

MODULE 2

NATURE AND STYLE OF SENSIBLE WRITING

1. ORGANIZING PRINCIPLES OF PARAGRAPH IN DOCUMENTS:

1. Paragraphs and Essays:

A **paragraph** is a group of sentences that have one main idea. This means that each paragraph has a topic (what you are writing about) and a focus (what you want to say about that topic). In a good paragraph, all of the sentences will be connected to the topic and focus.

An **essay** is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements.

2. A) Introductory and Conclusive sentences:

Topic sentences are an important part of writing a **paragraph**. The first sentence introduces the central idea of the passage. Also known as the **introducer**. The second to the ninth sentence of the paragraph is called as the **developers**. The last sentence winds up the discussion, and hence is the **terminator**.

Example: Topic Sentence: Teen pregnancy may be prevented by improved education.

The topic is "teen pregnancy may be prevented" and the controlling idea is "improved education."

B) Introductory, Body and Conclusive paragraphs:

Introduction: This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Generally, it is not very long, about 4-6 lines. There are plenty of scopes to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. In order to do so, you can start with a quote or a proverb. Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

Body: This is the main crux of your essays. The body is the meat of your essay sandwiched between the introduction and the conclusion. The most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content. Usually, we have a lot of information to provide in the body and the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So, it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend.

Conclusion: This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place, to sum up, a story or an argument. You can round up your essay by providing some

moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads.

3. Types of Essay/Paragraph:

- Narrative: Is mostly said in the first person's point of view.
- Descriptive: Describing a series of events.
- Persuasive: Convince the reader about something.
- Argumentative: Essays that argue for a point.
- Admissions/Scholarship: The kind of essays required when you apply for the master abroad.
- Expository: This type of essay deals with stating only facts. Usually is a large volume essay.

4. How to construct your Essay/ Paragraph:

Well, essays and paragraph have analogous structures of writing. The only difference is the elemental object in essays is a paragraph and, in a paragraph, the elemental object is the sentences.

Need to remember 4 points for building up both essay and paragraph:

- **Unity:** Each paragraph should have only one main idea.
- **Coherence:** Coherence refers to a certain characteristic or aspect of writing. Literally, the word means "to stick together." Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express.
- **Order:** Your essay/paragraph should follow a logical order. The way you write reflects on your thought process. Also, it helps the reader understand what you are trying to convey.
- **Completeness:** Your essay/paragraph should be summarized about the topic, you are writing about. Think about it as a final bow to your present.

EXERCISE 1:

From the below list of topics, draw a tree map for its content in a paragraph without giving away too much detail.

- i. Your branch
- ii. Your City
- iii. Demonetization

EXERCISE 2:

Put these sentences in the correct order for the conclusion to an essay with this title:
"Compare two methods of teaching prepositions and explain which one is more successful"

- 1) The spatial relationship, however, may differ from one language to another, and so this method is not completely effective.
- 2) By studying spatial relationships, students appear to remember prepositions more accurately than they do use the traditional memorization method.
- 3) Nevertheless, the cognitive linguistic approach appears to be useful for many students and it is recommended that researchers study this approach further to see whether it is applicable for students with different language backgrounds and at different levels of language study.
- 4) This essay has argued that a cognitive linguistics perspective is more effective than simple memorization in helping students to remember noun and preposition combinations.

2. WRITING INTRODUCTION AND CONCLUSION:

Introductory and concluding paragraphs can often be the most thought-provoking elements of a paper/essay, but they can also be the most challenging to compose. There is no right or wrong way to begin or end a paper/essay just as there are no right or wrong ways to start conversations, but certain ways of thinking about introductions and conclusions can be helpful.

The introduction and conclusion of a paper/essay can be understood as a type of transition. At the beginning, the introduction serves as a transition by moving the reader from the world outside of your paper/essay to the world within. At the end of the paper/essay, the conclusion works in the opposite direction by moving readers from the world of your paper/essay back to their own world.

The importance of introduction and conclusion

Introduction and the conclusion are two of the three main parts of a document. Without an introduction and a conclusion, a document is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.

The Introduction

What is an introduction?

- The first paragraph of an essay is called the introduction.
 - Usually five to ten sentences.
 - Catches the reader's interest.
 - Gives the general topic of the essay.
 - Gives background information about the topic.
 - States the main point (the thesis statement) of the essay.

The introduction is often organized by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement.

How to write a strong introduction?

- A strong introduction:
 - Introduces the topic clearly.
 - Gives several sentences of information about the topic.
 - States the thesis (the main idea) of the essay.
- Any of the following will make an introduction weak:
 - It doesn't give enough information about the topic/gives too much information about it.
 - It talks about too many different topics.
 - It does not state a clear thesis.

How to make an introduction interesting?

- To make an introductory paragraph interesting for the reader, you can include:
 - Interesting facts or statistics
 - A personal story or example
 - An interesting quotation

The Conclusion

The importance of a conclusion

The conclusion is the final paragraph of the essay.

- A good concluding paragraph:
 - Summarizes the main points of the essay.

- Restates the thesis (using different words).
- Makes a final comment about the essay's main idea.
- May emphasize an action that you would like the reader to take.

Don't introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

EXERCISE 3:

Read and discuss the following introductions. Mark the strong introductions with a tick and the weak introductions with a cross. What could the writers do to make the weak introductions strong?

A - Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.

B - The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that is a concern for both businesses and consumers.

C - Stargazing—looking at the stars—is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.

D - The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftains but later declined during the British colonization of Ireland. However, during the Great Famine of the 1640s, thousands of Irish people immigrated to North America in search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became known to a wider audience in the 1970s, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music, and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

E – Adjusting to another culture’s food can be a challenge for many travelers. The geography of a country can greatly affect the typical foods that are eaten by its people.

EXERCISE 4:

Choose the best concluding paragraph:

Before I travelled to the UK last year, I thought that British food was just fish and chips, roast beef, apple pie, rice pudding and endless cups of tea. These foods are popular in Britain, but during my travels, I discovered that there is so much more to eat in the UK. People from all over the world have made their home in Britain, and they have brought with them their own food. Even in small towns, you can find Chinese, Indian and Italian restaurants, amongst others. The UK can be divided into different regions that each has its own characteristic foods influenced by the culture of the people who live there.

A – The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

B – Clearly, it is difficult to say that there is one type of British food. Every part of the country has its own special dishes based on the produce and tastes of that region. From the Ancient Britons and the Roman, Saxon, and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.

C – People who have come from other countries to live in the UK have brought their own traditions and customs with them and added them to British culture. It is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practice their religion, such as mosques, temples, and churches. By continuing to follow some of their customs and beliefs, immigrants can stay in touch with their past while also living a new life in a new country.

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3. IMPORTANCE OF PROPER PUNCTUATION:

Good punctuation can make a document. Likewise, poor punctuation can completely lose everything you are trying to say. It is important in any type of writing, especially business writing, to use proper punctuation in order to produce effective communication. Without using correct punctuation, the entire meaning of what you are trying to say can be unclear.

For example, writing without proper punctuation may look like this:

Please send the forms we need today because we are moving on to new purchases and will be phasing out the old ones therefore we need to use up those as quickly as possible.

In the above example, not using proper punctuation created a run-on sentence that is hard to follow and looks unprofessional.

Properly punctuated, that sentence would look like this:

Please send the forms we need today because we are moving on to new purchases and will be phasing out the old ones; therefore, we need to use up the old forms as quickly as possible.

What is punctuation?

When you look at your document, it is essentially everything that is not a letter. It includes the commas, dashes, apostrophes, colons, semicolons, question marks, and hyphens, among other things. If we just had a document filled with letters that make up words and did not have these other symbols in there, it would be a very confusing document to read. When people first started writing way back in historical times, they did not use all the punctuation that we use today.

1. Commas:

As you have already learned, it is better to keep comma use to a minimum. A long sentence with many commas can be confusing. Using commas correctly, the text becomes easier to read and comprehend. Commas are one area that people often have trouble with because they tend to use too many or too few and have a hard time deciphering how many are just the right amount. Once you get used to where commas are often used, it will become easier to avoid incorrect usage. Here are a few ways that commas are used:

A. **After introductory clauses:** These are sentence openers to the main idea, often beginning with the words “**although**,” “**before**,” “**since**,” “**though**,” “**until**,” etc.

Example: Until the kids clean their room, there will be no dessert for anyone.

B. **After introductory words:** Some transition words, including “**however**,” “**Furthermore**,” and “**meanwhile**,” are followed by a comma.

Example: However, she simply won’t take the garbage out anymore.

C. **After distinct pauses:** If you read a sentence to yourself and you feel there should be a pause, it is most likely a good place for a comma.

D. **Following each item in a series, except for the last one:** She went to the store to get tacks, pins, paper, calculators, and shoes.

E. **To set off a clause in the middle of a sentence:** She wore a red dress, despite her feelings against it, to the ball last Friday night.

F. **When writing geographical names, dates place, etc.**

Example: She lives at 235 West Palm Ave., Deland, Fla.

Her birthday is on January 23, 1981.

2. Apostrophe:

- The apostrophe may be a small mark, but it can make a big impact. You should always use one to show noun, possession, letter omission, and lowercase letter plurality.
- **Examples showing possession include:**
 - *James's car*
 - *Mother-in-law's living quarters*
 - *Lisa and Linda's project*
 - *The kid's movies*
- **Examples showing letter omission include:**
 - *He'll*
 - *Shouldn't*
 - *Won't*
 - *Don't*
 - *I'm*
- **Example showing lowercase plurality:**
 - *She was always told to mind her P's and Q's.*

3. Hyphens:

Hyphens are used to bring words together and make the compound. There are several specific conditions when they are used, including to join together two or more words that are serving as one adjective right before a noun, with compound numbers, to avoid confusion, and with some prefixes.

- **Some examples of joining words together before a noun include:**
 - *She is a well-known seamstress.*
 - *He loves chocolate-covered raisins.*
 - *They drove to the destination at break-neck speed.*
- **Example using a hyphen with compound numbers include:**
 - *Sixty-three*
 - *Forty-four*
- **Example to avoid confusion:**
 - *She will re-sign the document before leaving.*

Without the hyphen, there would be a word that could be confused with "**resign**," which has a different meaning.
- **Examples of using hyphens with prefixes:**
 - *Ex-wife*
 - *All-inclusive*
 - *T-shirt*

4. Capitalization:

This is an area that most people are familiar with because they do it so often. However, there can sometimes be confusion about what should be capitalized and what should not. Items that should always be capitalized include:

- The first word that starts every sentence;
- The pronoun "I"
- All proper nouns, such as Taj Mahal, Miami, Indian Institute of Science, etc.
- Proper names of all people and places;
- The first word of a direct quote;

- All major words when writing out the title of a song, book article.
- Business titles: Is the title capitalized when it comes before the name, or is it? This is an area that often confuses people. Please note, titles should not be capitalized if they follow the person's name.

Example:

- a) "He left the house early," said John Dean, associate director.
 - b) "He left the house early," said Associate Director John Dean.
 - c) We invited Louis Sanches, the mayor of Den brook.
 - d) We invited Den brook Mayor Louis Sanches.
- "**President**" should only be capitalized if you are specifically referring to a *president of the country* or if you are writing about the president of the country and the title precedes his or her name.
 - Names of directions when used as parts of the country but **not** in giving directions.

Example:

- a) They thought the Southwest was the most beautiful area of the county.
 - b) Just turn north on that road and you will be fine.
- All days of the week and formal holidays.

5. **Colon and Semicolon:**

Colons are usually considered quite easy to use. Most people can grasp the colon because the usage rules are pretty straightforward and this punctuation mark is not used that often. A colon usually introduces something. It might introduce a word, thought or phrase; but its job is usually to introduce something to the reader.

Example:

- *Lisa wanted to talk about one thing: baking cookies.*
- *Lesley daydreamed all day about the same topic: massages and spas.*
- *Marco claims to have only three friends in the world: the cat, the dog, and the remote control.*

The semicolon is used to connect two sentences together. Using a semicolon can help you avoid a comma splice.

Example: *She wanted to bake the chocolate cookies; chocolate is her favorite flavor.*

6. **Dash:**

The dash is not used that often, but there are times when it can be an effective punctuation mark. Dashes are used to group words together in the middle or near the end of a sentence. They often are used where commas would be used to offset information or make it stand out, but the dash is chosen instead because you desire to place more emphasis on the information between dashes.

Example:

- *Laura Langly – the most trusted person in the office – is going to be getting a promotion.*
- *Usually, we can see the economic reports, so we know what direction the company is going in – but today we can't.*

7. Other punctuation areas:

- **Exclamation Point:** This mark should be used when you really want to express something that is very exciting, a yell, or strong feelings.
- **Brackets:** There are four different kinds of brackets that one can choose from, including the parentheses (), square ones [], curly or brace ones { }, and angles or chevrons < >. They are used in business writing to add supplemental information.
Example: *She is going to go downtown (she hasn't left yet) but needs directions.*
- **Period:** The period should be used at the end of every sentence if you are not using another punctuation mark, such as a question mark. It also is used in abbreviations, especially in those for titles, such as Dr. Linton. It is common to use periods when writing out acronyms and initials.

EXERCISE 5:

Punctuate the following using suitable punctuation marks and capital letters wherever required:

1. have you finished your meal
2. alas he is no more
3. thats what said he
4. whats wrong with you asked he
5. i am not sure which way to decide
6. what a superb shot
7. oh i have forgotten the keys
8. you can always win said he but you need to work hard for it
9. shelley says we pine for what is not there
10. they asked me whether i knew the answer

EXERCISE 6:

Punctuate the following passage using appropriate punctuation marks and capital letters wherever required:

running a massive enterprise is a tricky business being a woman and being at the helm of such an empire makes the situation all the more difficult to handle says apoorva tandon the ceo of silkways designers new delhi and a premier fashion designer making men believe in womans caliber is the toughest thing in the world they can make errors and still can sound error free whereas even if an effective woman errs just once she becomes fallen for ever says ms tandon one of the most talked about fashion designer of the last two decades in the country

4. ART OF CONDENSATION (PRECISE WRITING)

Just as it is difficult to be simple, it is difficult to be precise in what we speak and write. In fact, it is difficult to elaborate for those who struggle with language in the sense of not having enough words, expressions, and ideas. But for those who have a good number of words at their disposal and have no dearth of expressions and ideas, it is difficult to be precise and brief. Therefore, at times, you see some of the people around you complaining that *it was not possible for them to deliver a two-minute speech though they could fairly well deliver a ten-minute talk!* However, in professional situations, one must be in a position to express oneself not just elaborately but also briefly.

Before we understand how to condense, we need to get acquainted with the major forms of condensation that are frequently used in our academic and professional life. Given below are the major forms of condensation demanded from and composed by a professional:

- 1. Précis**
- 2. Summary**
- 3. Abstract**
- 4. Synopsis**
- 5. Paraphrasing**

1. Précis

Among all the major forms of condensation, the précis is most commonly required to be read and written, both by a student and a professional. It is a short and concise account of some text which gives all its important points but none of its details. Since the purpose of a précis is to briefly restate the idea expressed in the original write-up, it does not include any superfluous or illustrative material which may be a part of the original. A précis follows and maintains the view of the author.

2. Summary

A summary is often written and included in the reports prepared by professionals. Summaries are also written to briefly present the main findings of study, a journalistic article, or a geographical survey. Whatever may be the purpose, a summary is quite useful as it presents the entire matter in a nutshell. While writing a summary, the author does not add, develop, or delete any idea. A summary is often shorn of examples and illustrations, and emphasizes the main arguments and conclusions of the original. More often than not, it follows the sequence of the idea as expressed in the original and detailed work.

3. Abstract

Shorter than a summary, an abstract is written to highlight the purpose, scope, and significance of a work. It is often preferred to a summary in technical and specialized forms of communication. Therefore, you often come across an abstract published along with a research article in journals and magazines.

4. Synopsis

A synopsis is a condensed and shortened version of an article, research paper, the chapter of a book, a report, or a book itself. It highlights in brief all the essential features of the original document. Normally, a synopsis is required to be submitted to universities when research proposals, dissertations, and thesis are proposed to be written by researchers. In a synopsis, the researcher is required to highlight the purpose, scope and significance of the research. It

also includes a reference to the methods adopted for data collection and the research gap that determines the objective of the research.

5. Paraphrasing

Although paraphrasing is not necessarily a condensed form of the original document, it is often believed to be one. Therefore, it is advisable to understand the nature and purpose of a paraphrased text. The purpose of a paraphrase is to reproduce the author's ideas in your own words. So, you may employ as many words as the author has chosen to express himself/herself. Paraphrasing of write-ups is done in order to convey to the reader in simpler terms an idea which, otherwise, appears to be too ambiguous, arcane, philosophical, or poetic to follow. Many a time, you come across a paraphrased text of a classic. It is meant to bring the texts written in different times and languages to readers who can only follow a simpler and familiar version of it.

Despite the differences all such forms of writing, hence, require the original message to be expressed more precisely, briefly, and succinctly. Let's therefore learn the important tips for condensation.

Art of Condensation – Some Working Principles

1. Be brief and precise

Writing a précis is like reproducing the soul of the matter. Therefore, it needs to be concise, precise, and focused. Normally, the length of the original passage is reduced to a one-third in its précis version.

2. Be complete

While reproducing an idea, we cannot leave out any of its vital aspects. Therefore, before we launch ourselves into writing a précis, we must carefully read the passage, notice all the important points, and incorporate all of them in our précis. A précis should be in fact, be as complete and comprehensive as the original one, albeit it should be expressed in a less number of words.

3. Be choosy

Although it is not possible for us to leave out any important idea from the original, it is required that we carefully choose only the material that is an indispensable part of the whole agreement. In order to achieve a good précis of the original, we need to discard all the extraneous and superfluous material present in the form of examples, illustrations, instances, quotations, citations, anecdotes, parables, and any other such material that is included in the original to substantiate the basic idea.

4. Be original

A good précis is both creative and original. Of course, while writing a précis, you are not expected to distort or modify the author's view. You are also not expected to add any idea of your own or leave out some important idea of the author. But at the same time, you are required to express the author's views in your own words. Therefore, try to use your own expressions while rewriting what the author has expressed in the original.

5. Be coherent

Normally, while writing a précis, we follow the order the author has chosen to arrange his/her ideas. However, since a précis is not a pale imitation of the original, a good précis always has a coherent structure of its own. In any case, it should not look as though some unrelated and disjointed sentences have been yoked together. Remember, the purpose of a précis is to help the reader gather the whole idea in a compact, complete, and coherent

way. An incoherent or incomplete imitation of the original would, therefore, be of little worth to the reader.

6. Be clear

Just like completeness and coherence, clarity too is an important attribute of a well-written précis. At times however, while writing a précis, it is lost as we tend to overemphasize the need to compress the ideas expressed in the original. Since the précis has to serve as a substitute for the original, we cannot afford any type of vagueness to punctuate the reader's comprehension of our précis.

Seven-Step Ladder to Writing an Effective Précis

Having learnt some essential features and principles that characterize a good précis, let us focus on the process of writing a précis. Writing a précis has some steps and stages. Follow a seven-step ladder, as discussed below, to be able to produce an effective précis.

1. Read and comprehend

Read the original piece of writing as many times as you require, ensuring that you have understood what the author has expressed in his/her words.

2. Prepare a skeleton of the main ideas

Having read and understood a passage, identify all main and subordinate ideas and jot them down one by one. This gives you a clear view of all the ideas that are to be incorporated while writing the précis.

3. Assimilate the essentials

Writing a good précis is to be recapture the soul of what the author has said in your own words. For this, you need to not only understand the original passage and jot down its main points, but also assimilate the whole thought embedded in it. To achieve this, you need to focus on each of the points noted down by you and rephrase them in your words. This will help you reshape the overall idea of the original passage in your words without distorting or losing its sense.

4. Think of a title

Once you have understood the passage, focus on the central idea and think of a suitable title based on it. Thinking of a title and assigning it to passage is essential as it keeps your thoughts focused on the core of the issue.

5. Prepare the first draft

While preparing the first draft, remember to neither delete any important idea nor add anything of your own. Focus on the ideas observed and assimilated thus far and try to capture the spirit of the original in as few words as possible.

6. Review and compare

Having written it once, read your version with a view to observing whether it matches the original. While doing so, ask yourself questions such as - Does my précis capture the essence of the original passage? Does my précis include all the important ideas expressed in the original? Has any idea been unnecessarily added, repeated, or deleted? Does it follow a coherent structure? Does it have clarity and compactness of expression? Does it use linkers and punctuation marks correctly?

At this stage, you can also count the number of words used in your précis. Compare the length of your passage to that of the original. See if you can manage to do away with some more words or add a few more, depending upon whether it sounds redundant or obscure.

7. **Edit and revise**

Having reviewed your first effort critically, you can now revise your draft and shape it as the final version of your précis. At this final step of précis writing, incorporate all the alterations, modifications, and changes you thought of while reviewing your first draft.

EXERCISE 7:

Write the Précis for the given passage along with a suitable title.

India's trade deficit with China increased to \$52.69 billion in 2015-16 from \$48.48 billion in the previous financial year, Parliament was informed on Monday.

"During the April-September period of 2016-17, the deficit is at \$25.22 billion," Commerce and Industry Minister Nirmala Sitharaman said in a written reply to the Lok Sabha.

"Increasing trade deficit with China can be attributed primarily to the fact that Chinese exports to India rely strongly on manufactured items to meet the demand of fast expanding sectors like telecom and power," she said.

India is negotiating the Regional Comprehensive Economic Partnership (RCEP) trade agreement keeping in view "its offensive export interests" as well as sensitivities with respect to all participating countries including China, she said. She added that efforts are being made to increase overall exports by diversifying the trade basket with emphasis on manufactured goods, services, resolution of market access issues and other non-tariff barriers.

EXERCISE 8:

Write the Précis for the given passage along with a suitable title.

India has witnessed great expansion of educational opportunities since the attainment of independence.

However, the disabled children have not yet benefited in any substantial manner from the growth in educational facilities. Education of handicapped children is not considered important as it is believed that such children ultimately become more dependent and non productive. It is therefore believed that scarce national resources should not be wasted on them.

Further, it has been our misconceived notion that the education of handicapped children requires highly specialized people and as such, it must essentially be very costly. Maybe, precisely for these wrong notions, we have not been able to involve clinical and educational specialization programmes of training and education exclusively meant for handicapped children.

It is encouraging to note that the new National Policy on Education has recommended the placement of such children in regular schools so as to provide them with integrated education along with normal students. The integrated education will take care of the different needs of various categories and types of disabled children. The objective is to place the disabled children in ordinary schools for imparting education with the help of special teachers, aids and other resources. For fulfilling this objective an array of the necessary infrastructure by way of training of teachers, provision of equipment and books, etc. are some of the basic pre-requisites. Hopefully, the parents and their handicapped children will be greatly relieved when the latter are transferred to regular schools.

5. TECHNIQUES IN ESSAY WRITING:

General technique:

Essays need to have a beginning, middle and an end. The introduction should outline the problem, explain why it's important, and briefly outline the main arguments. **Don't start with a dictionary definition** – this is clichéd and boring. It should sum up the main arguments in the middle and finish with a conclusion that finally answers the essay question.

Good essay writing technique means having a well-ordered essay. Make sure you plan your essay. Make a bullet point list, table, or spider diagram with the main components of your answer and clearly order them. Poor structure is one of the main reasons students get marked down in essays. Order your thoughts logically and stick to your essay plan. You may want to use subtitles to help you organize your essay.

The main thing that the examiners are looking for is to see that you've understood the question. Demonstrate your keen conceptual awareness and understanding of the key issues. Do not be vague. Be specific and illustrate your work with appropriately referenced examples. Use figures or pictures or maps to illustrate your point. Demonstrate that you've done the wider reading.

Make sure you answer the question. If it's a '**compare and contrast**' kind of question, you'll need to demonstrate both sides of the argument. If it's a '**define and explain**' kind of question, you'll need to show that you have a deep understanding of the topic. If it has two parts, divide your essay into two parts to answer the question. Read widely around the topic before you even start and you're halfway there.

In the conclusion,

- You need to sum up your arguments.
- Do not introduce anything new at this stage.
- Highlight the most important points and provide a final conclusion.

Remember to proofread your work! Critically read it through with a pen. Have you repeated yourself? Be your worst critic and CUT savagely. Keep your writing clear and simple.

Correct spelling and grammar is a must.

Some general language tips:

- Paragraphs should follow a 'theme'. They generally consist of more than one sentence.
- Avoid using the same word too frequently or twice in quick succession.
- Do not use clichés, metaphors or similes.
- Do not use abbreviations. Stick to formal English.
- Try to avoid using the first person. ("I").
- Try to use active voice rather than the passive voice where possible – it makes for more direct and interesting reading.

EXERCISE 9:

Write an essay in about 300 words on each of the following topics:

1. Generation Gap
2. Are we losing our culture?
3. Sense of humor

6. COMMON ERRORS DUE TO INDIANISM IN ENGLISH

There are many common English errors that are quite unique to Indians. Since English is a second language in India, many tend to maintain a casual approach towards using grammar and vocabulary in their everyday writing and speech. Moreover, many people learn English usages from their peers without actually verifying the accuracy, a behavior that leads to easy acceptance of quite a few wrong usages in their everyday speech and writing. As a result, you hear usages that are unacceptable in ‘Standard English’.

Some of the common errors due to Indianism in English:

1. Cope up vs. Cope with

Using prepositions with verbs loosely is one of the common mistakes Indians make.

This tendency to use “**up**” indiscriminately with common verbs may have been influenced by common phrasal verbs such as break up, take up, wrap up.

Incorrect: You should learn how to cope up.

Correct: You should learn how to cope.

The verb ‘cope’ usually collocates with the ‘with’ proposition.

Example: “He should learn how to **cope with** the pressure.”

2. Many a times vs. Many a time

“**Many a time**” is a fixed expression which is considered archaic these days. However, it is used by authors and publishers in literature.

“**Many a time**” essentially means “**Many times**”.

Speaking of rules of this archaic usage, any noun in front of “**Many a**” will take a singular form. Also, it’s usually used at the beginning of the sentence.

Example: “**Many a** soldier has fought the war.”

3. Anyways vs Anyway

Because of the rampant use of the word “anyways”, many tend to believe this is just another alternative of “anyway” (adverb). However, this is a wrong assumption.

Anyways is a non-standard colloquial variation of the word “**anyway**” which carries the following meanings.

Example:

- I don’t know if it was lost or stolen; **anyway**, it’s gone. (In any case)
- It was raining but they played the game **anyway**. (Regardless)
- **Anyway**, Rihaan, I must dash. (Used to change the course of a topic)

Anyways is universally regarded as being incorrect and unfit for print or publication. Therefore, you shouldn’t use it in formal writing or speech.

NB: You may have also come across the use of “**Anyway**” which is essentially a combination of two words – Any and Way.

Example: “Will you be able to help her in **any way** possible?”

Here the word “**any**” (adjective) defines “**way**”. It’s not a variation of the word “**Anyway**”.

4. Revert Back vs Revert

The problem lies in using “**revert**” in places where it doesn’t belong and then making it worse by adding “**back**” to it. Going by its definition in dictionaries, “**Revert**” essentially means restoring something/someone to its previous/original state.

Example: After leaving rehab, he **reverted to his old drinking habits**.

Moreover, “**Revert**” is an **intransitive** verb, meaning it doesn’t require a direct object to complete its meaning.

Since “**Revert**” means “**Going Back**” to a previous state/condition, you don’t need to add “back” while using the word “Revert”.

Avoid Saying

- I fear Rihaan will **revert back** to his smoking habits.
- I suspect the computer program has **reverted back** to its previous build.

While writing emails, many people tend to use “revert” or “revert back” when they mean to say “reply”. Many linguists believe this is wrong even as some online dictionaries have accepted this as an entry in an email context.

5. Discuss About

You don’t ‘discuss about’ something, you just ‘discuss’ things. The word discuss already means to ‘talk about’. Hence, there is absolutely no need to insert that extra ‘about’ there.

6. Give an exam vs Take an exam

When someone presents you with a question paper, you take it, hence you take an exam, you don’t give it.

7. “Isn’t it? A universal question tag”

Question Tags follow a specific grammar pattern. They usually depend on the verb or auxiliary verb in the sentence.

Note: Question tags can be different based on the nature of the questions asked and intention behind the questions. However, many Indians tend to use “isn’t it?” no matter what the questions are.

Examples:

Incorrect: He really likes you, isn’t it?

Correct: He really likes you, doesn’t he?

Incorrect: You’ve paid the rent for July, isn’t it?

Correct: You’ve paid the rent for July, haven’t you?

Incorrect: Rihaan is quite upset with his friend, isn’t it?

Correct: Rihaan is quite upset with his friend, isn’t he?

EXERCISE 10:

Rewrite the following sentences using standard English usage:

1. You missed something! The speech was too good.
2. My father was born in Hyderabad only.
3. The institution will remain closed between 2.00 p.m. to 3.00 p.m.
4. We had to prepone the meeting because the chairman is leaving for Mumbai next week.
5. In order to help the environment, he has started going to office by walking these days.
6. All the females here are requested to assemble in the conference hall.
7. My co-brother has started drinking a lot these days.
8. Seen after such a long time! How do you do?
9. We are sorry to announce that the shopkeeper has expired.
10. Why don’t you off the lights when you go somewhere?

EXERCISE 11:

Replace the highlighted expressions in the following sentences with those that confirm to Standard English usage:

1. Stop writing! Time is **over**.
2. You don't like her. **Even I don't like her**.
3. Why don't you employ some trained **bearers**?
4. We are expecting thirty more **visitors** to join us on lunch.
5. Are you planning to have any more **issues**?
6. We took our lunch **in a hotel** on our way.
7. The meeting will resume at **seven thirty** in the evening.
8. It was **a timepass** movie.
9. Prepare well; tomorrow you have a test to **give**.
10. Those indulging in **eve teasing** must be severely punished.

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7. REDUNDANCIES AND CLICHÉS:

REDUNDANCY:

Redundancy means superfluity or using words unnecessarily or using words for a second time.

Example 1:

- “If all of us cooperate together, we will succeed.”

In this sentence, the words **cooperate** and **together** have been used. But both these words convey the same meaning. One of the two words should be dropped in order to make the sentence a correct one.

- “If all of us cooperate, we will succeed.”
- “If all of our work together, we will succeed.”

Both these sentences are correct ones.

Example 2:

- “The accused was guilty of false misstatement.”

This sentence uses **false** and **misstatement** whereas both these words convey the same meaning. The correct sentence is:

- “The accused was guilty of misstatement.”

Example 3:

- “It was the general consensus of opinion that we must go to the movie.”

The two words which convey the same meaning are **consensus** and **opinion**. One word should be removed to make this sentence correct one. The correct sentence is:

- “It was the general opinion that we must go to the movie.”

Example 4:

- “The three brothers had nothing in common with each other.”

Two phrases **in common** and **with each other** have been used to convey the same meaning. The correct sentence is:

- “The three brothers had nothing in common.”

Example 5:

- “I am enclosing herewith my bio-data.”

Enclosing and **herewith** are the two words which convey the same meaning. The correct sentence is:

- “I am enclosing my bio-data.”

The common error in redundancy is the use of the phrase *the reason because*. The redundancy in such sentence arises because the word **reason itself signifies **because**. Such sentences should be corrected by replacing the conjunction **because** with **that**.**

Examples:

- The reason why India is economically weak is because it was under foreign rule for over two hundred years. (Incorrect)
- The reason why India is economically weak is that it was under foreign rule for over two hundred years. (Correct)
- The reason why I did not attend the party last night was because I had a headache. (Incorrect)
- The reason why I did not attend the party last night was that I had a headache. (Correct)

EXERCISE 12:

1. Which is the correct sentence?

- a) This is a true b) This is true fact c) This is fact d) This is a fact

2. Choose the correct sentence

- a) Go and fetch some water for me b) Go to fetch some water for me
c) Fetch some water for me d) Fetch and bring some water for me

3. "As road traffic increases, elevated highways are built to solve the problem of traffic jam"

Choose the incorrect grammar that is used in the sentence.

- a) Elevated highways b) Road traffic c) The d) traffic jam

4. Choose the correct form of a sentence.

- a) I await your decision b) I wait your decision
c) I await for your decision d) I await upon your decision

5. Which is the redundant word in the sentence; 'He ordered for a cup of tea.'

- a) Ordered b) For c) A d) Tea

6. We are not in _____ financial position to reduce the annual tuition fees.

- a) A sufficient b) A strong enough
c) Sufficiently strong enough d) an enough

7. Choose the correct option to complete the sentence: she returned_____.

- a) Back from the village after she had come to know about her husband's plan.
b) Back from the village after she had come to know about her husband's plan.
c) Backward from the village after she had come to know about her husband's plan.
d) From the village after she had come to know about her husband's plan.

8. "Jonathan thinks he has sufficient enough information to write the article."-choose the incorrect word that gives rise to redundancy

- a) To write b) Sufficient enough c) Enough information d) The article

9. Choose the correct form of a sentence from the followings.

- a) We should come up with a new innovation for doing this task
b) We should came up with a new innovation for doing this task
c) We should come up with an innovation for doing this task
d) We should come up an innovation doing this task.

10. "The professor joined the bride and groom together in holy wedlock."-Find out the incorrect part of the sentence.

- a) The bride and groom b) Joined ...together
c) Holy wedlock d) The

CLICHÉ:

Cliché refers to an expression that has been overused to the extent that it loses its original meaning or novelty. A cliché may also refer to actions and events that are predictable because of some previous events.

Expressions that are not Clichés

It is important to keep in mind that constant reuse of expressions does not necessarily create a cliché. Typical expressions that are used almost at all times in formal ceremonies, festivals, courts, etc. are not considered cliché examples; rather they befit such occasions and are regarded as more appropriate.

Examples:

- “I second the motion” (Board or council meeting)
- “I now pronounce you man and wife” (Wedding Ceremony)
- “I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.” (Oath-taking ceremony)
- “Happy Birthday!”

Similarly, certain epithets like “**reverend**” and “**father**” are attached to the names of church officials. Besides, people of the royal family are addressed with epithets “**Your Grace**”, “**Your Highness**”, or “**Your Royal Highness**”. Such expressions are part of proper etiquette and do not fall under the category of cliché.

Common Cliché Examples

Example 1:

In describing time, the following expressions have turned into cliché:

- *in the nick of time* – to happen just in time
- *only time will tell* – to become clear over time
- *a matter of time* – to happen sooner or later
- *at the speed of light* – to do something very quickly
- *lasted an eternity* – to last for a very long time
- *lost track of time* – to stop paying attention to time

Example 2:

In describing people, these expressions have turned into cliché:

- *as brave as a lion* – describes a very brave person
- *as clever as a fox* – describes a very clever person
- *as old as the hills* – describes an old person or idea
- *a diamond in the rough* – describes someone with a brilliant future
- *fit as a fiddle* – describes a person in a good shape
- *as meek as a lamb* – describes a person who is too weak and humble

Example 3:

In describing various sentiments, a number of expressions have turned into cliché:

- *frightened to death* – to be too frightened
- *scared out of one’s wits* – to be too frightened

- *all is fair in love and war* – to go to any extent to claim somebody's love
- *all is well that ends well* – a happy ending reduces the severity of problems that come in one's way
- *every cloud has a silver lining* – problems also have something good in them
- *the writing on the wall* – something clear and already understood
- *time heals all wounds* – pain and miseries get will heal, with the passage of time
- *haste makes waste* – people make mistakes when rushing

Example 4:

Below is a list of some more common clichés:

- They all lived happily ever after
- Read between the lines
- Fall head over heels
- Waking up on the wrong side of the bed
- The quiet before the storm
- Between the devil and the deep blue sea

EXERCISE 13:

All the sentences below are wordy and overly complicated. Rewrite each sentence to eliminate unnecessary or inappropriate words. Some words are redundant (unnecessarily repetitive), some are misused and others are clichés (words and phrases so overused that they are boring and predictable).

Here is an example:

I think it's easy as pie to see eye-to-eye with Thomas on this marvel. (clichés)

Better: It's easy to agree with Thomas on this marvel.

1. Thomas presents his own personal ideas in the form of a list of a large number of recently discovered contemporary scientific phenomena.
2. In my opinion, I think the instances of biological phenomena that cannot be explained by evolutionary theory are few and far between.
3. Due to the fact that the children must learn the language, they need an extended period of childhood
4. Although Thomas's five initial wonders examine non-human phenomena, he finishes with a conclusion of his seventh and first which, in actual fact, focus on humanity
5. In this day and age, we must take active steps to avoid the "folly and self-destruction" that occurs when we gather as a collective unit.
6. Irregardless of what Thomas says, I personally think that human beings in large collective units are usually capable of constructive behavior.
7. When people are prejudice against the other race, it goes without saying that they no longer think of the good of the collective but only of their own race in the group.
8. Thomas is so knowledgeable about modern science he could of probably named seven billion wonders.
9. Believe it or not, the olfactory receptor cell is suppose to send off signals to the brain but it's "miles away out in the open air, nosing around the world."
10. The tried and true benefit of the symbiotic relationship may be even greater to the mimosa tree then to the beetle.