

UNIT – I: COMPOSITION WRITING

CHAPTER-1

COMPOSITION WRITING

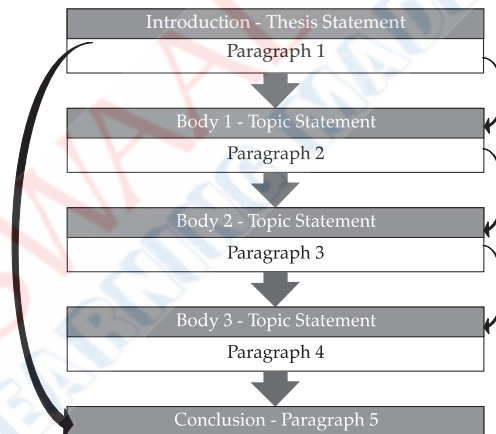


Revision Notes

- Writing an effective essay can be a daunting task but not impossible if one follows certain guidelines. Essay writing is a matter of practice and cannot be learned overnight. Moreover, an effective essay reflects the writer's personality and competence. In this section, we will discuss the basic structure of essay writing, tips for writing, good and effective composition and different types of compositions.

Basic Structure of an Essay

- According to Harvard University guidelines, essays follow a set structure—they are continuous, connected pieces of writing, written for a specific audience, E.g., your teacher/examiner basic high school/college essays follow five paragraphs structure. In ISC, you are required to write a composition in approximately 450 – 500 words, therefore, a five paragraphs structure is a reasonable format.
- A typical structure of an essay can be illustrated as given in the chart below.



- The introduction of the essay tells the audience/reader what the essay is about. You introduce the broad context of your topic, build the content around the context and narrow it to the main points of the topic. You must decide on the thesis statement of the topic to build your essay around.
- The body of the essay is a series of paragraphs that contains the content. Each paragraph has a topic sentence and supporting sentences. The topic sentence is the main idea in the paragraph. It tells the reader what the paragraph is going to be about. It is usually the first sentence. The supporting sentences are the other sentences in the paragraph.

These sentences :

- Expand the main point
 - Define key terms
 - Offer explanations
 - Give examples
 - Give additional details
- The conclusion of the essay sums up the ideas that are covered in the essay. You restate the main idea covering the details and relate it to a broad context or 'big picture'.
 - This structure applies to almost all types of essays or compositions covered in the ISC syllabus, however, story writing does not follow any stipulated structure.

Tips for Writing an Effective Composition

According to Kathy Livingston's Guide, there are eight steps in writing an effective essay. Here, I will discuss a few general tips to enhance your writing skills.

- **Read a lot of essays and articles :** To improve your essay writing, the first thing you need to do is to read good essays written by others. It can help you develop and build your own essay-writing style. Try to read a range of other essays, including those of your peers and of your teachers. Another good source of essays is newspaper columns. Read the opinion pieces and analyse how the writer has supported his points with evidence. While reading other people's essays, be critical and analyse the essays concerning their language, style and techniques.
- **Enhance your vocabulary :** A wide range of vocabulary helps you to write in exact and precise words. No one likes to read a composition with long, rambling points which could have been written in half the number of words used. Using a thesaurus and dictionary while reading or writing; learning prefixes, suffixes, and root words; and making your vocabulary book can help you build vocabulary. However, you must remember that while writing an essay, do not use big words for the sake of it. Instead of using obscure words, use words that convey the precise meaning of what you want to say.
- **Select a topic :** Be it writing in an examination or for an assignment in the classroom or in a competition, you may have an opportunity to choose from a variety of topics. The choice of the subject is very important because it depends upon your mastery of the knowledge of the topic, your experiences and your interest in the particular topic. Also define your purpose for writing; are you writing to inform, persuade or share your experience? If your goal is to inform and educate, choose a topic you know about; but if you want to persuade, choose a topic you are passionate about. If your goal is to entertain, choose to share a personal experience or a fictional account. In short, be wise in selecting the topic of your composition.
- **Prepare an outline or diagram of your ideas :** Planning your composition before actual writing can help you to organize your thoughts. Creating a diagram is one of the best ways to organize your ideas. Write the topic in the middle and draw three to five lines branching off from this topic and write down your main ideas at the end of these lines. Draw more lines off such ideas and include any thoughts you may have on these ideas. Alternatively, you can prepare an outline by writing the topic at the top of the page. From there, you can begin listing the ideas. Keep space in between to add related ideas. Make sure that all your ideas are relevant to the topic. If your point is irrelevant, the reader will not be able to understand what you want to say. It is a good idea to identify the thesis statement or theme sentence and build other ideas around it. Also, frame a topic sentence for each subsequent paragraph to organize the essay.
- **Structure the paragraph properly :** For expository, discursive and argumentative essays, well-structured paragraphs are important because if the information is well organized it is easier to read. The TEEL strategy is very helpful for knowing what should be included in a paragraph.
 - Topic sentence (contains the main idea and is usually first in the paragraph)
 - Explain
 - Evidence and example (use references)
 - Link (refer back or sum up the main idea)
 Also, it is advisable to write at least 85 to 105 words in each paragraph though not necessary.
- **Make your composition coherent and cohesive :** Be it a fictional account or an informative essay, it is very important to make it logical and interconnected. To make your essay coherent and cohesive, use relevant quotations and reporting words such as 'according to', 'suggests', 'states' and so on and use linking words such as 'firstly', 'in contrast', 'consequently', 'similarly' or 'however'. Also, make sure that a chronology or an order is followed throughout the composition. You should convey your thoughts using simple, lucid and comprehensible English. Avoid unnecessary adjectives, ambiguous words and flowery language. However, keep your tone and style absorbing.
- **Take care of grammar, punctuation and spelling :** It is very easy to get carried away while writing on the topic of your choice and therefore, it is very important to use correct sentence structure, spellings and punctuation. Incorrect sentences, wrong spellings and lack of punctuation may mar the very idea that you want to convey to the reader. Employ a variety of sentence structures, long and short, but don't let your sentences become too long and rambling, or they become difficult to read. Also, effective punctuation is vital in conveying your arguments persuasively; the last thing a teacher wants to read is an essay riddled with poor grammar. Writing in the active rather than the passive voice is another well-known trick that writers use to give their writing a sense of closeness and make it more convincing. Write using legible handwriting and do not scribble. If you must cancel a word, just strike through the word with single or double lines.
- **Practice makes perfect :** Lastly, practise, practise and practise! You should practice a good number of essays throughout the year to master the art of writing an effective composition. The best way to get really good at making sure you always 'answer the question' is to write essay plans rather than whole pieces. Set aside a few hours, choose a couple of essay questions from past papers, and for each, write a thesis statement, draw an outline of each paragraph and write the first and last sentence of each paragraph.

By following these general tips, you can easily score better in the composition question.

Board guidelines

The quality of language employed, the range of appropriateness of vocabulary and syntax, correctness of grammatical constructions, punctuation and spellings (mentioned in the scope of syllabus), decide the overall grade of the essay. Marks are deducted for gross errors like – errors of agreement and number, serious tense errors, wrong verb form, elementary errors of sentence construction, misuse of vocabulary, errors in spelling, punctuation or lack of it. Marks are also deducted for use of incorrect or irrelevant idioms, misuse of pronouns, articles and prepositions.

Types of Composition

Based on ISC syllabus, we can classify the types of composition into the following categories :

- (i) Descriptive (ii) Narrative (iii) Expository /one word (iv) Argumentative
(v) Discursive/Discussion (vi) Reflective (vii) Short stories

These types are only broad classification and it happens that many-a-time, a given topic demands/necessitate overlapping the categories discussed.

1. Descriptive Composition

(20 marks each)

In this type, the purpose of the writer is to describe a person, a place, a thing or an event with such vivid details that the reader can easily form a mental picture or image of what is being written about. You describe something how it looks, sounds, smells, feels or tastes. Good description demands sensory details, figurative language, dominant impression, precise sentences, and careful organization. To create a mental picture, you have to employ specific adjectives, figurative language and words related to the senses. *For example*, instead of writing : “The lioness ate her prey and went to sleep under the tree”, you can write : “After devouring on her prey, the lioness retreated under the tree and lazed with her eyes half-closed.”

2. Narrative Composition

(20 marks each)

A personal narrative essay is simply a personal story, and we all have at least a few of these to tell. Sometimes plays and movies have a narrator, a person who stands to the side and tells his or her story. The narrator describes actions as well as thoughts and feelings. The story you choose to write will be your narrative essay.

Unlike some other essay forms, the personal narrative essay is written in the first-person viewpoint. Because this is your story, you can pepper it with the words “I,” “me,” “my,” and “mine.” This is a personal experience piece. Like an opinion, the argumentative essay would also be written in the first person, it would dwell more on thoughts and ideas than on events. Your narrative essay will be event-driven. As you are narrating an event of your life, you must organize it chronologically. Thus, narrative essays are time-bound. Also, narrative essays are generally written in simple past tense or simple present tense with suitable switches as the event demands.

3. Expository/One Word Composition (20 marks each)

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea, in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc. The purpose of the expository essay is to explain a topic in a logical and straightforward manner. In ISC, these types of essays are termed as “One Word” essays that can be handled in any manner whatsoever. Therefore, you have a fair opportunity to become creative instead of just being informative in these types of essays.

4. Argumentative Composition

(20 marks each)

The leading tone in an argumentative essay is the position of proving that the presented point of view is the correct one and possesses more truthful arguments than any other opinions. Thus, take A STAND IS A MUST in an argumentative essay. Students cannot sit on the fence. They, through proper reasoning, inducting, and concluding, must prove the assertions or the theories of the argumentative essay.

A common method for writing an argumentative essay is the five-paragraph approach. If it sounds straightforward, that is because it is; in fact, the method consists of (a) an introductory paragraph (b) three evidentiary body paragraphs that may include a discussion of opposing views, and (c) a conclusion. To build your arguments, support them with historical pieces of evidence and factual data. Conclude it by summing up your arguments and restating your stand.

5. Reflective composition

(20 marks each)

Reflective Essays describe an event or experience and then analyze the meaning of that experience and what can be learned from it. They are personal as they are drawn from personal experiences or opinions. A reflective essay:

- Explores some aspects of the world.
- Presents your thoughts and feelings on it.
- Discusses how you think, it has affected the person you are today.
- Describes the person you are/your opinions of yourself.

This category is often an overlap of personal narrative, descriptive and discursive. However, in reflective essay, you are required to express your views on a general/given statement/universal truth and reflect on how it has affected you as a person.

6. Short Stories

(20 marks each)

A fictional narrative essay uses all the story elements - beginning and ending, plot, characters, setting, and climax - all are coming together to complete the story.

Essential Elements of Narrative Essays

The focus of a narrative essay is the plot, which is told using enough details to build a climax. Here's how:

- It is usually told chronologically.
- It usually has a purpose, which is usually stated in the opening sentence.
- It may use dialogue.
- It is written with sensory details and vivid descriptions to involve the reader. All these details relate in some way to the main point the writer is making.

All of these elements need to seamlessly combine.

Your story should be written in the storytelling style complete with setting, characters, plot, climax, and ending. As an example of the story of adoption, it can be like this:

- **Setting:** the quiet home of a childless couple, the social services office,
- **Main Characters:** a white couple and two black orphans
- **Plot:** Will this couple ever have children? Will the babies ever have parents?
- **Climax:** the birth parents choose to give up the babies for adoption
- **Ending:** the couple joyfully adopts both babies and completes their family

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UNIT – 2: DIRECTED WRITING

CHAPTER-2

DIRECTED WRITING



Introduction

Directed Writing in ISC is basically a guided composition as points are already enumerated with the question. As skills such as selection, amplification, description, presentation of ideas, rearrangement and restatement are evaluated, you need to be objective, precise and brief in your writing. You are also required to present the appropriate writing to given situation. In certain cases, prescribed format needs to be followed. Following types of questions can be asked in directed writing.

- Article Writing:** written work, propagating news
- (a) Newspaper Reports:** robbery, calamity, disasters, accidents, events, surveys/statistical reports
(b) School Reports: cultural activity, sports/annual functions, literary activity
- Travelogues:** city visits, country visits, tourist destinations
- Book and Movie Reviews, Review of Theatre/Concert/TV Programme**

- (v) **Speeches:** assembly speech, farewell speech, annual/other function speech
- (vi) **Testimonials:** by School Principal, by teacher, by Superior at job/employment
- (vii) Curriculum Vitae/Personal Profile/Resume/Personal Fact-file and Letter for Job Application
- (viii) **Police reports:** FIR/Witness reports
- (ix) Statement of Purpose

Board Guideline

This was an exercise in amplification. There had to be effective linking of points. Candidates could use the points in any order they choose; however, all points had to be used. If there was no development of points, marks were deducted.

1. Article Writing

Article : An article is a written work, published in printed/electronic form for the purpose of propagating news, analysis of result or academics. It is related to one topic, subject or theme.

While writing an article, students are advised to keep the following points in mind :

- (i) First of all, concentrate on the given topic and also read intensively the given verbal input. Some new ideas will strike you. Arrange all those ideas in the sequence in which you want them to appear in your piece.
- (ii) Now start writing your composition. Develop your ideas one by one.
- (iii) Your composition must be precise, to the point and lucid. Every sentence and idea should be linked to the previous one and lead to the next.
- (iv) Your write up should be meaningful and compact. There should be no loose end. Don't exceed the word limit.
- (v) The first sentence should be striking. It should be the essence of the whole composition. Likewise, the last sentence should state your conclusion on the topic. It should leave a permanent impression on the mind of the reader.
- (vi) Write your composition in simple words. There should be no grammatical, spelling or structural mistake. Rules of syntax and punctuation marks should not be violated.
- (vii) Your paragraph should follow a clear-cut order and move steadily towards its desired goal. Arrange your ideas into a set pattern in order to give a concrete shape to your paragraph.
- (viii) In a descriptive or argumentative piece of composition, the style is usually formal. Always write complete sentence, leaving nothing to the guess work. Your language should be graphic, words selective and your approach objective. It is therefore necessary to give emphasis to the main and central points of the topic. The beginning as well as the end should be striking and appealing.
- (ix) Colloquialism and too formal expressions and slangs should not be used.

Format of an Article

Heading / Title (must be catchy)

....

Introduction
(Start with a slogan, a question, an amazing fact, figure or statement)

....

Content
(Problem, Causes, Opinion)

....

Conclusion
(Draw Solutions)

....

2 (A) Newspaper Report

- **Headline:** It should catch reader's attention. It must sum up the story.
- **Byline :** It reads as "By a Staff Reporter/Correspondent" or "By Our Staff Reporter"
- **Place line and Date line:** It includes where the story begins.
- **Lead :** The lead is the first few sentences of the story. It needs to be strong, so it will grab the Readers and make them want to read more.
- **Body :** It supplies details. Most important details come first followed by simple true statements.

Tips for Writing a Compelling News Report

- **Facts :** The facts will answer the : who, what, when, where, why, and how of the news event. For examination purpose, write imaginary details that are believable.
- **Style :** When writing a news report, use both the voices. Although the passive voice is ruling voice in the Report Writing, yet the active voice is more understandable and has more impact. Make short, concise sentences with action verbs. Your language needs to be simple and not have extra words that don't really contribute to the focus of the story.

Format of Report Writing

<i>Heading</i>
By ABC
<i>Content</i>

2 (B) School Reports

They are generally written for School Magazines. In ISC, mostly narrative accounts of some important events are asked with enumerated points given. Therefore, these reports become easy to write. However, you must be concise and objective in your narration. Also, you need to follow prescribed format which is similar to Newspaper Reports. In School Reports, sometimes, by line comes at the end of the Report.

Tips for writing a school report

- Practice in writing a variety of Reports is a MUST in Class.
- Students must read Newspapers for the correct usage and style of language.
- Refer instructions on how to write a proper report.
- Special care must be given to the vocabulary; technical terms and event-related words must be dealt with.
- Always remember the importance of the word-limit.

Format of Report Writing

<i>Heading</i>
By ABC

Content

.....

.....

3. Travelogue

It is basically an Article written for Travel Magazines. The purpose of a Travelogue is to give information about a particular Tourist destination as well as to entertain Readers with vivid Imagery of the Place. You are required to describe the Place creating mental images of important sights and people. Also, you should give basic information about the Place, its Location, Population, how to reach there, etc. Unlike most other types of Magazine articles where you need to write in the third person, Travelogue can be written in first-person narration.

4. BOOK REVIEW

Writing a Fiction Book Review:

Points to Ponder on

- What was the story about?
- Who were the main characters?
- Were the characters credible?
- What did the main characters do in the Story?
- Did the main characters run into any problems or adventures?
- Who was your favourite character? Why?

Your personal experiences

- Could you relate to any of the characters in the Story?
- Have you ever done or felt some of the things, the characters did?

Your opinion

- Did you like the book?
- What was your favourite part of the book?
- Do you have a least favourite part of the book?
- If you could change something, what would it be?

Your recommendation

- Would you recommend this book to another person?
- What type of person would like this book?
- Note: You don't have to answer every question -- they're suggestions!

5. FILM REVIEW

You can use the following format to write all your Film Reviews.

Format of Film Review

Headings

Your Name
Name of Film
Director
Genre (use your judgement)

Introduction

Introduce the Film you saw. Be sure to include any background information about the Film that may be interesting to the Reader. Also, introduce the Director and Stars. At the end of the Introduction have a Thesis stating your opinion of the Film; was the Film worth seeing? Be creative in your Wording of the Thesis.

Photo Synopsis

Provide a BRIEF Plot Summary of the Film. Is the Plot original or cliché? Is the plot predictable? Please do not give away endings, but you still must show competent knowledge of the Film.

Themes

What was the main Theme of the Movie? Does the Movie teach the Viewers anything about life, love, etc.? Include what these Themes are, as well as, how they are conveyed to the Reader.

Visual Elements

How was the Film's visual appearance? Is there anything interesting about the Camera work (angles, shots, etc.) or the Set designs (Costumes, Locations) or the Lighting (light/dark).

Conclusion

Conclude the Review with your opinion of the Film. Be creative and try to persuade the Reader to either see or not see the Film based on your Review. Also, Rate the Film.

6. THEATRE/CONCERT/TV PROGRAMME REVIEW

Theatre/Concert/TV Programme Reviews also follow the format of Book or Movie Reviews.

Format of Theatre Review (Play)

1. **Begin** by writing a **Headline** and **Byline**. Give your Review a Title - that's your **Headline**. The **Byline** is your name.
2. **Introduction** - This should include the **Name of the Production**, **Type of Play** - Comedy, Drama, Musical, etc. and the **Performing Group**.
3. **Theme** - Describe the main subject matter or **Message of the play**. What is the **Playwright's Purpose**? Does it succeed? Does the **Play** add something to your understanding and experience of life?
4. **Technical Aspects** - Write about the **Lighting**, the **Set**, the **Costumes** and the **Sound**. How does each one effect the atmosphere of the play? Do they work together, or do they work against each other?
5. **Acting** - Are the actors convincing? Are there any outstanding performances? Do the Actors make their relationships clear?
6. **Directing** - Is the **blocking** - The **Movement of the Actors** - appropriate to the play? Is the **Stage Picture** balanced? Are any aspects of the **Production** confusing?
7. **Your Opinion** - Discuss how you feel about any aspects of the play, but give reasons to back up your opinions and beliefs.

Format of Concert Review

1. Introduction

Your Introduction should include the Title, Venue and Date of the Concert, and Names of Musicians/Ensembles/Conductors.

2. Description

The main body of the Concert Review should include brief discussions of each piece played during the concert you attended. You should write your own Observations on the performance.

3. Evaluation

Based on your notes, be sure to mention what made attending the Concert worthwhile. Be honest about whether you individually enjoyed the Concert and how, in your opinion, the Audience as a whole responded.

4. Conclusion

Your conclusion should summarize your overall impression of the concert.

7. SPEECH

Drafting a Speech for a Formal Occasion can be developed through constant practice. Speeches, generally, demand informal language so that it becomes easy, however, a certain format is necessary to follow.

Important points to remember to draft a Speech

Step 1. Decide the purpose of the Speech and begin with the most important idea/point on your outline. Also, keep the Audience in your mind in order to determine the language to be used in the Speech.

Step 2. Speech drafting requires you to write as you speak. Write down what you'd say as if you were talking directly to them.

Step 3. A Formal Speech needs to be Introduced with greetings to the audience using "Good Morning", "Good Evening" and other such phrases. You also need to address the important people present in the audience.

Once you finish the greetings, open your speech with "Hooks" to catch your audience's attention.

You can use famous quotes, idioms, or personal anecdotes as hooks depending on the occasion. "Hooks" can be humorous, shocking, philosophical, or sometimes very direct to the point. Most importantly, keep the purpose in mind while opening your Speech.

Step 4. While moving from one idea to another, use linking words to allow a smooth transition. Between each of your main ideas, you need to provide a pathway. This links them to your listeners. The clearer the path, the easier it is to make the transition from one idea to the next. Go back through your main ideas checking the links. Write them down when they are clear and concise.

Step 5. The ending of the speech should be highly memorable. You want it to live on in the minds of your listeners long after your speech is finished. Often it combines a call to action with a summary of major points. And, don't forget to thank the audience at the end of the speech.

Format of Speech Writing

First Paragraph

- Greet the Audience
- Introduce yourself
- Introduce the Topic
- Purpose of Speech

Paragraph (2, 3)

Heading

Body

.....

Last Paragraph

Conclusion

Thank you

8. TESTIMONIAL

A testimonial is a formal statement of a person's good character and qualifications or a public tribute to someone and to his/her achievements. Usually, a testimonial is issued by a person on behalf of a competent authority or an organisation.

Guidelines

- Name of Individual and Institution.
- Duration of Association with the Individual.
- Achievements and Contributions.
- Commendable Qualities.
- Recommendation.

Format of Testimonials

School Name

Date

Whomsoever it may concern

This is to certify that was a bonafide student of this school from date..... to and passed the Higher Secondary Examination with commercial subjects getting distinction in Book-Keeping and English. He passed the examination in(year) and was placed in First Division. was regular in attendance and diligent in his studies. He was liked by his teachers as well as classmates because of his pleasing manners. always took active part in sports and dramatic activities of the school and was General Secretary of the School association from to He bears an excellent moral character. I wish him a successful career.

NAME

Principal

9. CURRICULUM VITAE WITH PERSONAL PROFILE AND LETTER OF APPLICATION

Job Application Letter Format

Letter for Job Application is also known as Covering Letter. Following is the suggested format for a Covering Letter.

Contact Information

- Name
- Address
- City, State, Zip Code
- Phone Number
- e-mail Address
- Date

Employer Contact Information

- Name (if you have it)
- Title
- Company
- Address
- City, State, Zip Code, Pin Code.

Salutation

- Dear Mr./Ms. Last Name, (leave out if you don't have a contact and write only Sir or Madam)

Body of Application Letter

- The body of your Application Letter lets the Employer know what position you are applying for, why the employer should select you for an interview, and how you will follow up.
- See below for a paragraph-by-paragraph breakdown of the body of the letter.

First Paragraph

The first paragraph of Your Letter should include information on why you are writing. Mention the job you are applying for and where you found the Job Listing. Include the Name of a Mutual Contact, if you have one. You might conclude by briefly and concisely saying why you think you are an Ideal Candidate for the Job.

Middle Paragraph(s)

The next section of Your Application Letter should describe what you have to offer the Employer. It can be a single paragraph, or you can break it up into a couple of paragraphs. If the section gets lengthy, you may use Bullet points to break up the text. Remember, you are interpreting Your Resume, not repeating it.

Mention specifically how your Qualifications match the Job you are applying for. In this portion of the letter, make your case for your Candidacy. It can be helpful to spend some time Researching the Company — when you know a lot about the Company, it helps you make an informed and persuasive argument for Your Candidacy.

Use specific examples whenever possible.

Final Paragraph

Conclude your Application Letter by thanking the employer for considering you for the Position. Include information on how you will follow up.

Complimentary Close Sincerely,

Signature (for a mailed letter) Typed Signature

Curriculum Vitae/ Resume with Personal Profile

A well-written CV or Resume is the key to get your Dream Job.

- **Suggested Format:** Personal Profile:

A Personal Profile is an Introductory paragraph at the beginning of your CV containing a short summary of your Background and Career plans.

Nowadays, Scholarship Applications, and Applying for Higher Studies also require you to give a Snippet of your Qualifications and Aspirations. The Profile is the written equivalent of an 'Elevator Pitch' designed to capture the Admission Committee Member 's/Employer's Interest quickly so that they will read your CV in full and hopefully, Invite you for the interview.

The Profile briefly summarizes your:

- **Credentials**—in terms of Qualifications, Experience and Expertise relevant to your Target Job;
- **Track Record**—in Terms of Length and Quality of Experience and Achievements and;
- **Aspirations**—in terms of the Range of Roles you are considering in particular Types of Organisation.

Format of Curriculum Vitae

Your Name

Street Address, City, ST Zip Code, Pin Code

Telephone

E-mail

Hobbies

Objective & Career Goal

Skills and Abilities

Experience

Job Title—(Company Name) Dates from to

Education

Degree School Name Location Year

Communication

[If you have delivered that big presentation to rave reviews]

10. POLICE REPORT/FIR/INVESTIGATION REPORT

First Information Report (FIR) / Police Report:

This below F. I. R. Application format will help as and when required.

- Your Name, Address and Contact Information
- Designation of Police Officer
- Name and Address of Police Station
- Brief description of Crime
- Your Signature
- Name of Identity Proof

Investigation Report

- This type of Report, generally need:
 - ⇒ **Step one:** Gather the Information
 - ⇒ **Step two:** Analyze the Information
 - ⇒ **Step three:** Identify Risk control measures

Note: In ISC, you can easily build your writing by judiciously using the given points and adding some more relevant details on your own.

11. STATEMENT OF PURPOSE (SOP)

The Statement of Purpose (often called "Letter of Intent" or "Application Essay" by various Educational Institutions) is one of the most important components of Your Application process for Higher/University studies. The Statement of Purpose is your opportunity to help reviewers better understand your Academic Objectives and determine if you are a good match for the field to which you are applying. The length and format differ from University to University. However, you need to follow certain basics to draft your SOP.

Tips on Writing a Statement of Purpose

- Be Yourself.
- Write a Strong Opening.
- Frame the points you wish to make in a positive light.
- Describe an important experience that is relevant to the Program of Interest.
- Be Specific, Concise, Honest, and Unique.
- Describe why you are a good match for their program. Tell the Committee about your Skills and Interest in that Particular Program. Be specific and thoughtful.
- Talk about your goals. Explain how a Graduate Degree will help you accomplish those goals.
- Explain any shortcomings in your background.

Format of Statement of Purpose (SOP)

1. Why you are interested in that particular Program/Course For which you are applying? This is the most important Feature which should never be excluded from an SOP.
2. Explain in what way the selected program is going to help you in Future in terms of your Future Career & Goals.
3. Explain what you could contribute to the selected program as an Individual.
4. State your Career Goals.
5. You should definitely mention your academic strengths and in what way these strengths are related to your selected program.
6. Mention your extra-curricular Interests (Include sports activities) and in what manner they assisted in shaping your personality.
Note: IF you are applying for a Post Graduate program, such activities are considered less important and the SOP should Focus more on your vocation.
7. Mention any internship which you did or any work experience you have had, including voluntary work.



CHAPTER-3

PROPOSAL WRITING



Introduction

According to the Dictionary, the word 'Proposal' means a plan or suggestion, especially a formal or written one, put forward for consideration by others.

The thought of writing a proposal overwhelms many people, but the task does not have to be daunting. Proposals are written when people need to ask permission to make a purchase, do a project or write a paper; the proposal is a formal way of putting forth an idea and asking for action to be taken on that idea. When writing a Proposal, consider who will read the Proposal and what that person may or may not already know about what you are proposing.

How to Write a Proposal?

Writing a good proposal is a critical skill in many occupations, from School to Business, Management to Geology. The goal of a proposal is to gain support for your plan by informing the appropriate people. Your ideas or suggestions are more likely to be approved if you can communicate them in a clear, concise, and engaging manner. Knowing how to write a persuasive, captivating proposal is essential for success in many fields. There are several types of Proposals, such as Science Proposals, Book Proposals, and Business Proposals, but the same basic guidelines apply.

Guidelines for Proposal Writing

(Word limit : approx. 150 words)

- Heading :** The candidates will be required to explain the overall context in not more than 10 to 15 words illustrating the specific task that the project is supposed to achieve.
- Statement of Objective :** The candidates will be required to explain the goals and objectives of the proposed project and the resolution to be arrived at.
- List of Measures :** The candidates will be required to explain the specifics and method of what is to be done, such as :
 - Time that will be taken;
 - Budgetary and non-financial needs, i.e., How much money will be spent on the project and what non-financial resources are required? (human capital, infrastructure, etc.)

Planning your Proposal

- Define your Audience:** You need to make sure what you think about Your Audience and what they might already know or not know about your topic before you begin writing. That will help you in focussing your ideas and presenting them in the most effective way. It's a good idea to assume that Your Readers will be busy reading (or even skimming) in a rush, and not predisposed to grant your ideas any special consideration. Efficiency and persuasiveness will be the key.

Following points need to be kept in mind:

- Who will be reading Your Proposal? What level of familiarity with your topic will they have? What might you need to define or give extra background information about?
 - What do you want your audience to get from your Proposal? What do you need to give your readers so they can make the decision you want them to make?
 - Reform your tone to meet your audience's expectations and desires, what do they want? What would be the most effective way of getting through to them? How can you help them understand what you are trying to say?
- Define your issue:** It is clear to you what the issue is, but is that also clear to your reader? Also, does your reader believe you know what you are talking about? You can support your ethos, or writing persona, by using evidence and explanations throughout the Proposal to back your assertions. By setting your issue correctly, you start convincing the reader that you are the right person to take care of it. Think about the following when you plan this part :
 - What is the situation this issue applies to?
 - What are the reasons behind this?
 - Are we sure that those, and not others, are the real reasons? How are we sure of it?
 - Has anyone tried to deal with this issue before?
 - If yes; has it worked? Why?
 - If not; Why not?

Don't write a summary obvious to anyone in the field. Do show that you have conducted in-depth research and evaluation to understand the issue.

- Define your Solution:** This should be straightforward and easy to understand. Once you set the issue you are addressing, how would you like to solve it? Get it as narrow (and double) as possible.

Don't: forget to comply with all requirements in the RFP (Request For Proposal) document.

Do: go above and beyond the minimum whenever the budget allows.

- Your proposal needs to define a problem and offer a solution that will convince uninterested skeptical (not easily convinced) Readers to support it. Your audience may not be the easiest crowd to win over. Is the solution you are offering logical and feasible? What is the timeline for your implementation?
- Consider thinking about your solution in terms of objectives. Your primary objective is the goal that you absolutely must achieve with your project. Secondary objectives are other goals that you hope your project achieves.
- Another helpful way of thinking about your solution is in terms of "Outcomes" and "Deliverables". Outcomes are the quantifiable results of your objectives.

For example: If Your Proposal is for a business project and your objective is "Increase Profit", an outcome might be "Increase Profit by 50%".

Deliverables are products or services that you will deliver with your project. For example, a Proposal for a Science project could 'deliver' a vaccine or a new drug. Readers of Proposals look for outcomes or deliverables because they are the easy ways to determine the worth of the project.

4. **Keep Elements of Style in Mind:** Depending on your Proposal and who will be reading it, you need to cater your paper to fit a certain style. What do they expect? Are they interested in your problem?

Don't: overuse jargon (special words or expressions used by a Profession or Group that are difficult for others to understand), obscure abbreviations, or needlessly complex language.

Do: write in plain, direct language whenever possible.

- (a) How are you going to be persuasive? Convincing proposals can use emotional appeals, but should always rely on facts as the bedrock of the argument. For example, a proposal to start a Panda conservation program could mention how sad it would be for the Children of Future Generations to never see a Panda again, but it should not stop there. It would need to base its argument on facts and solutions for the Proposal to be convincing.

5. **Make an outline:** This will not be a part of the final proposal, but it will help you organize your thoughts. Make sure you know all the relevant details before you start.

- (a) Your outline should consist of your problem, your solution, how you will solve it, why our solution is best, and a conclusion. If you are writing an Executive Proposal, you will need to include things like a Budget Analysis and Organisational Details.

Writing your Own Proposal

1. **Start with a Firm Introduction:**

- This should start out with a hook. Ideally, you want your readers to be enraptured from point one. Make your Proposal as purposeful and useful as possible. Use some background information to get your reader in the zone. Then state the purpose of your Proposal.
- If you have any starting facts that shed some light on why the issue needs to be addressed immediately, it's safe that this is something you can start with. Whatever it is, make sure what you start out with is a fact and not an opinion.

2. **State the Problem:**

- After the introduction, you will get into the body. Here is where you should state your problem. If your readers don't know much about the circumstances, fill them in. Think of this as the section of your Proposal. What is the problem? What is causing the problem? What effects does this problem have?
- Emphasize why your problem needs to be solved and needs to be solved now. How will it affect your audience if left alone? Make sure to answer all questions and cover them with research and facts. Use credible sources liberally.

Don't: rely solely on generic appeals to emotions or values.

Do: tie the issue to the audience's interest or mission statement, as directly as possible.

3. **Propose Solution:** This is arguably the most important part of your proposal. The solutions section is where you get into how you will address the problem, why you will do it in this way, and what the outcome will be. To make sure you have got a Persuasive Proposal, think about the following :

- (a) Discuss the larger impact of your ideas. Ideas that are the sum of limited applicability are not as likely to spark enthusiasm in readers as ideas that could have widespread effects.
- (b) Addressing why you will do something is as important, as stating what you will do. Presume that Your readers are skeptical and will not accept your ideas at face value. Why is that Proposal better than something else?

If it is more expensive than another option then why can't you use the cheaper option? Anticipating and addressing these questions will show that you have considered your ideas from all angles.

- (c) Your readers should leave your paper assured that you can solve the problem effectively. Literally, everything you write should either address the problem or the method to solve it.
- (d) Research your Proposal extensively. The more examples and facts you can give to your audience, the better - it will be much more convincing. Avoid your own opinions and rules on the hard research of others.
- (e) If your Proposal doesn't prove that your solution works, it is not an adequate solution. If your solution is not feasible, mix it. Think about the results of your solution, too. Pretest it if possible and revise your solution if need be.

4. **Include a Schedule and Budget:** Your Proposal represents an investment. In order to convince your readers that it is a good investment, provide as much detailed concrete information about your timeline and budget as possible.

Don't: include objectives that are vague, impossible to measure, or don't relate to the stated problem.

Do: detail responsibilities and time commitments on the level of Departments or Individual Staff.

- (a) When do you visualise the project starting? At what place will it progress? How does each step build on the other? Can certain things be done simultaneously? Being as meticulous (extremely careful about details) as possible will give your readers the confidence that you have done your homework and would not waste their money.
- (b) Make sure your Proposal makes sense financially. If you are proposing an idea to a Company or a Person, consider their budget. If they can't afford your Proposal, it's not an adequate one. If it does fit their budget, be sure to include why it's worth their time and money.
5. **Wrap up with a Conclusion:** This should mirror your introduction, succinctly (in a brief and clearly expressed manner) wrapping up your general message. If there are consequences to your Proposal not being undertaken, address them. Summarise the benefits of your Proposal and drive home that the benefits outweigh the costs. Leave your audience thinking ahead. And, as always, thank them for their consideration and time.
- (a) If you have extra content that doesn't exactly fit into your Proposal, you may add an appendix. But know that if your paper is too bulky, it may scare people off, so if you're in doubt, leave it out.
- (b) If you have two or more appendices attached to your Proposal, mark them A, B, etc. This can be used if you have datasheets, reprints of articles, letters of endorsement, and the like.
6. **Edit your work:** Be meticulous in writing, editing, and designing the proposal. Revise as it is necessary to make it clear and concise, ask others to critically examine and edit it, and make sure the presentation is attractive and engaging as well as well-organized and helpful.
- (a) Have another set of eyes (or two) to read over your work. They will be able to highlight issues, your mind has been blind to. There may be issues that you haven't completely addressed or questions you have left open-ended.
- (b) Eliminate jargon and clichés! These make you look lazy and can get in the way of understanding. Don't use a long word when a short word will do just as well.
- (c) Avoid the passive voice whenever possible. Passive voice uses forms of "to be" verbs and can make your meaning unclear.
Don't: Middle your Proposal with I believe that, this solution may aid or other qualifiers.
Do: Use strong, direct language. The proposed plan will significantly reduce rates.
7. **Proofread your work:** Editing focuses on getting the content as clear and concise as you can make it. Proofreading makes sure that your content is free of mistakes. Go over your Proposal carefully to catch any spelling, grammar, or punctuation errors.
- (a) Any mistakes on your end will make you look less educated and less credible, reducing your likelihood of getting approved.
- (b) Make sure that your formatting is in line with whatever the guidelines require.

Format of Proposal Letter

_____	Sender's address
20th June, 20XX → current date	
To,	
_____	Recipient's address
Subject	

Dear Sir/Madam, Appropriate Salutation	

_____	Body of the letter

Yours sincerely/truly — Closing	
Karan Singh (Sales Manager)	
Enclosures :	
(1) Copy of Case statement	
(2) Board of Directors list, etc.	Mention any enclosures

AB (Initials of typist when applicable) (Example Arjun Bhatt)	

Format of Proposal Writing

Subject : Heading : Objectives : Measures : :

Example

A Sample of Informal Proposal.

Below you will find a sample proposal asking for new pencil sharpeners for a small private grade school. After each section, we'll provide a commentary to explain how the written works are part of a Proposal.

(But writing commentary for each step is not required in proposal letters. Here it is written to tend you the purpose of writing the Proposal for the 1st time)

(You have to exclude commentary.)

Ans.

Step 1 : The Header

To : Rev. Mark Smith

From : Nicole Johnson

Date : March 10, 20XX

Subject : A Proposal to purchase New Pencil Sharpeners for the Classrooms of St. Mary's School

Step 2 : Purpose

I write this letter to propose a solution to a recurring problem at St. Mary's School. The problem is that the pencil sharpeners in the classrooms are very old and do not work effectively anymore. Students, as well as teachers, continually become frustrated because it is difficult to sharpen a pencil with the current sharpeners, and pencils that are sharp are crucial for effective learning.

I suggest that we order new pencil sharpeners for each classroom so that the students will have pencils that work well and will, therefore, be able to write without the frustration of worn down pencil points.

- **Commentary On the Purpose:** Because the audience is the Pastor of a Church that has a Grade School, and because the Pastor is not using the classrooms in the school every day, he may not know how bad the pencil sharpeners are. Thus, the problem is stated clearly at the beginning in the purpose section of the Proposal.

Step 3 : Problem of Ineffective Pencil Sharpeners

There are 217 Students enrolled in Kindergarten through Eighth Grade at St. Mary's School. These students occupy 12 classrooms each day. None of these classrooms has a pencil sharpener that works well; it takes several minutes to sharpen just one pencil.

This means that if all of the students need to sharpen their pencils once a day (depending on how much writing is being done, a Pencil may need to be sharpened more than once a day), it could take an average of thirty minutes to sharpen them all before the students can sit down to their desks and start learning the day's lessons. Thirty minutes of time spent sharpening pencils takes away a great deal from instructional time.

However, not all the students need to sharpen their pencils at the same time. This need arises at various times throughout the day, often at the beginning of a test or a new lesson.

Because of the length of time, it takes to sharpen a pencil, the teachers have continuous interruptions in their lessons throughout the day. Almost everything done in a classroom requires a pencil, especially as students get older, and it is difficult to get anything done without this basic tool.

The current pencil sharpeners have been in the classrooms as long as Mrs. Morris has taught here, and that is over thirty years. They do not work well because they have been in use for so long. Even after sharpening for several minutes, the pencil points still are not as sharp as they should be, and the points break off easily, causing them to need to be sharpened yet again.

- **Commentary on the description of the problem:** In this section, the Proposal gives more details and background information about the kinds of problems caused by not having effective pencil sharpeners in hope that the Pastor will realize the degree to which the poor quality sharpeners detract from student learning.

Step 4 : Solution to the Problem

I propose that we purchase electric pencil sharpeners for each classroom. These work quickly and effectively, and take only a few seconds to sharpen a pencil.

Office World carries several pencil sharpeners designed specifically for schools and the high volume of use of sharpeners in classrooms.

I propose we purchase 12 of the Used-All-Day Pro Student Electric Pencil Sharpeners. These sharpeners have received strong reviews on the Office World Website. In addition, Central Elementary School purchased these for all their classrooms four years ago, and their Principal has told me how well they still work.

- **Commentary on the solution:** The goal of this section is to convince the Pastor that acting on the proposed solution will reap immediate benefits in the Classroom. The Proposal is specific in the solution; it does not suggest purchasing just any other pencil sharpeners, but specific ones that have been researched. It also includes the recommendation of a friend who is a Principal at another school to show that other people say this solution works well for them.

Step 5 : Costs

The Used-All-Day Pro Student Electric Pencil Sharpeners cost \$42.29 each. However, Office World gives a discount on the purchase of ten or more, reducing the cost to \$35.29 each. Because we are a member of the Office World Schools Frequent Shopper Program, we will receive 2% of our purchase back at the end of the school year. This makes the total cost of the purchase \$35.01.

Several electric sharpeners exist that cost more and less than this one, but because of the recommendations of others, I believe that purchasing a middle-priced sharpener will be a wise choice for St. Mary's School. Since Office World offers Free Shipping for Purchases over \$50, we will not have any shipping costs.

- **Commentary on Costs:** In this section, the Proposal shows exactly how much the purchase will cost. It also shows how the writer has not chosen the most or least expensive Sharpener, but one that is priced in the middle. The writer also spells out any additional financial benefits the school will receive by making this purchase.

Step 6 : Conclusion

In conclusion, I think purchasing New Electric Pencil Sharpeners for each Classroom would be of tremendous benefit to St. Mary's School. It would put an end to the constant frustration of students never being able to find sharp pencils and of losing instructional time because of the length of time it takes to use our current sharpeners.

Thank you for considering this purchase for our teachers and students!

- **Commentary on Conclusion:** The conclusion restates the problem and the proposed solution and ends on a positive note encouraging the reader to act on the proposal.

As you can see, writing a proposal does not have to be an overwhelming task. With a bit of thought and research, you will be able to write an effective proposal that has a good chance of being approved.

Formatting the letter:

- (1) Write the sender's address at the top of the letter.
- (2) Include the current date.
- (3) Type the recipient's address.
- (4) Include an appropriate salutation.
- (5) Write the body of your letter.
- (6) Use an appropriate closing and signature.
- (7) Mention any enclosures.
- (8) Include typist initials, when applicable (If someone else types the letter, include those initials on the left side of the letter on the final line.
 - Do not include typist initials if the person signing the letter is the same person who wrote it.

UNIT – 3: GRAMMAR

CHAPTER-4

VERBS, TENSES & ASPECTS



Introduction

It is observed that the word 'Tenses' makes people tense about it but if you ask any native speaker, only a few of them will be able to name or identify a tense correctly. However, all native speakers speak fluently. Therefore, instead of worrying about names and form, learn to use the verb form correctly. Below are the sentence structures of each tense which are in tabulated form for better understanding.

Tenses and their usage

Tense	Usage	Identifier / Signal Words	Form	Examples
Simple Present	<ul style="list-style-type: none"> Something that happens repeatedly How often something happens One action follows another Things in general With the following verbs (to love, to hate, to think, etc.) Future meaning : Programs, Timetable 	Every day Sometimes Always Often Usually Seldom Never First ... then	Infinitive he/she/it + s	I go. She works. They make. I don't go. He doesn't work. Do you go? Does he work?
Present Progressive	<ul style="list-style-type: none"> Something is happening at the same time as speaking or around it Future meaning : When you have already decided and arranged to do it (a Fixed Plan, Date) 	Now At the moment Look! Listen!	to be (am/are/is) + Infinitive + ing	I'm working. He's going. I'm not working. He isn't working. Is he working? Am I going? Are you making?
Simple Past	<ul style="list-style-type: none"> Action took place in the past, mostly connected with an expression of time (no connection to the present) 	Last Ago In 2000 Yesterday	Regular: Infinitive + -ed Irregular: no rules	He worked. I went. He didn't work. I didn't go. Did he work? Did I go?
Past Progressive	<ul style="list-style-type: none"> An action happened in the middle of another action. Someone was doing something at a certain time (in the past) - you don't know whether it was finished or not 	While	was/were + Infinitive + ing	I was working. They were going. I wasn't going. He wasn't going. Was I working? Were you making?
Simple Present Perfect	<ul style="list-style-type: none"> You say that something has happened or is finished in the past and it has a connection to the present Action started in the past and continues up to the present 	Just, yet, Never Ever Already So far, Up to now Since For Recently	have/has + past participle	I have worked. He has gone. They have made. I haven't worked. He hasn't gone. They haven't made it. Have I worked? Has he worked? Have they made?

Present Perfect Progressive	<ul style="list-style-type: none"> Action began in the past and has just stopped How long the action has been happening Emphasis : length of time of an action 	All day The whole day How long Since For	have/has + been + Infinitive + -ing	I have been working. He has been going. I haven't been working. Has he been working? Have I been going?
Simple Past Perfect	<ul style="list-style-type: none"> Mostly when two actions in a story are related to each other: the action which had already happened is put into past perfect, the other action into simple past The past of the Present Perfect 	Already Just Never	had + past participle	I had gone. He had worked. I hadn't gone. He hadn't worked. Had I gone? Had you worked? Had they made?
Past Perfect Progressive	<ul style="list-style-type: none"> How long something had been happening before something else happened 	How long Since For	had + been + Infinitive + ing	I had been working. He had been working. They had been making. I hadn't been working. He hadn't been working. They hadn't been working. Had I been working? Had he been going? Had they been making?
Will - future	<ul style="list-style-type: none"> Predictions about the future (you think that something will happen) You decide to do something spontaneously at the time of speaking, you haven't made a plan Main clause in type I of the if clauses 	Tomorrow Next..... In coming	will + Infinitive	I'll work. I / we shall/will I go. He'll work. I/we won't/shan't work. I /we shan't go. He won't work. Will/shall I work? Shall I /we go? Will he work?
Going to - future	<ul style="list-style-type: none"> When you have already decided to do something in the future What do you think will happen 		be (am/are/is) + going to + Infinitive	I'm going to work. He is going to leave for the Airport. They are going to make. I'm not going to work. He's not going to go to London. They aren't going to make it. Am I going to work? Is he going to drive? Are they going to make it?
Future Progressive	<ul style="list-style-type: none"> An action will be in progress at a certain time in the future. This action has begun before a the certain time. Something happens because it normally happens. 		will + be + Infinitive + ing	I'll be working. I /we shall/will be going. He'll be going. They'll be making. I won't/shan't be working. He won't be working. They won't be making. Will /shall I be working? Will they be making?

Future Perfect Simple	<ul style="list-style-type: none"> Something will already have happened before a certain time in the future 		will + have + past participle	I'll have worked. I shall have gone. He'll have gone. They'll have made. I won't/shan't have worked. He won't have gone. They won't have made it. Will/shall I have worked? Will he have gone? Will they have gone?
Future Perfect Progressive	<ul style="list-style-type: none"> Something will already have happened before a certain time in the future Emphasis: length of time of an action 		will + have + been + Infinitive + ing	I'll have been working. I shall/will have been going. He'll have been going. They'll have been making. I won't/shan't have been working. He won't have been going. They won't be making. Will/shall I have been working? Will he have been working? Will they have been making?

Note : For every appropriate verb marks are given. The candidates are advised not to copy the sentence.



CHAPTER-5

CONDITIONAL CLAUSES



Introduction

There are four basic types of conditional sentences in the English language. Each type has two parts—the 'main' clause and the 'if' clause.

Types of conditional clauses :

Zero conditional : I will take my umbrella if it rains.

First conditional : I'll call you if I work late.

Second conditional : If the bus wouldn't arrive on time, I would drive you to the airport.

Third conditional : She wouldn't have come, if I hadn't invited her.

Note : If means--- on (the) condition that, provided (that), providing (that), presuming (that), supposing (that), assuming (that), as long as...

These are discussed below :

1. Zero conditional : The zero conditional describes situations that are always true. It has the same meaning as when or whenever. We use the present simple tense in both the main clause and the if clause.

- If I go to school, I get up at seven. (Whenever I go to school, I get up at the same time.)
- If you park your car on double yellow lines, you pay a fine. (Whenever you park illegally, you pay a fine.)

2. **First conditional** : The first conditional refers to the present or future or events that may occur in near future. First conditional sentences are used to speculate about possible situations that can really happen. We use “if + present tense” and “main clause: will + bare infinitive” for the first conditional.
- If he studies hard, he'll pass the exams.
 - If we catch the 10:15 train, we will arrive on time.
 - If you don't get the ticket, what will you do?
 - If it rains, I shall carry an umbrella. (possibility/likelihood)
 - If he invites me, I'll go there.
 - I'll help you, if you request.
 - If you fulfill your promise, it pleases everyone. (common occurrence-simple present)
3. **Second conditional** : The second conditional also refers to the present or future. In second conditional sentences, we speculate about situations that will probably never happen. Things/events do not happen. We wish that they may happen.
- Form If clause** : if + past tense **Main clause** : would + bare infinitive
- If I had more time, I would help you. (But I am not free at the moment. I can't help you.)
 - If I won a million dollars, I would start a business of my own. (But I know that it is not realistic.)
 - If I were rich, I wouldn't work.
 - If he were younger, he would marry her.
 - If I were you, I wouldn't do it. (In this expression, were is much more usual than was.)
 - If I were a millionaire, I would help the needy.
 - If I were the boss, I would have punished him.
- Note* : The verb 'to be' can have a specific form in the if clause. The main difference between the first and second conditional is about probability : the first conditional is realistic while the second conditional is unrealistic.
4. **Third conditional** : The third conditional sentences always refer to the past. We speculate about situations that happened or did not happen in the past.
- Form If clause** : if + past perfect **Main clause** : would + perfect infinitive (have + past participle)
- If I had won a million, I would have started a business of my own. (But I didn't win anything.)
 - If he had met her, he would have told her. (Unfortunately, he didn't meet her.)
 - If we hadn't practised, we wouldn't have won the match. (But we practised and won.)
 - If he had scored the goal, we would have won the match.
 - If you had worked hard, you might have passed.
 - If I had a car, I could have reached the office in less time.
5. **Inverted conditionals** : We can also make conditional sentences by changing the word order in the if clause.
- Had he booked the hotel room, he wouldn't have slept at the camp. (If he had booked ...)
 - Were I in your position, I would accept it. (If I were ...)
- This form is less common, quite formal and is mostly used in writing.
6. **Negative conditionals** : If and Unless can be used interchangeably to denote negative conditions. Unless means except if.
- If we don't hurry, we will be late for the show.
Unless we hurry, we will be late for the show.
 - If he had permission from his parents, he would travel alone.
Unless he had permission from his parents, he wouldn't travel alone.
 - If you hadn't suggested it, I wouldn't have phoned him.
Unless you had suggested it, I wouldn't have phoned him.



CHAPTER-6

SENTENCE STRUCTURE & TYPES



Introduction

A sentence is a group of words that gives enough information for a person to form a complete idea in his mind of the message that is being communicated to him.

Sentence Structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

1.	Subject	Verb
a.	My head	is aching.

b.	Something	happened.
c.	She	laughed.

2.	Subject	Verb	Object
a.	They	are moving	the refrigerator.
b.	He	needs	rest.
c.	I	went	home.

The subject and object can be a pronoun (*e.g.* I) or a noun phrase (*e.g.* the refrigerator).

3.	Subject	Verb	Complement
a.	This piano	is	heavy.
b.	It	was	a big problem.
c.	This chapati	appears	stale.

The complement can be an adjective (*e.g.* heavy) or a noun phrase (*e.g.* a big problem). The complement often comes after- after- "be/is". It can also come after- appear, become, get, feel, look, seem, stay or sound.

4.	Subject	Verb	Adverbial
a.	Their house	is	nearby.
b.	The gift	is	in my pocket.

An adverbial can be a prepositional phrase (*e.g.* in my pocket) or an adverb (*e.g.* nearby).

4.	Subject	Verb	Object	Object
a.	It	is giving	me	a headache.
b.	My father	bought	my sister	a watch.
c.	He	brought	us	a present.

We use two objects after verbs like give and send.

Kinds of Sentences

There are five kinds of sentences as follows :

1. Declarative/Assertive Sentences : Sentences that make statements.

- Examples : ➤ That isn't the way to do it.
 ➤ I have two brothers and one sister.
 ➤ India and Pakistan are neighbours.

Declarative sentences can be further classified into **Affirmative** and **Negative sentences**.

- Examples : ➤ I don't like fruits. (Negative)
 ➤ I like fruits. (Affirmative)

2. Interrogative Sentences : Sentences that ask questions.

- Examples : ➤ What are you doing?
 ➤ Where will you go tomorrow?
 ➤ Can I see her?

3. Imperative Sentences : Sentences that give commands or make requests.

- Examples : ➤ Don't be lazy!
 ➤ Mind your business!
 ➤ Come and have a cup of tea.

4. Exclamatory Sentences : Sentences that are in the form of exclamations.

- Examples : ➤ What a lovely day it is!
 ➤ How marvelous!
 ➤ How pretty she is!

5. Optative Sentence : Optative sentences express wishes.

- Examples : ➤ May you live a long and happy life together!
 ➤ God save you!
 ➤ Peace be upon him!

Optative sentences formed with 'May' are found mainly in a very formal way. Optative sentences like 'God save you!' uses a special form of the verb in which there is no sending. Therefore, it is 'God save...' (not God saves...). Similarly, we have 'Peace be upon him' rather than 'Peace is upon him.'

Transformation of Sentences based on their types

1. Assertive/Declarative sentence into Exclamatory sentence :

- Examples :*
- (i) **Assertive :** He is truly noble.
Exclamatory : How noble he is!
 - (ii) **Assertive :** This is indeed a pleasant surprise.
Exclamatory : What a pleasant surprise this is!
 - (iii) **Assertive :** It was an extremely delightful party.
Exclamatory : What a delightful party it was!
 - (iv) **Assertive :** I wish I were young again.
Exclamatory : O' that, I were young again!

2. Exclamatory sentence into Assertive/Declarative sentence :

- Examples :*
- (i) **Exclamatory :** What a beautiful flower!
Assertive : It is a beautiful flower.
 - (ii) **Exclamatory :** What a great victory!
Assertive : It is a great victory.
 - (iii) **Exclamatory :** How kind of you to help him like that!
Assertive : It is very kind of you to help him like that.
 - (iv) **Exclamatory :** What a glorious morning!
Assertive : It is indeed a glorious morning.

3. Assertive/Declarative sentence into Interrogative sentence and vice versa : An assertive sentence can be changed into an interrogative sentence by putting the auxiliary verb before the subject.

- Examples :*
- (i) **Assertive :** She is my friend.
Interrogative : Is she my friend?
 - (ii) **Assertive :** He has finished his work.
Interrogative : Has he finished his work?
 - (iii) **Assertive :** He is very intelligent.
Interrogative : Is he very intelligent?
 - (iv) **Assertive :** I never asked you to do it.
Interrogative : Did I ever ask you to do it?
 - (v) **Assertive :** There is no sense in doing that.
Interrogative : Is there any sense in doing that?

4. Imperative sentence into an Interrogative sentence and vice versa : The interrogative is a milder form of the imperative. But the addition of 'or not' to the interrogative form will add a touch of threat to it.

- Examples :*
- (i) **Imperative :** Stop it.
Interrogative : Will you stop it?
 - (ii) **Imperative :** Please, give me a glass of water.
Interrogative : Will you, please give me a glass of water?
 - (iii) **Imperative :** Come here.
Interrogative : Come here, will you?
 - (iv) **Imperative :** Shut up.
Interrogative : Will you shut up or not?
 - (v) **Imperative :** Get out of here.
Interrogative : Will you get out of here or not?
 - (vi) **Imperative :** Speak loudly.
Interrogative : Will you speak loudly?
 - (vii) **Imperative :** Please take me to the Director of the Institute.
Interrogative : Will you, please take me to the Director of the Institute?

5. **Affirmative sentence into Negative sentence and vice versa :**

- Examples :*
- (i) **Affirmative :** The poor fisherman agreed to his term.
Negative : The poor fisherman did not disagree with his term.
 - (ii) **Affirmative :** The children of today must continue this work.
Negative : The children of today must not discontinue this work.
 - (iii) **Affirmative :** The dancers are all male.
Negative : The dancers are not any female.
 - (iv) **Negative :** I never saw so deep a clam.
Affirmative : This is the deepest clam I have ever seen.
 - (v) **Negative :** It is not wrong to love animals and plants.
Affirmative : It is kind to love animals and plants.
 - (vi) **Affirmative :** He tried all plans.
Negative : He left no plan untried. /No plans were left untried by him.
 - (vii) **Affirmative :** Clearly, the only way was to swim.
Negative : There was no other way except swimming.

□□

CHAPTER-7**DEGREES OF COMPARISON****Introduction**

We use adjectives to describe the qualities of a person, a place or a thing. When we compare qualities of two or more people, places or things, they are known as Degrees of Comparison. These degrees are three different levels of comparison. They are :

1. Positive Degree – (X)
 2. Comparative Degree – (.er, more)
 3. Superlative Degree – (...est, most)
1. **Positive Degree :** When we compare two persons, places or things at the same level, we use a positive degree. To show the equal or same level, “as.....as,” “the same as,” “not as...as” or “not so...as” are used with an adjective placed in between.
Examples :
 1. My book is as interesting as yours.
 2. His car runs as fast as a racing car.
 3. Their house is as big as that one.
 4. Aamir’s acting is the same as Shahrukh’s.
 5. My house is not as expensive as yours.
 2. **Comparative Degree :** When we want to compare two things, people or places not at the equal or same level, we use comparative degree. In order to show different levels of adjective, “adjective+er_+than” or “more_+adjective+than” is used.
Examples :
 1. Today is hotter than yesterday.
 2. Beena runs faster than Bob.
 3. This exercise is easier than the last one.
 4. Babul works harder than his brother.
 5. Cars are smaller than buses.
 6. Michael is more handsome than John.
 7. Irfan Pathan is more famous than Baichung Bhutia.
 8. He visits his family more frequently than she does.
 3. **Superlative Degree :** To compare one thing with two or more things, a Superlative degree is used. We use “the + adjective + est” or “the + most + adjective” to denote the superiority of a thing over others.
Examples :
 1. John is the tallest boy in the family.
 2. He works the hardest of all the employees in this office.
 3. That was the most boring film I have ever seen.
 4. Kavya dances the most gracefully among all the participants.

5. Jupiter is the biggest planet.
6. Anya is the cleverest student in the class.
7. Obama is the most famous of all the American presidents.
8. Sara John is the most beautiful model.

Interchanging the Degrees – Rules :

Rule 1 : If the superlative degree says about the best thing, then the rule is :

For comparative, use :

subject + verb + adjective/adverb(comp. form) + than any other + rest part

For positive, use :

No other + rest part + verb + so/as + positive form of adj/adv + as + subject

Example : **Superlative :** Suman is the tallest girl in the class.

Comparative : Suman is taller than any other girl/all the girls in the class.

Positive : No other girl in the class is as tall as Suman.

Rule 2 : If in superlative degree 'One of the' is transformed in this way:

Comparative : Sub+verb +comp. form +than most other+ rest part.

Positive : Very few+ rest part after Superlative Degree + verb + so/as + positive form of adj/adv + as +subject

Example : **Superlative :** Kalidas was one of the greatest poets in India.

Comparative : Kalidas was greater than most other poets in India.

Positive : Very few poets in India were as great as Kalidas.

Note : Superlative : Of all/ of any

Comparative: Than all other/than any other.

Positive : (It does not exist.)

Example : **Superlative :** Mr. Khan is the oldest of all men in the village.

Comparative : Mr. Khan is older than all other men in the village.

Positive : No other man in the village is as old as Mr. Khan.

Rule 3 : Simple comparative is transformed into positive by using (not so + adj/adv +as)/ (so+adj/adv +as) if negative.

Second noun or pronoun is used first.

Examples : **1. Comparative :** Rina is wiser than Mina.

Positive : Mina is not as wise as Rina.

2. Comparative : Mina is not wiser than Rina.

Positive : Rina is as wise as Mina.

Rule 4: No/not less-than is transformed into positive by using as +adj/adv + as

Example : **Comparative :** Karina is not less meritorious than Suman.

Positive : Karina is as meritorious as Suman.

□□

CHAPTER-8

REPORTED SPEECH



Introduction

In direct speech, we repeat the original words that were said word for word. In reported speech, they undergo some changes.

Verb Tenses :

present → past

past → past perfect

past perfect → past perfect

future → conditional

conditional → conditional

1. When reporting a statement (not a question), we generally use *that* :

In short sentences, we often drop *that*, but in writing it is a good idea to use it all the time, even for short sentences!

Note : In reported speech, we **repeat** *that* after *and*, *but* and *or*.

Note : There are **no** commas before or after *and*, *but* and *or* in a reported speech.

Note : There are **no** commas before or after *that*.

Examples : (i) She said *that* he was hungry and *that* he wanted to eat soon.

(ii) He told me *that* he had never been to France but *that* he wanted to go.

(iii) They promised us *that* they would tell the truth.

2. When reporting a question, we use *if* for **yes/no** questions or the appropriate question words (*who*, *what*, *where*, *when*, *how*, *why*) for **information** questions :

Note : You **never** use *that* when reporting a question.

Note : You **never** use a question mark (?) when reporting a question.

Examples : (i) He asked me *if* I was going to the office party. ("Are you going to the...")

(ii) He asked me *when* I would call him. ("When will you call me?")

(iii) He asked me *how much* my rent was. ("How much is your rent?")

Note : For more info. See 6a & 6b.

- 3a. The following verbs **must** be used with an indirect object : (There is no *to* before these indirect objects.)

Examples : (i) told He *told* **me** that he was hungry.

(ii) informed We *informed* **her** that the store was closed.

(iii) reminded He *reminded* **the staff** that the meeting was at 8 PM.

- 3b. The following verbs **may** be used with an indirect object, but the indirect object is optional (up to you). (There is no *to* before these indirect objects.)

Examples : (i) He *asked* **his wife** why she was so angry.

OR

He *asked* why she was so angry.

(ii) *asked* We *asked* **[her]** where her husband was.

(iii) *answered* He *answered* **[me]** that he couldn't help.

(iv) *promised* She *promised* **[him]** that she would stay.

- 3c. The following verbs need *to* be before the indirect object. For any verb that needs *to* be before the indirect object, the **indirect object is optional** :

Examples : (i) He said *to me* that he was the chief of police.

OR

He said that he was the chief of police.

(ii) said He *said* **[to his wife]** that he was hungry.

(iii) explained We *explained* **[to her]** why we had been late.

(iv) exclaimed She *exclaimed* **[to the boy]** that she was furious.

(v) complained They *complained* **[to us]** that the room was too cold.

- 4a. In English we **report commands, orders, requests and suggestions** to other people. The verb of the Reported Speech is changed into an Infinitive. If the Reported Speech is negative, the word "not" is placed before the infinitive.

Examples : (i) She told her daughter to eat.

(ii) We asked them to help us.

(iii) The officer ordered me not to run.

(iv) He advised the student not to quit.

(v) Mr. and Mrs. Jones wanted their son to study.

- 4b. "Let" is often used to make proposals in such cases, he said, "Let us do it" is changed to "they suggested/proposed" doing it or he suggested / proposed that they should do it.

Examples : (i) I suggested to my brother that we should go to some hill station for a change. ("Let us go to some hill station for a change".)

(ii) The father proposed that they should invite some friends to their son's birthday. ("Let us invite some friends to our son's birthday".)

(iii) The teacher said that no child was to speak to Asif for the whole afternoon. ("Let no child speak to Asif for the whole afternoon".)

(iv) He requested his friend that he might be allowed to go home. ("Let me go home now")

OR

He suggested to his friend that he might be allowed to go home.

(v) The beggar requested her respectfully to let him stay there for a while and refresh himself. ("Madam, let me stay here for a while and refresh myself")

5. Some Modal/Auxiliary-words change from direct to reported speech as follows :

- Examples :*
- (i) can/could I asked him, "Can I see your sister?"
I asked him if I could see his sister.
 - (ii) shall/should She asked, "Shall I call you later?"
She asked if she should call me later.
 - (iii) will/would He told them, "I'll help you tomorrow."
He told them that he would help them the following day.
 - (iv) may /might She said, "I may study tonight."
She said that she might study that night.
 - (v) must/had to He said, "I must see a doctor soon."
He said that he had to see a doctor soon.

6a. In reported speech, a question is reported with the order **W-word + S+[Aux.]+V.**

- (i) A question with "*is* changes to *was*".
- (ii) A question with "*are* changes to *was/were*".
- (iii) A question with "*do* changes to the **simple past**".
- (iv) A question with "*does* changes to the **simple past**".
- (v) A question with "*did* changes to the **past perfect** (*had + past participle*)".
- (vi) The **present perfect** also changes to the **past perfect**.
- (vii) The connection word is *if/whether* for all yes/no questions.
- (viii) There are **no commas** and **no question marks** in reported questions.

6b. Here are the reported speech forms of the questions :

- Examples :*
- (i) He asked me where my father was working those days. ("Where is your father working these days?")
 - (ii) He asked me if they were going to the picnic. ("Are they going to the picnic?")
 - (iii) He asked me why I talked so much. ("Why do you talk so much?")
 - (iv) He asked me if my brother ate meat. ("Does your brother eat meat?")
 - (v) He asked me how much that book had cost. ("How much did that book cost?")
 - (vi) He asked me if I had seen his textbook. ("Have you seen my textbook?")

7a. In the case of exclamatory sentences, the Reporting Verb is changed to exclaimed with sorrow/joy/fear/anger, etc., applaud, regret, curse, cry out or any other such verb that properly conveys the tone of exclamation. The sentence should be changed into an assertive sentence.

- Examples :*
- (i) He exclaimed with joy that he had topped again. ("Hurrah! I have topped again", he said.)
 - (ii) He exclaimed with regret that he had acted very foolishly. (He said, "Alas! How foolish have I acted!")
 - (iii) He exclaimed that he was as usual unlucky and added that he had never thought he would fail that time too. (He said, "Just my luck! I never thought I would fail this time too.")

7b. In the case of Optative Sentences, the Reporting Verb is changed to wish/pray/ long for/yearn/earnestly desire, etc. Other changes are done similar to exclamatory sentences.

- Examples :*
- (i) Asim wished his friend good morning and asked him how he was. (Asim said to his friend, "Good morning, how do you do?")
 - (ii) The old beggar called me his son and prayed that God might bless me. (The old beggar said to me, "May God bless you, my son!")

Other changes:

Direct	Reported
now	then; at that moment
today	that day
tonight	that night
tomorrow morning, afternoon...	the following/next morning, afternoon...
the day after tomorrow	two days later/after; in two days' time; in two days
yesterday	the day before; the previous day
yesterday morning, afternoon...	the previous morning, afternoon...; the morning, afternoon... before
the day before yesterday	two days before
the night before last	two nights before

next week, month...	the following/next week, month...; the week, month... after; in a week's time; in a week
last week, month...	the previous week, month...; the week, month... before
ago (a week ago)	before (a week before); previous (the previous week)
here	there
this (singular) / these (plural)	that (singular) / those (plural)
bring and come to	take and go

Note : The word *now* does not have to change, but it can change to *then*. Most native English speakers don't change *now*. E.g., He said, "I was sick yesterday, but **now** I'm all right."

Reported Speech : He said that he had been sick the day before but that **now** he was all right. /He said that he had been sick the day before but that **then** he was all right.



CHAPTER-9

VOICES : ACTIVE & PASSIVE



Introduction

There are two voices in English, the active voice and the passive voice :

<i>Active Voice</i>	<i>Passive Voice</i>
[1] Paul congratulated David	[2] David was congratulated by Paul

Passive constructions are formed using the PASSIVE HELPING VERB 'be', and the main verb has an -ed inflection. In active constructions, there is no passive helping verb, though other auxiliaries may occur :

Examples :

- (i) Paul is congratulating David.
- (ii) Paul will congratulate David.
- (iii) Paul has congratulated David.

All of these examples are active constructions, since they contain no passive auxiliary. Notice that in the first example (Paul is congratulating David), the auxiliary is the progressive tense, not the passive auxiliary because the main verb congratulate has an -ing, not an -ed as suffix.

In the passive construction in [2], we refer to Paul as the AGENT. This is the one who performs the action of congratulating David. Sometimes no agent is specified :

- (i) David was congratulated.

We refer to this as an AGENTLESS PASSIVE.



CHAPTER-10

INVERSION OF TIME ADVERBIAL & OTHER

TYPES OF SENTENCES



Introduction

- Negative Adverbials:** In formal English, and in written language in particular, we use negative adverbials at the beginning of the sentence to make it more emphatic or dramatic. The word order is inverted: the negative adverbial is placed first, an auxiliary verb follows it and the subject of the sentence comes next.

List of adverbials :

No sooner.....than, hardly/scarcely/barely.....when/before, never (before), seldom, only when/after, under/in no circumstances, in no way, little, not only, not until, not (a noun)

Examples : (i) Never have I encountered such rudeness!

- (ii) Not only is A.R. Rehman a gifted musician, but he is also a good-natured and responsible person.
- (iii) No sooner had he locked the door than the phone started ringing.
- (iv) Only when the last person had left did she sit down and try to relax.
- (v) Under no circumstances can you inform the staff about the imminent changes.
- (vi) Not a sound could be heard in the church.
- (vii) Little does Mr. Sharma suspect that his daughter has been failing in all her subjects at school!

2. **Inversion of No sooner+than or hardly/scarcely/barely+when:** “No sooner .. than ...” or “hardly/scarcely/barely ...when” is used in the meaning of “As soon as...” but when the sentence starts with them, that part is used in “inverted” like the question form and in the past perfect tense.

Examples : (i) As soon as I entered the room, I noticed her.

No sooner had I entered the room than I noticed her.

Hardly had I entered the room when I noticed her.

- (ii) As soon as he approached the house, the policeman stopped him.

No sooner had he approached the house than the policeman stopped him.

Hardly had he approached the house when the policeman stopped him.

3. **Inversion of other adverbials:** When a sentence contains a negative word or expression, it is sometimes placed at the beginning in formal English to give a more dramatic effect. However, the order of the sentence is the same as though it were an interrogative sentence.

Examples : (i) No-one should enter this room under/in any circumstances.

Under/In no circumstances should anyone enter this room.

- (ii) She at no time told me who she was/She did tell me who she was at any time.

At no time did she tell me who she was.

- (iii) I have rarely seen such a beautiful butterfly.

Rarely have I seen such a beautiful butterfly.

- (iv) I have never heard such a stupid thing.

Never have I heard such a stupid thing.

- (v) I did not witness the robbery, either.

Neither/Nor (less formal) did I witness the robbery.

- (vi) It was only when my children arrived home safely that I felt relieved.

Only when my children arrived home safely did I feel relieved.

- (vii) We did not know anything about what was going to happen to us next.

Little did we know about what was going to happen to us next.

4. **Inversion of adverbials to add dramatic effect/emphasis:** In the following examples, in the first case, we have a verb of movement. In the second, an intransitive verb or the verb ‘be’ is required. The inverted sentences give an emphatic effect, but they mean the same as the non-inverted ones. Note that we do not use do, does or did with this type of inversion.

Examples : (i) Peter goes up again.

Up goes Peter again.

- (ii) The beautiful scenery I had been told about lay/was below me.

Below me lay/was the beautiful scenery I had been told about.

NOTE : Some conditionals and wishes, when inverted also give an emphatic effect.

Examples : (i) If you should need a sun protection cream, please tell me.

Should you need a sun protection cream, please tell me.

- (ii) If I were you, I would try to fascinate her.

Were I you, I would try to fascinate her.

- (iii) If they had confessed everything, they would have been expelled from school.

Had they confessed everything, they would have been expelled from school.

CHAPTER-11

SENTENCE CLAUSE STRUCTURE,

TYPES & CONVERSION



Introduction

➤ Based on the sentence clause structure, we can classify the sentences into four types :

- Simple Sentence
- Compound Sentence
- Complex Sentence
- Compound-Complex Sentence

1. **Simple Sentence** : A simple sentence contains a subject and a verb. It expresses a single complete thought that can stand on its own.

Examples :

- (i) The baby cried for food. (There is a subject (The baby) and a verb (cried) that expresses a complete thought.)
- (ii) Miss Afsadi's intelligent students completed and turned in their homework. (A simple sentence does not necessarily have to be short. It can have different parts of speech. In this case, there are two verbs "completed" and "turned in." However, the sentence expresses one complete thought and therefore is a simple sentence.)
- (iii) Megha and Rohan ate too much and fell sick. (Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.)

2. **Compound Sentences** : A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound sentence contains two simple sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples :

- (i) The shoplifter had stolen clothes, so he ran once he saw the police. (Both sides of the conjunction "so" are complete sentences. "The shoplifter had stolen clothes" can stand alone and so can "he ran once he saw the police." Therefore, this is a compound sentence.)
- (ii) They spoke to him in Tamil, but he responded in English. (This is also a compound sentence that uses a conjunction to separate two individual clauses.)

3. **Complex Sentences** : A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. - A complex sentence always has a subordinate conjunction (as, because, since, after, although, when) or a relative pronoun (who, that, which).

Examples :

- (i) After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise. (The independent clause is, "Tim went to the gym to exercise." The subordinating clause before it is, "after eating lunch at The Cheesecake Factory," This is dependent on the main, independent clause. If one were to say "after eating lunch at The Cheesecake Factory," it would be an incomplete thought.)
- (ii) Opinionated women are given disadvantages in societies that privilege male accomplishments. (The subject is "opinionated women" and the verb is "are given." The first part of the sentence "opinionated women are given disadvantages in societies" is an independent clause that expresses a complete thought. The following "that privilege male accomplishments" is a relative clause that describes which types of societies.)
- (iii) The woman who taught Art History 210 was fired for stealing school supplies. (The dependent clause in this sentence is "who taught Art History 210" because if removed, the rest of the sentence would stand as an independent clause. "Who taught Art History 210" is an adjective clause that provides necessary details about the subject, woman.)

4. **Compound-Complex Sentences** : A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples :

- (i) After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movie. (If we remove the dependent clause "after the two soccer players lost their game," we have a compound sentence. The dependent clause makes this sentence compound-complex.)
- (ii) The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

➤ Transformation of Sentences into One Another :

Simple	Complex	Compound
After	after	and afterwards
Before	before	and before that
About	that	and about it
Till, until	till, until	and till then
On	when	and then
During the period (time) of	while	and during that period (time)
In case of / In the event of	if provided / provided that / should / were / supposing	and such a case / and in such an event
In case of ... not	unless	must / else / or / otherwise
The manner of / The way of / The method of	how	and I know the method
Soon after / Immediately after / Instantaneously after	as soon as / no sooner than	and immediately / and afterwards / and at once
For fear of	lest	and for that fear
The place of	where	and its place
The reason of / The cause	why	and + cause
Inspite of / Despite / on account of / notwithstanding to	though, Although / Even though / notwithstanding that	but / yet / still / however / all the same / never the less
Owing to / on account of / due to / because of / being / verb-ing	as, because since / for	and so / And therefore
During the whole length of / time of	as long as / so long as	and / during the length of time
Ever since	ever since	and since then
Besides	as well as	not only then... but also

Examples :

- (i) Being tired, he went to bed. (*Simple*)
- (ii) As he was tired, he went to bed. (*Complex*)
- (iii) He was tired so he went to bed. (*Compound*)
- (iv) Having finished his work, he returned home. (*Simple*)
- (v) After he had finished his work, he returned home. (*Complex*)
- (vi) He finished his work and he returned home. (*Compound*)
- (vii) I saw a dirty girl with blue eyes. (*Simple*)
- (viii) I saw a dirty girl who had blue eyes. (*Complex*)
- (ix) I saw a dirty girl but she had blue eyes. (*Compound*)

Type 1 :

On account of, because of, in consequence of, owing to. (*Simple*)

As, Since, Because (*Complex*)

- (i) The school was closed for it rained heavily. (*Compound*)
- (ii) On account of heavy rain, the school was closed. (*Simple*)
- (iii) As it rained heavily, the school was closed. (*Complex*)

Type 2 :

In case of, in the event of. (*Simple*)

If, Unless. (*Complex*)

- (i) He works hard and he will succeed. (*Compound*)

(ii) In the event of his hard work, he will succeed. (*Simple*)

(iii) If he works hard, he will succeed. (*Complex*)

Type 3 :

too...to. (*Simple*)

So...that...not. (*Complex*)

(i) The food was very hot so we could not eat it. (*Compound*)

(ii) The food was so hot that we could not eat it. (*Simple*)

(iii) The food was too hot to eat. (*Complex*)

Type 4 :

In spite of, despite, notwithstanding. (*Simple*)

Though, although (*Complex*)

But (*Compound*)

(i) Although it rained a lot, they enjoyed themselves. (*Complex*)

(ii) In spite of or Despite the rain, they enjoyed themselves. (*Simple*)

(iii) Thomas was a rich man yet he led a simple life. (*Compound*)

(iv) In spite of his being a rich man, Thomas led a simple life. (*Simple*)

(v) Though Thomas was a rich man, he led a simple life. (*Complex*)

(vi) Notwithstanding his sorrow, he is hopeful. (*Simple*)

(vii) He is sorrowful but yet hopeful. (*Compound*)

(viii) Though he is sorrowful, he is hopeful. (*Complex*)

Type 5 :

(i) The sun rose and the fog disappeared. (*Compound*)

(ii) The sun having risen, the fog disappeared. (*Simple*)

(iii) As soon as the sun rose, the fog disappeared. (*Complex*)

(iv) He finished his work and returned home. (*Compound*)

(v) Having finished his work, he returned home. (*Simple*)

(vi) After he had finished his work, he returned home. (*Complex*)

Type 6 :

(i) He was not only thrown into jail but also heavily fined. (*Compound*)

(ii) Besides being thrown into jail, he was heavily fined. (*Simple*)

(iii) Besides being beautiful, she is intelligent. (*Simple*)

(iv) She is not only beautiful but also intelligent. (*Compound*)

(v) She is both beautiful as well as intelligent. (*Complex*)

Type 7 : A complex sentence can be converted into a simple sentence by reducing a noun clause into a noun phrase.

(i) I know that he is an honest guy. (*Complex*)

(ii) I know him to be an honest guy. (*Simple*)

(iii) We could not figure out what he said. (*Complex*)

(iv) We could not figure out the meaning of his words. (*Simple*)

(v) I believe that God exists. (*Complex*)

(vi) I believe in God's existence. (*Simple*)

Type 8 : A complex sentence can be converted into a simple sentence by reducing an adjective clause.

(i) Those that are helpless deserve our pity. (*Complex*)

(ii) The helpless deserve our pity. (*Simple*)

(iii) The statue that is made of marble was bought from Jaipur. (*Complex*)

(iv) The marble statue was bought from Jaipur. (*Simple*)

(v) We saw trees that were laden with fruits. (*Complex*)

(vi) We saw trees laden with fruits. (*Simple*)

CHAPTER-12

PREPOSITIONAL PHRASES & PHRASAL VERBS



Introduction

Prepositional Phrases :

Prepositions are words which begin prepositional phrases.

A prepositional phrase is a group of words containing a preposition, a noun or pronoun, object of the preposition, and any modifiers of the object.

A preposition sits in front of (is "pre-positioned" before) its object.

The following words are the most commonly used prepositions :

about	below	excepting	off	toward
above	beneath	for	on	under
across	beside(s)	from	onto	underneath
after	between	in	out	until
against	beyond	in front of	outside	up
along	but	inside	over	upon
among	by	in spite of	past	up to
around	concerning	instead of	regarding	with
at	despite	into	since	within
because of	down	like	through	without
before	during	near	throughout	with regard to
behind	except	of	to	with respect to

Phrasal Verbs :

1. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

Example :

- (i) I ran into my teacher at the movie last night. (run + into = meet)
- (ii) He ran away when he was 15. (run + away = leave home)

2. Some phrasal verbs are intransitive. An intransitive verb cannot be followed by an object.

Example :

- (i) He suddenly showed up. ("show up" cannot take an object)

3. Some phrasal verbs are transitive. A transitive verb can be followed by an object.

Example :

- (i) I made up the story. ("story" is the object of "makeup")

4. Some transitive phrasal verbs are separable. The object is placed between the verb and the preposition.

Example :

- (i) I talked my mother into letting me borrow the car.
- (ii) She looked the phone number up.

5. Some transitive phrasal verbs are inseparable. The object is placed after the preposition.

Example :

- (i) I ran into an old friend yesterday.
- (ii) They are looking into the problem.

6. Some transitive phrasal verbs can take an object in both places.

Example :

- (i) I looked the number up in the phone book.
- (ii) I looked up the number in the phone book.

Note : Although many phrasal verbs can take an object in both places, you must put the object between the verb and the preposition if the object is a pronoun.

Example :

- (i) I looked the number up in the phone book.
- (ii) I looked up the number in the phone book.
- (iii) I looked it up in the phone book. (*correct*)
- (iv) I looked up it in the phone book. (*incorrect*)

Case study of the verb "Agree": Notice how the meaning of AGREE changes depending on its grammar, I mean, the way it is used in the context.

A.If you agree with someone about / on something = you have the same opinion as them.

Examples :

- (i) I agree with you.
- (ii) We all agreed with each other that we needed to improve our English.
- (iii) My husband and I agree about /on most things.
- (iv) My husband and I agree with each other about /on most things.
- (v) Reena agreed with me when I proposed a meeting.
- (vi) The four sisters could not agree among themselves.

(Note : if they were 'two sisters', the answer should be 'with each other'.)

B.If you agree to do something = you say you will do something that someone asks you to do.

Examples :

- (i) She agreed to help him.
- (ii) My boss has agreed to give me a holiday!

C.If you agree to something = you give your permission for it.

Examples :

- (i) My boss has agreed to my holiday dates.
- (ii) His father did not agree to the idea of a big birthday party.

D.If two or more people agree on something, or agree to do something, = it means that they decide something together.

Examples :

- (i) We couldn't agree on what to buy.
- (ii) They agreed to meet on Sunday.

Important note : So, remember when learning a new word, NEVER LEARN THE WORD ON ITS OWN. Learn the whole structure, the whole phrase. For example, if you just learn the word 'Agree', without any of its prepositions or relative structures, you will use it wrongly a lot of the time.

□□

CHAPTER-13

UNSEEN PASSAGES



Introduction

Comprehension of Unseen Passages :

A passage of about 500 words will be provided.

Questions based on the passage will be as follows :

- Questions that test the candidates' knowledge of vocabulary and ability to understand the content of and infer information and meanings from the text.
- A question that elicits the main ideas of all or part of the passage.

This question will consist of two parts :

- (i) In the first part, the candidate will be required to list the main points as directed, in point form. In this part, marks will be awarded for content.
 - (ii) In the second part of the question, the candidate will be required to frame these points in a summary, in a coherent manner. In this part, marks will be awarded for expression and the candidate's ability to express the points clearly in complete sentences. Marks will be deducted for linguistic errors.
- The use of abbreviations will not be accepted.

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