 'sticks together', **which** will make it easier for the reader to follow the main ideas in your essay or report. You can achieve good cohesion by paying attention to five important features. The first of **these** is repeated words. The second key feature is reference words. The third one is transition signals. The fourth is substitution. The final important aspect is ellipsis.*

The words *it*, *which* and *these* are reference words. The first two of these, *it* and *which*, both refer to 'cohesion' used in the preceding sentence. The final example, *these*, refers to 'important features', again used in the sentence that precedes it.

Transition signals

Transition signals, also called cohesive devices or linking words, are words or phrases which show the relationship between ideas. There are many different types, the most common of which are explained in the next section on transition signals. Some examples of transition signals are:

- *for example* - used to give examples
- *in contrast* - used to show a contrasting or opposite idea
- *first* - used to show the first item in a list
- *as a result* - used to show a result or effect

Study the previous example again. This time, the transition signals are shown in bold. Here the transition signals simply give a list, relating to the five important features: *first, second, third, fourth, and final*.

Substitution

Substitution means using one or more words to replace (substitute) for one or more words used earlier in the text. Grammatically, it is similar to reference words, the main difference being that substitution is usually limited to the clause which follows the word(s) being substituted, whereas reference words can refer to something far back in the text. The most common words used for substitution are *one, so*, and auxiliary verbs such as *do, have* and *be*. The following is an example.

- Drinking alcohol before driving is illegal in many countries, since **doing so** can seriously impair one's ability to drive safely.

In this sentence, the phrase '**doing so**' substitutes for the phrase 'drinking alcohol before driving' which appears at the beginning of the sentence.

Below is the example used throughout this section. There is just one example of substitution: the word *one*, which substitutes for the phrase 'important features'.

Ellipsis

Ellipsis means leaving out one or more words, because the meaning is clear from the context. Ellipsis is sometimes called *substitution by zero*, since essentially one or more words are substituted with no word taking their place.

Below is the example passage again. There is one example of ellipsis: the phrase 'The fourth is', which means 'The fourth [important feature] is', so the words 'important feature' have been omitted.

Thematic development

Cohesion can also be achieved by thematic development. The term *theme* refers to the first element of a sentence or clause. The development of the theme in the rest of the sentence is called the *rheme* (*a part of clause that gives information about the theme*). It is common for the rheme of one sentence to form the theme of the next sentence; this type of organisation is often referred to as *given-to-new* structure, and helps to make writing cohere.

Example :

- Virus transmission can be reduced via frequent washing of hands, use of face masks, and isolation of infected individuals. These methods, however, are not completely effective and transmission may still occur, especially among health workers who have close contact with infected individuals. It is important for such health workers to pay particular attention to transmission methods and undergo regular screening.

Here we have the following pattern:

- Virus transmission [**theme**]
- can be reduced via frequent washing of hands, use of face masks, and isolation of infected individuals [**rheme**]
- These methods [**theme = rheme of preceding sentence**]
- are not completely effective and transmission may still occur, especially among health workers who have close contact with infected individuals [**rheme**]
- health workers [**theme, contained in rheme of preceding sentence**]
- [need to] to pay particular attention to transmission methods and undergo regular screening [**rheme**]

Cohesion vs. coherence

The words 'cohesion' and 'coherence' are often used together with a similar meaning, which relates to how a text joins together to make a unified whole. Although they are similar, they are not the same. *Cohesion* relates to the *micro* level of the text, i.e. the words and sentences and how they join together. *Coherence*, in contrast, relates to the organisation and connection of ideas and whether they can be understood by the reader, and as such is concerned with the *macro* level features of a text, such as topic sentences, thesis statement, the summary in the concluding paragraph (dealt with in the essay structure section), and other 'bigger' features including headings such as those used in reports.

Coherence can be improved by using an outline before writing (or a *reverse outline*, which is an outline written after the writing is finished), to check that the ideas are logical and well organised. Asking a peer to check the writing to see if it makes sense, i.e. peer feedback, is another way to help improve coherence in your writing.

Example essay

Below is an example essay. It is the one used in the persuasion essay section. Click on the different areas (in the shaded boxes to the right) to highlight the different cohesive aspects in this essay, i.e. repeated words/ideas, reference words, transition signals, substitution and ellipsis.

Title: Consider whether human activity has made the world a better place.

History shows that human beings have come a long way from where they started. They have developed new technologies which means that everybody can enjoy luxuries they never previously imagined. However, the technologies that are temporarily making this world a better place to live could well prove to be an ultimate disaster due to, among other things, the creation of nuclear weapons, increasing pollution, and loss of animal species.

The biggest threat to the earth caused by modern human activity comes from the creation of nuclear weapons. Although it cannot be denied that countries have to defend themselves, the kind of weapons that some of them currently possess are far in excess of what is needed for defence. If these weapons were used, they could lead to the destruction of the entire planet.

Another harm caused by human activity to this earth is pollution. People have become reliant on modern technology, which can have adverse effects on the environment. For example, reliance on cars causes air and noise pollution. Even seemingly innocent devices, such as

computers and mobile phones, use electricity, most of which is produced from coal-burning power stations, which further adds to environmental pollution. If we do not curb our direct and indirect use of fossil fuels, the harm to the environment may be catastrophic.

Animals are an important feature of this earth and the past decades have witnessed the extinction of a considerable number of animal species. This is the consequence of human encroachment on wildlife habitats, for example deforestation to expand cities. Some may argue that such loss of species is natural and has occurred throughout earth's history. However, the current rate of species loss far exceeds normal levels, and is threatening to become a mass extinction event.

In summary, there is no doubt that current human activities such as the creation of nuclear weapons, pollution, and destruction of wildlife, are harmful to the earth. It is important for us to see not only the short-term effects of our actions, but their long-term ones as well. Otherwise, human activities will be just another step towards destruction.

Expansion of Sentence

1. Make Hay while the Sun Shines

It is common knowledge that farmers have to depend on the weather for their operations. For instance, they have to wait for bright sunshine to dry the hay after the harvest; and if they miss it, the hay will be ruined by exposure to mist or rain.

All of us are in the same position as the farmer. Life is as uncertain as the weather. There are several unpredictable factors in life. No one can predict when death will snatch him away. Health, wealth, help, cooperation of friends and relatives are all uncertain factors. Opportunities for education, employment, progress, etc. are uncertain. That man is therefore wise who seizes a situation or an opportunity when it comes along and makes fullest use of it to achieve his ends in life. He will fail in life if he is not vigilant and let's slip these opportunities. We see these days a number of young persons in schools and colleges frittering away their energies and wasting their time on things other than their studies. They let slip their opportunities in their formative years and later repent for their folly.

It is, therefore, necessary that we seize opportunities when they come to us and use them to the best advantage.

A Stitch in Time Saves Nine

Very often an article of dress or a piece of cloth gets a little torn, but with just a stitch or two done without delay, we can mend the tear. But if we postpone doing this, the tear will become larger, and we may have to put in a number of stitches to mend it, or worse still, it may not be possible to mend it at all, and the article becomes useless.

What is true of a piece of cloth is true of several situations in life. A damage to an article of daily use, a piece of furniture, a building, etc., can be repaired with just a little effort and expense if attended to promptly, but if neglected, the repair will entail much effort and expenditure.

The statement is very pertinent in regard to a person's health. If he has a minor ailment, it can be easily cured with just a visit to the doctor, but if neglected, it may develop into a serious trouble requiring prolonged treatment and numerous visits to the doctor.

Bad habits, such as smoking, are to be 'nipped in the bud,' or they will get beyond correction or control.

Any damage, therefore, to property, health, etc., should be attended to immediately after it is detected.

Victories No Less Renowned than War

If you turn over the pages of history books, you will find the waging of wars filling a major part of these books. The exploits of Napoleon, the Duke of Wellington, Timur, and others are described at great length and these men receive high praise. But we forget what a great deal of destruction to property and human life has been caused by wars. In contrast to this, the achievements of mankind during times of peace, which receive very brief treatment in history books, are much more valuable to the world. These have brought peace, prosperity, and happiness for man.

For instance, the conquest of disease by medical scientists such as Louis Pasteur, Alexander Fleming, and Sir Ronald Ross. As a result of their discoveries, human suffering has been reduced and men can now hope to live longer than before. There is, again, the array of scientific inventions such as the telephone, the radio, and the television, which have enriched man's life. Equally significant are the works of art and architecture, which are the great achievements of man's spirit. Aren't these victories at least as worthy of praise as the achievements of renowned conquerors?

Sweet Are the Uses of Adversity

Man, as a rule, longs for a life of peace and happiness. He dreads all sorrows, misfortunes, and calamities such as failures in examinations, loss of money, deaths in the family, and suffering from disease. Life should be, for him, a continuous flow of success, peace, and prosperity.

But man does not realize that adversity has its own advantages. It is during moments of great stress, suffering, and misfortune that the best faculties in man have shown forth. It is during such times that he turns contemplative and philosophical and becomes a believer in divine

forces. When Kunti, the mother of the Pandava princes, was asked by Krishna to choose a boon, she promptly asked for a life of long adversity, which alone would fix her mind on God.

In ancient times, there was a great Sanskrit scholar who, afflicted by a serious attack of paralysis, sought the grace of the Lord and composed over a thousand masterly verses in His glory. Instances can be multiplied to prove that great achievements have been made by man in times of suffering and adversity.

Followings are briefly explained. Students have to elaborate as per the requirement.

A rolling stone gathers no moss: This phrase suggests that someone who does not stay in one place or who keeps changing their activities or jobs does not establish roots, responsibilities, or attachments. Just like a stone that keeps rolling does not accumulate moss, a person who constantly moves or shifts focus often misses out on the stability and growth that come from staying in one place or honing a specific skill.

Rome was not built in a day: Accomplishing great things takes time, patience, and consistent effort. The city of Rome, known for its magnificent structures and achievements, was built over centuries. Similarly, important projects, personal growth, or mastering a skill cannot be rushed; they require perseverance and a steady, long-term commitment.

All that glitters is not gold: Things that appear attractive or valuable on the surface may not have real worth. For example, a person might seem charming or a deal may look too good to pass up, but they might be deceptive. The proverb serves as a warning not to be fooled by appearances and to look beneath the surface before making judgments.

A bird in the hand is worth two in the bush: This means it is better to have a sure thing than to risk losing it by trying to get more. For instance, if you have a secure job, it is wiser to appreciate it rather than quit in the hope of finding something better, which may not work out. The lesson is to value what you already possess.

Blood is thicker than water: Family ties and relationships are more binding and crucial than any other type of bond. In difficult times, people can usually rely on their family members for support. The proverb emphasizes the idea that loyalty and affection are stronger within one's family than in friendships or other associations.

Too many cooks spoil the broth: When too many people are involved in managing or directing an activity, it can lead to confusion and poor results. This is often true in group projects where too many leaders or ideas can cause conflicts and reduce the overall quality of the work. It highlights the need for efficient and clear management.

Familiarity breeds contempt: When you know someone or something too well, you may begin to see their flaws and lose respect or admiration. For example, spending too much time with someone may reveal their negative traits, which you would not have noticed initially, leading to a loss of regard.

A new broom sweeps well: A new person in a position of authority or responsibility often works energetically and makes effective changes. However, this enthusiasm might not last long. This proverb is a reminder that initial excitement and effort often accompany something new, but the real test is maintaining that effectiveness over time.

People who live in glass houses should not throw stones: If you are vulnerable to criticism or have your own flaws, you should not criticize others. For example, someone with a history

of mistakes should avoid pointing out the shortcomings of others. The proverb is a caution to be mindful of one's imperfections before judging others.

Little strokes fell great oaks: Small, consistent efforts can lead to significant achievements. Just as tiny strokes of an axe can eventually bring down a mighty oak tree, persistent action over time, even if seemingly insignificant, can accomplish great goals. It encourages perseverance and the belief in gradual progress.

God helps those who help themselves: This emphasizes the importance of self-reliance. Success often comes to those who actively work towards their goals rather than waiting passively for help. The message is that taking initiative and putting in effort are crucial for achieving anything meaningful.

Penny wise, pound foolish: This refers to someone who is overly cautious about small expenses but fails to manage larger, more important matters efficiently. For instance, someone who spends a lot of time saving small amounts of money might make poor financial decisions in larger contexts. The saying advises looking at the bigger picture when making decisions.

The early bird catches the worm: People who wake up early or start working on something before others have an advantage. For example, arriving early for a sale or being the first to act on an opportunity can lead to greater success. The lesson is that initiative and promptness can lead to rewards.

Variety is the spice of life: Trying new things and experiencing diversity makes life more enjoyable. If you were to do the same activities every day, life would become monotonous. Introducing variety into routines, whether through new hobbies or traveling to different places, adds excitement and richness to life.

One man's meat is another man's poison: What one person enjoys or benefits from may be unpleasant or harmful to someone else. For example, a food that one person loves could cause an allergic reaction in another. The proverb highlights individual differences in preferences and tolerances.

Slow and steady wins the race: Consistent, deliberate progress leads to success. This is illustrated by the classic fable of the tortoise and the hare, where the tortoise wins by being slow but steady. It serves as a reminder that patience and persistence often triumph over speed and recklessness.

The path of duty is the way to glory: Fulfilling one's responsibilities and obligations often leads to recognition and success. It emphasizes the value of hard work, dedication, and doing what is right, even when it is difficult, as these efforts will eventually bring reward and respect.

Beggars cannot be choosers: People who are in desperate situations should not be picky about the help they receive. For instance, someone who needs money urgently cannot be too selective about where it comes from. The saying teaches the importance of being grateful for what one receives in difficult circumstances.

As you sow, so shall you reap: The consequences of your actions will return to you, whether good or bad. If you put in hard work and honesty, you will see positive results; if you act with dishonesty or negligence, the outcomes will be unfavorable. It reinforces the idea of cause and effect.

Do unto others as you wish them to do unto you: Treat others the way you would like to be treated. It is a principle of mutual respect and empathy, encouraging people to act with kindness and fairness. The proverb promotes harmony and understanding in relationships.

It is never too late to mend: It is always possible to correct a mistake or improve oneself, no matter how long it has been. Whether it's mending relationships, learning something new, or making a positive change, it's never too late to take action and make amends.

Charity begins at home: One's first responsibility is to care for their own family and loved ones. Before helping others, one should ensure that their family's needs are met. This proverb underlines the importance of taking care of one's immediate circle before extending support to the wider community.

The hand that rocks the cradle rules the world: Mothers, or those who raise and influence children, shape the future by instilling values and character in the next generation. It recognizes the immense influence caregivers have in shaping society through their children.

Prosperity gains friends, adversity tries them: When you are successful, many people will want to be around you, but true friends will stand by you when you are facing difficulties. The proverb teaches the importance of discerning genuine relationships from those based on self-interest.

An empty vessel makes the greater noise: People who know the least often talk the most or the loudest. This saying points out that those who have little knowledge or experience tend to make exaggerated claims or draw attention to themselves, whereas the wise often speak less and with more substance.

One crowded hour of glorious life is worth an age without a name: A life full of meaningful and exciting experiences, even if brief, is better than a long, uneventful existence. This phrase encourages living boldly and taking risks that give life meaning rather than merely existing.

Necessity is the mother of invention: When faced with a problem or need, people become innovative and create solutions. For instance, many important inventions and discoveries were made because people were compelled to find a way to solve pressing issues.

Failures are stepping stones to success: Every failure provides a lesson that brings you closer to achieving your goals. Instead of being discouraged, one should view setbacks as opportunities for growth and learning, ultimately leading to success.

One swallow does not make a summer: A single event does not necessarily indicate a trend or a permanent change. For example, one sunny day does not mean that summer has arrived. This saying advises against jumping to conclusions based on insufficient evidence.

Birds of a feather flock together: People who share similar interests, backgrounds, or personalities tend to associate with one another. For example, artists may form friendships with other creative people. The saying highlights the natural tendency for like-minded individuals to come together.

Bad workmen quarrel with their tools: Incompetent people often blame external factors for their mistakes rather than acknowledging their own shortcomings. For example, a chef might blame the oven for a poorly cooked dish rather than admit they made an error.

A little learning is a dangerous thing: People who have limited or superficial knowledge about something may act overconfidently, leading to mistakes or dangerous outcomes. For example, someone who knows a bit about medicine may try to treat an illness without understanding the risks, causing more harm.

Fortune favors the brave: Courageous people who take risks are more likely to be successful. For instance, entrepreneurs who boldly invest in their ideas often find opportunities that others miss. The saying encourages taking action and facing challenges with confidence.

Fools rush in where angels fear to tread: Inexperienced or reckless people often get involved in situations that wiser individuals avoid because they understand the risks. It is a caution against acting impulsively without considering the potential consequences.

Unit 4.2

Recognizing jumbled sentences into a coherent paragraph.

1. The rays of the morning sun filtered through the leaves, creating a beautiful pattern on the ground.
2. A gentle breeze rustled through the trees, carrying with it the scent of fresh flowers.
3. Birds chirped merrily, welcoming the new day with their sweet melodies.
4. The garden was alive with the vibrant colors of blooming flowers and lush greenery.
5. It was a perfect morning to sit outside and enjoy the peace and beauty of nature.

Arranged into a Paragraph:

The garden was alive with the vibrant colors of blooming flowers and lush greenery. A gentle breeze rustled through the trees, carrying with it the scent of fresh flowers. The rays of the morning sun filtered through the leaves, creating a beautiful pattern on the ground. Birds chirped merrily, welcoming the new day with their sweet melodies. It was a perfect morning to sit outside and enjoy the peace and beauty of nature.

2. Read the following sentences. Arrange and group them in order and into paragraphs. Write the completed paragraphs in the space provided.

- In those days, lunch was served at noon, but dinner was not eaten until late at night.
- In fact, they are two entirely different things.
- Afternoon tea began in the mid-1800s.
- A noblewoman, the Duchess of Bedford, found herself hungry during those long afternoon hours

and so she started having a tray of tea with bread and butter served to her in the mid-afternoon.

- Most people think that afternoon tea is synonymous with high tea.
- And although high tea sounds classy, it actually consisted of a full dinner for the common people.
- Soon, she began to invite other ladies to join her.
- High tea, on the other hand, was served around six in the evening.
- Tea was still served, but there would also be meats, fish or eggs, cheese, bread and butter, and cake.
- Without realizing it, the Duchess of Bedford was setting the trend of having afternoon tea for the upper-class women.

Answer:

Most people think that afternoon tea is synonymous with high tea. In fact, they are two entirely different things. Afternoon tea began in the mid-1800s when a noblewoman, the Duchess of Bedford, found herself hungry during those long afternoon hours. And so she started having a tray of tea with bread and butter served to her in the mid-afternoon. Soon, she began to invite other ladies to join her. Without realizing it, the Duchess of Bedford was setting the trend of having afternoon tea for the upper-class women. High tea, on the other hand, was served around six in the evening. And although high tea sounds classy, it actually consisted of a full dinner for the common people. Tea was still served, but there would also be meats, fish or eggs, cheese, bread and butter, and cake.

Paragraph Writing

Paragraph writing is a key skill for organising and expressing ideas clearly. A paragraph typically starts with a topic sentence that introduces the main idea, followed by supporting sentences that provide details or examples. It ends with a concluding sentence that wraps up the idea and connects it to the next paragraph. Good paragraphs are focused and coherent, meaning all the sentences work together to support the main point. Learning to write effective paragraphs helps in creating well-structured essays, reports, and other written materials. By understanding paragraph writing, you can communicate your thoughts more clearly and effectively.

Paragraph Writing Format

Structure of a Paragraph

Topic sentence • Supporting sentences • Concluding sentence

1. Topic Sentence: This initial sentence of a paragraph encapsulates its primary topic or focus. It informs the reader of the paragraph's subject matter. An effective topic phrase is explicit and precise, establishing the context for the subsequent material. For instance, while discussing the advantages of exercise, your topic phrase may be, "Consistent exercise enhances overall health in multiple significant ways."

2. Supporting Sentences: These sentences succeed the theme sentence and furnish information, instances, or elucidations that reinforce the principal notion. They elucidate, expand upon, and enhance the subject presented. In the context of the exercise example, supporting phrases could elucidate how exercise enhances the immune system, elevates energy levels, and aids in weight management.

3. Concluding statement: This is the terminal statement that encapsulates the paragraph and supports the principal concept. It frequently encapsulates the main ideas and facilitates a transition to the subsequent paragraph. For example, a concluding sentence for the exercise paragraph could be, "In conclusion, consistent exercise provides various advantages that promote a healthier and more active way of life."

Categories of Paragraph Composition

Expository Paragraph:

Objective: To articulate a detailed depiction of an individual, location, item, or occurrence.

Attributes: Employs vivid language and sensory specifics.

The garden was a vibrant and aromatic sanctuary, replete with blossoming roses and the delightful fragrance of jasmine.

Narrative paragraph:

Objective: To narrate a tale or occurrence.

Features: Comprises characters, a series of events, and a narrative structure.

Emma enjoyed a pleasant afternoon strolling in the park and observing a dog retrieving a ball for its owner.

Expository paragraph:

Objective: To elucidate or convey information regarding a subject.

Attributes: Delivers information and elucidations devoid of subjective viewpoints.

Photosynthesis is the mechanism by which plants utilize sunlight, carbon dioxide, and water to synthesize glucose and oxygen.

Compelling Paragraph:

Objective: To persuade the reader of a specific perspective.

Features: Articulates a thesis with corroborative evidence.

A plant-based diet is a more healthful and ecologically sustainable option, as it diminishes disease risk and carbon emissions.

Paragraph for Comparison and Contrast:

Objective: To elucidate the similarities and disparities among two or more entities.

Attributes: Systematically arranges information through comparison and contrast of traits. For instance, felines are self-sufficient and require minimal upkeep, whereas canines are more sociable and want greater attention.

Paragraph on Cause and Effect:

Objective: To elucidate the connections between causes and effects.

Attributes: Demonstrates the causal relationship between events.

Increasing greenhouse gas emissions are inducing global warming, resulting in the melting of ice caps and elevated sea levels.

Sample #1

Why Reading Books is Valuable

Reading books has many advantages beyond just providing amusement; it is an essential component of personal and intellectual development. Delving into a book takes us on a voyage that broadens our perspectives and enhances our lives in innumerable ways. To start with, reading is a great way to sharpen your brain and increase your intelligence. As we learn new words and see things from other angles, it forces us to think more analytically and critically. Reading about intricate stories and characters challenges our brains, which in turn improves our memory, ability to solve problems, and imagination. Reading also helps with developing emotional intelligence and empathy. We learn more about human nature and the nuances of interpersonal relationships when we put ourselves in the shoes of diverse individuals. Our ability to empathize with others allows us to form deeper connections, which in turn promotes understanding and compassion. Reading not only helps one mentally and emotionally, but it also gives one a welcome break from the pressures of everyday life. It takes us to other realms, where we can unwind, replenish our minds, and relax. Reading provides a much-needed escape from the stresses of contemporary life, whether one is indulging in a riveting mystery, a touching romance, or an intellectually stimulating non-fiction piece.

Sample # 2

Social Media's Effect on Dialogue

There are good and bad ways in which social media has altered human communication. It has, on the one hand, connected individuals from all over the world, notwithstanding their physical separation. Thanks to modern technology, we can instantaneously communicate with loved ones on other continents, share our stories, and join in on discussions happening all over the world. Individuals can now more easily bring attention to social concerns and rally communities through the use of social media platforms, which have also evolved into potent instruments for activism. Some worry that the quality of human communication has suffered as a result of social media's ubiquitous influence. Overwhelmed by data and unable to focus for long periods of time, people may feel pressured to constantly be online. Furthermore, while communicating via social media, it might be difficult to convey nuanced thoughts and feelings due to the informality and brevity of the format. Another factor that can contribute to a hostile atmosphere that hinders civil discourse is the widespread occurrence of cyberbullying and trolling on the internet. Finally, it's crucial to use these platforms with caution, even though social media has definitely changed the way we talk to one another. By weighing the pros and cons, we may use social media to our advantage to build relationships,

disseminate information, and effect positive change, all while reducing the negative effects on our health and communication abilities.

Sample # 3

The Benefits of Travelling and Exploring New Cultures

There are countless advantages to traveling and learning about different cultures. It encourages introspection, tests our assumptions, and opens our minds to new possibilities. The chance to fully immerse oneself in a new culture is a major perk of traveling. The world's complex tapestry can be better understood and appreciated when we immerse ourselves in the habits, traditions, and ways of life of different people. Experiencing other cultures can help us question our assumptions, dismantle prejudice, and develop more compassion and understanding. In addition, traveling can be a great way to learn about yourself. Taking risks and exploring new places can strengthen our resolve and self-assurance. We can hone our problem-solving and resourcefulness abilities by overcoming obstacles and adjusting to novel circumstances. Furthermore, traveling can open our minds to new possibilities and motivate us to follow our dreams. To sum up, traveling has many positive effects and is truly life-changing. We may enrich our understanding of the world, develop as individuals, and make memories that will last a lifetime if we venture out of our comfort zones and experience other cultures. No matter how big or little, travel has the ability to enhance our lives in innumerable ways.

The above topics are only for the understanding and reference purpose only.

Unit – 4.3 Composition – Letter Writing (Theory)

What is Letter Writing and Its Types?

Writing letters is no longer common due to the advancement of contemporary technology. However, it is still a pleasure for many individuals, and while sending letters on paper has become obsolete, emails have taken their place. Emails are simply letters sent over an electronic medium.

Emails must be crafted with great care because they are primarily used for formal communication. Official emails rarely have an informal tone, which is why knowing how to compose a letter is crucial.

Types of Letter Writing

There are various types of letters, depending on the tone and demand. They all follow a specific format. They are:

Formal letters

Semi-formal letters.

Informal letters.

Formal letters

Formal or business letters are created expressly for professional or official purposes. They must be exact, concise, and to the point. Because these messages are routed through official communication channels, they must follow strict formatting rules. The language used in formal letters is more professional than in informal ones. In addition to the conventional sections, the format contains "Receiver's Address," "Subject," and "Signature." Our section on Formal Letter Writing in English is a detailed tutorial to formal letter writing.

Semiformal Letters

These are letters that are less official in tone, but not entirely informal. For example, these are letters that are officially sent inside corporations but may be addressed to juniors or coworkers, resulting in a subtle tone of informality or friendliness.

Informal letters

Writing letters to friends and family is generally done in a conversational tone, making them feel spontaneous and personable. Informal letters, unlike formal letters, allow for the use of casual language, but the writing must still be cohesive and understandable. Even though these letters are informal, spelling, punctuation, and grammar must be used correctly.

An informal letter normally follows a simple format, which comprises the sender's address,

the date, a greeting, the substance of the letter, a closing statement, and a signature. Visit our [Informal Letter Format](#) page for step-by-step instructions on writing one.

Letter's contents

1. Writer's Address

In this part, the letter writer must include his or her complete address as well as the zip code. This address is vital in all types of letters since it allows the recipient to respond and understand where the letter came from. If the letter is lost in transit, you can use this address to return it. The sender's designation is only written in official letters.

2. Date

The space after the sender's address is followed by the date the letter was written/sent. This is to be included in all letters, regardless of their nature. To record the date in the letter, one can use any of the two formats listed below.

Date, month, and year: November 20, 2024.

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3. The recipient's name and address

The receiver's address corresponds to the person to whom the letter is addressed. It is placed after the date of informal letters. Personal letters are written to acquaintances, and the addresses of the recipients are only mentioned on the envelope that contains the letter. This needs to be mentioned in all letters.

4. Subject.

A subject expresses the goal of writing in a few words. It helps the receiver understand the purpose of your communication. It begins with the term subject and is written immediately after the receiver's address. The subject should be very clear and specific, no more than ten words.

For example, if you wish to send a letter to complain about the delay in consignment delivery:

Subject: Complaint regarding delayed consignment delivery.

The subject is generally included in formal and semi-formal letters because it may be in response to the previous letter or to someone the sender knows.

5. Salutation.

A salutation is a formal or casual greeting addressed to the receiver of a letter. It changes based on the relationship between the sender and the recipient of the letter. It normally begins with the word 'Dear', followed by the title (Ms/Mrs/Mr/Dr) and the receiver's first name (if known).

Examples for relatives and friends: Dear (casual or semi-formal).

For formal acquaintances: Sir/Madam (semi-formal or formal)

For someone of higher post- Respected Ma'am/Sir (only formal)

6. Body of the letter.

The body is the most significant part of the letter. It is significant because it contains the crux of the issue. It basically contains the message that the sender wishes to communicate. While the body of a personal letter can be extensive and thorough, encompassing all of the thoughts, news, and information on a personal level, it is best to use exact language so that the reader receives clear information.

A formal letter's body can be divided into three parts: an opening paragraph presenting the main argument and a middle paragraph emphasizing the importance/need for writing a letter. The concluding paragraph restates the letter's objective and requests some action. Formal and semi-formal letters tend to have smaller body than informal letters.

The paragraphs in the body must be deliberate, depending on the style chosen. The final line must include a thank you to the recipient for taking the time to read the letter and, if necessary, taking appropriate action.

Tip: Leave a line between the salutation and the introductory paragraph, as well as between the conclusion and the close. Margins should be left on all four sides of the letter. It lends an appealing aspect to the letter.

7. Closing salutation

If the letter is official, it must begin with a greeting followed by the sender's full name, or only their first name if it is casual.

For example-

Thanks and Regards- Formal

Respectfully—formal and informal.

Yours Sincerely—Formal

Yours Lovingly, Informal

1. Personal / Informal Letter

Q. You have received an information that a friend of yours is in hospital after meeting with an accident. Write a letter to him expressing your concern. – Conveying Sympathy or Concern

Ans.

Date: 15/11/2024

To
Ashish Shah
B/102, Platinum Heights Apts;
Athwalines, Surat
Gujarat 395001

From
Amar Kumar
A/202, Aadarsh Society
Ring Road, Surat
Gujarat – 395002

Dear Ashish,

I was shocked and saddened to hear today morning that you met with an accident while returning from the college yesterday and that you rushed to the hospital. Please know that my thoughts are with you during this difficult time. I distressed and worried to hear the news. I didn't get much of the details but I hope that you will get well soon.

I am sure that the doctors will do all that they can do. I hope you're receiving the best possible care and that your recovery is progressing smoothly. Please don't hesitate to reach out if you need anything at all. I shall visit you tomorrow.

With all good wishes for your speedy recovery.

Regards

Amar Kumar

2. Professional / Business Letters

Q. Write a letter to a bookseller for ordering the books for your school library. – Order Letter

Date: 15/11/2024

To
The Manager
R.K.S Booksellers
C,101, Trade Centre
Surat – 395001

From
Mr. Ashok Shah
The Librarian
Aadarsh School
Ring Road
Surat 395001

Subject: Order Letter

Dear Sir,

I am writing to place an order for the following books. Please let me know if these titles are currently available and the estimated delivery time.

Title: Pride and Prejudice
Author: Jane Austen
Publisher: Penguin Classic
Quantity: 10

Title: The Adventures of Tom Sawyer
Author: Mark Twain
Publisher: Harper Collins
Quantity: 15

Title: Harry Potter and the Sorcerer's Stone
Author: J.K. Rowling
Publisher: Bloomsbury
Quantity: 20

Please let me know the total cost, including shipping charges, and the estimated delivery time. I prefer to pay through online bank transfer. Please let me know your preferred payment method. Please send books to the above mentioned address.

I look forward to receiving the books soon. Thank you for your prompt attention to this order.

Sincerely

Mr. Ashok Shah
Librarian

Aadarsh School

Q. Write a letter to the editor of a newspaper on the reckless driving you have witnessed on the roads of your town or city. – Letter of Complaint

Date: 15/11/2024

To
The Editor,
Indian Express
Vijayawada -520004

From
Mr. T.N. Rao
56, Tilak Road
Indiranagar
Vijayawada -520004

Dear Sir

I wish to draw, through the columns of your esteemed paper, the immediate attention of the police authorities to the several instances of reckless driving I have been witnessing in recent times on the roads of Nellore. The principal offenders are the lorry drivers and the auto-rickshaw drivers. Only yesterday, I was a witness to a serious accident in which a lorry hit a cart while overtaking it. The cart was badly damaged; the cartman luckily escaped serious injuries. It was a case of sheer recklessness on the part of the driver.

The auto-rickshaws usually exceed all speed limits and are a real hazard to pedestrians and other users of the road. Will the police and the traffic authorities take immediate steps to see that the rules of the road are obeyed by all users, so that accidents are avoided? I hope that the authorities concerned will take immediate and stringent action against the erring drivers and ensure that the roads of Nellore are safe for all. I urge the police and traffic authorities to conduct regular checks and impose heavy penalties on those who violate traffic rules. Only then can we hope to reduce the number of accidents and ensure the safety of all road users.

Yours truly

T.N. Rao

Complaint Letter

Date: 05/11/2024

To
The Manager
R.K.S Booksellers
C,101, Trade Centre
Surat – 395001

From
Mr. Ashok Shah
The Librarian
Aadarsh School
Ring Road
Surat 395001

Subject: Complaint Regarding Damaged Books

Dear Sir/Madam,

I am writing to express my extreme disappointment regarding a recent order of books placed with your bookstore. On 03/11/2024, we received a consignment of books, order number 5124890 , which unfortunately arrived in a damaged condition.

Several books in the shipment had torn covers, missing pages, and water damage. This is unacceptable, especially considering the high cost of the books. We rely on your bookstore to provide quality products, and this incident has caused significant inconvenience to our school library.

I request you to take immediate action to rectify this issue. We expect a replacement for the damaged books at the earliest. We also hope that you will take necessary steps to ensure that such incidents do not occur in the future.

I look forward to a prompt resolution to this matter.

Thank you for your immediate attention to this complaint.

Sincerely

Mr. Ashok Shah
The Librarian
Aadarsh School

Appreciation Letter

To
Ashish Shah
B/102, Platinum Heights Apts;
Athwalines, Surat
Gujarat 395001

From
Amar Kumar
A/202, Aadarsh Society
Ring Road, Surat
Gujarat – 395002

Dear Ashish,

I was so thrilled to hear the news of your selection for the National Level Conference on the Global Environment! This is an incredible achievement and a testament to your hard work, dedication, and passion for environmental issues.

I'm incredibly proud of you. Your insightful research and innovative ideas will undoubtedly make a significant contribution to the conference. I have no doubt that you will represent us all with great distinction.

I wish you all the best for the conference. May you have a wonderful time and return with unforgettable memories.

Congratulations once again!

Best wishes

Amar Kumar

Notice Writing

GREEN INFORTECH

Notice No. GreenInfoTech/ 221

Date: 15 January 2025

NOTICE

Dear Team,

Please be informed that there will be a change in the office working hours, effective 25/1/2025

New Working Hours:

- **10:30 a.m. to 5:30 p.m**

Punctuality Policy: To maintain a productive and efficient work environment, we kindly request all employees to adhere to the new working hours strictly.

Late Policy:

- **First 2 Lates:** A verbal warning will be issued.
- **Third Late and Subsequent Lates:** A penalty of **Rs. 200/-** will be imposed.

Please ensure you arrive on time and follow the new working hours diligently.

Thank you for your cooperation.

Mr. T.N. Rao
Manager
GreenInfoTech

KV VIDHYALAYA

Notice No. KVV/ 201

Date:15 November,2024

NOTICE

This is to inform the students that the school is organizing a science exhibition for the students of IX-XII. It will be held from 11th December 2024 to 13th December 2024. The students are invited to submit their models/projects by 7th December 2024. The best project will be awarded. Each participant will receive a participation certificate. The students are also required to volunteer for the programme. For any further query, contact the undersigned.

(Signature)

T.N. Rao
Principal
K.V. Vidhyalaya

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The above given notes, Notices, Letters, Paragraphs and other material are only for the reference purpose.