

**University of Global Village (UGV),  
Barishal  
Department of English  
BA (Hons) Program**



**Course Code** : ENG 0231-1204

**Course Title** : *English Language Proficiency 1*

**Course Type** : Core Course

**Course Teacher** : Sunanda Mondal

**Credit Value** :03

**Total Marks** : 150

**Contact Hours** :51

CLO 1	Recall key vocabulary words related to daily activities, work, and academic topics. Identify common grammatical structures and their rules in written and spoken English. List the main components of a paragraph or essay	Remember
CLO 2	Explain the meaning of new vocabulary words in context. Summarize the main points of a text or lecture. Describe the difference between formal and informal language.	Understand
CLO 3	Use appropriate vocabulary and grammar in constructing sentences and paragraphs. Apply reading strategies (e.g., skimming, scanning) to understand the gist of texts. Practice writing clear and coherent essays on given topics.	Apply
CLO 4	Compare and contrast different viewpoints in texts or discussions. Break down complex sentences to understand their structure and meaning. Identify the author's purpose and tone in various texts.	Analyze
CLO 5	Critically assess the credibility and reliability of different sources of information. Evaluate the effectiveness of arguments in written and spoken English. Provide constructive feedback on peers' written and oral presentations.	Evaluate
	Compose original essays, reports, or presentations on diverse topics. Develop	

## ASSESSMENT PATTERN

Total Marks	
Per Credit 50 Marks	
3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

**CIE-** Continuous Internal Evaluation (90 Marks-60%)

Bloom's Category Marks (out of 45)	Test s (45)	Assignmen ts (15)	Quiz zes (15)	External Participation in Curricular/Co-Curricular Activities (30)
Remember	10		05	Attendance: 15  Viva-Voce: 15
Understand	10	05		
Apply	05	10		
Analyze	10			
Evaluate	05			
Create	05		10	



**SEE- Semester End Examination (60 Marks-40%)**

<b>Bloom's Category</b>	<b>Tests</b>
<b>Remember</b>	<b>15</b>
<b>Understand</b>	<b>15</b>
<b>Apply</b>	<b>10</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>5</b>
<b>Create</b>	<b>5</b>

<b>Week</b>	<b>Topic</b>	<b>Teaching Strategies</b>	<b>Classroom Activities</b>	<b>CLO</b>	<b>PLO</b>
1	Critical Reading & Writing (Syntax)	- Interactive lecture on syntax.	- Analyze and rewrite sentences for clarity and flow.	CLO 2	PLO 4
2	Sentence Correction	- Discuss common sentence errors.	- Correct flawed sentences in a given paragraph.	CLO 5	PLO 3
3	Bar Chart Interpretation	- Lecture on interpreting data in bar charts.	- Analyze a bar chart and write a descriptive summary.	CLO 1	PLO 2
4	Pictorial Presentation	- Visual aids to demonstrate linking text with images.	- Create a pictorial story or info graphic from a given concept.	CLO 4	PLO 5
5,6	Developing Creative Writing (Idea Generation)	- Brainstorming techniques and prompts for idea generation.	- Write a short piece (story, poem, or essay) based on guided prompts.	CLO 3	PLO 1

7	Completing story	- Introduce story writing strategies.	- Use new words in sentences and developing writing	CLO 1	PLO 4
8	Developing Vocabulary (Part 1,2)	- Practice synonyms, antonyms, and context-based usage.	- Match synonyms, antonyms, and replace words in a passage with synonyms.	CLO 2	PLO 5
9	Common Mistakes in Academic Writing	- Analyze examples of common writing errors.	- Peer review and correct common mistakes in sample academic texts.	CLO 4	PLO 3
10	Describing Tables	- Discuss techniques for summarizing tabular data.	- Write descriptions of given tables, highlighting key points.	CLO 3	PLO 2

11	Taking Notes	- Teach note-taking methods (Cornell, mind mapping).	- Practice note-taking while listening to a lecture or reading a text.	CLO 5	PLO 4
12	Barriers to Writing and Overcoming Them	- Identify barriers such as lack of ideas or fear of failure.	- Group discussion on solutions to common writing challenges.	CLO 1	PLO 5
13	Analyzing Text (Mood, Tone, Author's Purpose)	- Explain mood, tone, and purpose through examples.	- Identify these elements in a given passage.	CLO 2	PLO 1
14	Barriers to Reading and Overcoming Them	- Discuss reading challenges (e.g., comprehension difficulties, vocabulary gaps).	- Practice strategies like skimming, scanning, and summarizing.	CLO 4	PLO 3
15	Reading Comprehension	- Demonstrate techniques for answering comprehension questions.	- Read a passage and answer comprehension questions.	CLO 5	PLO 1
16	Advertisement Writing	- Teach persuasive language and visual design principles.	- Create an advertisement for a product or event.	CLO 3	PLO 2
17	Revision and Problem-Solving	- Review all topics and address common student challenges.	- Group activities to solve writing problems and refine previously written tasks.	CLO 2	PLO 4

WEEK-1	✓ Interact	✓ Orientation	Four Basic Skills for ELP
PAGE-06-49	ive	with	Syntax
	Lecture	students &	Lexicon
	&	ice breaking	
	Discuss	session	
	ions	✓ Importance	
	✓ Q/A	of Critical	
		Reading &	
		Writing for	
		the students	





English for Academic and Professional  
Purposes

# Critical Reading

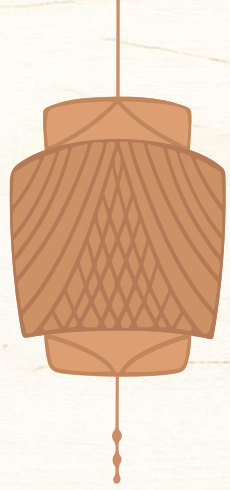


# Objectives:

- Explain what critical reading is.
- Recognize a critical reader and non-critical reader.
- Identify the reading strategies.







# Critical Reading

This type of reading goes beyond passively understanding a text because you process the author's words and make judgments after carefully considering the reading's message.





# Critical Reader vs Non-critical Reader



A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding. A non-critical reader is satisfied with recognizing what a text says and restating the key remarks.



# Requirements to be a Critical Reader



- The ability to pose problematic questions about the topic.
- The ability to analyze a problem in all its dimensions.
- The ability to find, gather, and interpret data and facts.
- The ability to imagine alternative solutions to the problem.
- The ability to analyze competing approaches and



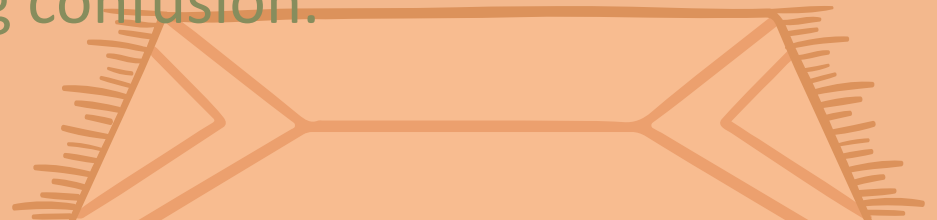
# A critical reader should reflect on:

- The literal meaning of the text.
- What the text describes.
- Interpretation of the text.



# What needs to be done to prepare for critical reading?

- Self-Reflect before and after reading.
- Read to Understand by:
  - a. Examining the text and its context.
  - b. Skimming the text.
  - c. Resolving confusion.



# Suggested ways to help you become a critical reader:

- Identify what you are reading for.
- Engage with the text to get the most out of it.
- Prepare to read with an open mind.
- Understand the author's writing purpose.





# Identify what you are reading for.

Before you read a text, ask and answer the following questions:

Are you reading only for general content? For data? For specific information or for general thematic concerns? For arguments that support or contest your thesis in a writing assignment? For information that you know you'll need for an assignment, or for information to get you thinking about what you'll need?



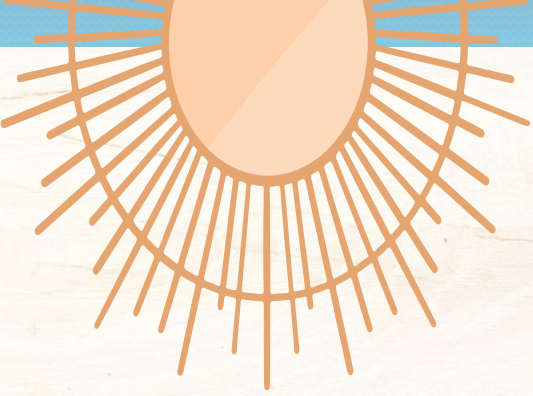


# Engage with the text to get the most out of it.

Read with a pen or pencil, highlighting key statements, parts, or points – even those you find confusing. Also, make note of words or terms you don't understand so you can look them up later.







# Prepare to read with an open mind.

Critical readers seek knowledge; they do not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully and objectively on the text.





# Understand the author's writing purpose.

Reading a text critically requires that you ask questions about the writer's authority and agenda. You may need to put yourself in the author's shoes and recognize that those shoes fit a certain way of thinking.





creative

**WRITING**



# lesson **OBJECTIVE** **S**



Explore the topic of creative writing.



Emphasize the importance of expression in writing.

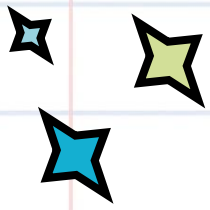


Explore the Elements of Creative Writing.



Engage students with an interactive writing exercise.





# Creative Writing



Creative writing is a form of writing that involves the expression of thoughts, ideas, and emotions in an imaginative and artistic way.



Unlike academic or technical writing, creative writing focuses on self-expression, originality, and using language in a unique and impactful manner to evoke emotions and provoke thought.

# Imagination and Self Expression



Imagination helps your to explore new ideas, settings, & characters.



Imagination plays a crucial role in creating original and captivating stories.



Self-expression helps you to create a deep connection with your readers.



# Setting

The setting is where and when a story takes place.

Well-written, vivid descriptions of location, time period, and atmosphere, transports readers to a 'world of your imagination'.

The setting plays a crucial role in shaping the overall feel and impact of a story and not only provides context, but also helps to establish the mood and tone, which influences how readers grasp and engage with the events that unfold.





# The Plot

The Events That Make Up a Story.



## **Introduction of Characters:**

Characters are the heart of any story: the way they are introduced sets the stage for the events that will unfold throughout the story.



## **Problem or Conflict:**

Every compelling story involves a problem or conflict that the main characters must confront such as internal struggles, external obstacles, or societal challenges.



## **Actions Taken to Resolve the Conflict:**

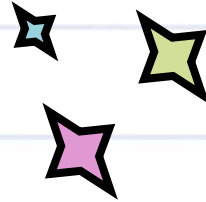
The actions that characters take to address the conflict are central to the development of the plot and are used to reveal the characters' motivations, strengths, weaknesses, and values.



## **Actions Taken to Resolve the Conflict:**

The resolution of the conflict brings the story to a satisfying conclusion, such as, characters achieving goals, learning important lessons, or experiencing personal growth.

# Character Development



Character development refers to how a character changes and grows throughout a story. This can include changes in their beliefs, attitudes, or actions based on their experiences and interactions with other characters.

Effective character development delves into the emotional depth of characters, exploring their fears, desires, insecurities, and aspirations. By tapping into the characters' internal thoughts, writers can create relatable and multidimensional personas.







# Point of View

The perspective from which a story is told.

First-person point of view (using "I" and "me") provides an intimate look into the narrator's thoughts and feelings, creating a strong sense of personal connection.

Second-person (using "you") directly involves the reader, making them feel like they are a part of the narrative.

Third-person point of view (using "he," "she," or "they") offers a broader perspective, allowing readers to see the story unfold from an external viewpoint.



# The Theme

The theme of a story is the main idea or message.

The story's underlying meaning can often be inferred from the events and actions of the characters in the text. A few examples of theme are: love, family, friendship, abandonment and betrayal.

By understanding the theme of a story, readers can gain insight into the author's perspective on certain issues or topics.

Exploring different themes can also help readers connect with the story on a deeper level, resonating with their own experiences and beliefs.



# Writing Prompt



Your character wakes up on a deserted beach. Vividly describe the setting. What do they see, smell, feel and hear? As they explore the island, what do they discover?

Unsure how they arrived on this mysterious island, they must confront their deepest fears and innermost feelings as they strive to survive and discover the island's secrets.



Throughout the journey, your character should face challenges that test their courage and resilience, which forces them to evolve and grow. How will your character's experiences on the island shape their identity and lead to their ultimate transformation? +





E F F E C T S  
O F

# Syntax

O N M E A N I N G &  
S T Y L E







# Learning Objectives

By the end of the lesson, students should be able to:

**1.**

List and identify the four main types of sentences by structure and the four main types of sentences by function.

**2.**

Understand how syntax influences the meaning we make from a text as well as the overall style of a text.

**3.**

Explain how choices in syntax can create stylistic effects such as creating rhythm, enhancing mood, creating emphasis, and conveying voice.

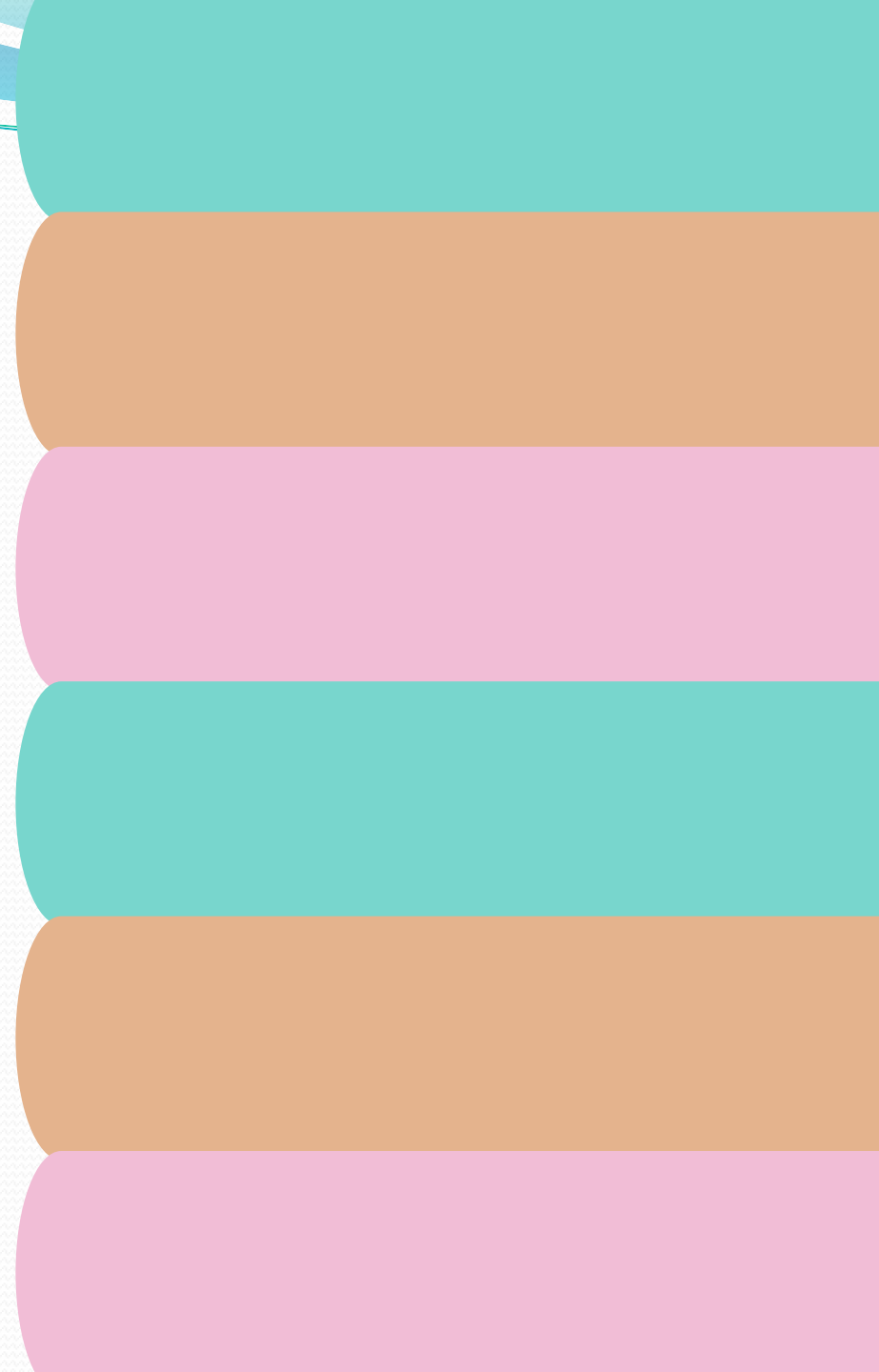


# Introduction

Syntax is a powerful tool that shapes the meaning and style of writing.

Authors might manipulate sentence structures to evoke specific emotions, emphasise particular ideas, and create a unique voice or writing style.

By understanding syntax, readers can delve deeper into the nuances of a text and appreciate the deliberate choices made by writers to convey their intended message and style.





BACK TO

**Basics**



# The Basics

So let's start by revising the basics!

## WHAT IS A SENTENCE?

A sentence is a group of words that expresses a complete thought, idea, or statement. It typically contains a **subject**, which is what the sentence is about, and a **predicate**, which includes a **verb** and provides information about the subject's action or state.

## WHAT IS SYNTAX?

Syntax refers to the rules and principles that govern the **arrangement of words and phrases** in a sentence to create coherent and grammatically correct structures.



## Basic Components

Here's a breakdown of the basic components of a sentence:

### S U B J E C T

The subject is the main topic or focus of the sentence. It is usually a noun or pronoun that performs the action or is described by the rest of the sentence.

**Example:** 'The cat' in the sentence 'The cat chased the mouse.'

### P R E D I C A T E

The predicate provides information about the subject, describing what the subject is doing or its state of being. It typically contains a verb

**Example:** 'chased the mouse' in the sentence 'The cat chased the mouse.'

### V E R B

The verb is a key element of the predicate and indicates the action performed by the subject or the subject's state of being.

**Example:** In the sentence "She is reading a book," the verb is "is reading."

## Basic Components

Here's a breakdown of the basic components of a sentence:

### O B J E C T

An object is a noun or pronoun that receives the action of the verb or is affected by the action. Not all sentences have objects.

**Example:** 'a book' in the sentence 'She is reading a book.'

### M O D I F I E R S

Modifiers are words or phrases that provide additional information about the subject, verb, or object, adding details and context to the sentence.

**Example:** 'In the park' in the sentence 'The children played in the park.'

### P U N C T U A T I O N

A sentence is typically marked by capitalisation at the beginning and ends with punctuation to indicate the tone or purpose.

**Example:** In 'Did you finish your homework?' the question mark indicates that this is a question.

## Sentence Types by Function

There are four main sentence types depending on their function. These are:

### DECLARATIVE

A sentence used to make a statement.

*My football team is playing today.*

### INTERROGATIVE

A sentence used to ask a question.

*Is my football team playing today?*

### EXCLAMATORY

A sentence used to make an exclamation.

*I'm going to be late for football practice!*

### IMPERATIVE

A sentence used to give a command.

*Drive me to my football game as fast as you can.*

# Sentence Types by Structure

There are four main sentence types depending on their structure. These are:

## SIMPLE

One independent clause.  
No commas separate two compound elements.

*The acrobat soared through the air.*

## COMPOUND

Two independent clauses joined by a coordinating conjunction, a conjunctive adverb or a semicolon.

*The juggler entertained the crowd and the clown made everyone laugh.*

## COMPLEX

One dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.  
*As the trapeze artist performed daring flips high above the tent, the audience held its breath in awe.*

## COMPOUND-COMPLEX

Two independent clauses joined to one or more dependent clauses.

*While the tightrope walker balanced on the rope, the lion tamer commanded the animals in the ring, and the fire-breather amazed the spectators.*





E F F E C T S   O N



# Meaning



# Active & Passive Voice

Active voice and passive voice are two different ways of structuring sentences, and they can change the way a sentence conveys information and emphasizes different elements.

**Active voice:** the subject performs the action and the focus is on **the doer** of the action. This often results in clear, direct, and concise sentences.

**Passive voice:** the subject receives the action, and the focus shifts to **the receiver** of the action. The doer may or may not be mentioned.

## FOR EXAMPLE:

The chef prepared the meal

vs.

The meal was prepared by the chef.

It highlights the **chef's role** in performing the action, emphasising responsibility or agency.

It shifts the focus to the preparation of **the meal itself**, emphasising the result rather than the doer.

# Ambiguity & Clarity

Syntax ambiguity or clarity can influence how easily a sentence can be understood. Well-structured sentences with clear syntax leave little room for confusion. Ambiguous syntax, on the other hand, can lead to multiple interpretations.

FOR EXAMPLE:

I saw the man with the telescope.

vs.

Looking through the telescope, I saw  
the man.

The first sentence is ambiguous as it is unclear whether the narrator used the telescope to see the man, or saw the man who had a telescope.

# Modifiers & Descriptions

The placement of modifiers and descriptions in a sentence can alter the meaning of a sentence by providing additional information, context, or details about a subject, ultimately influencing how a reader perceives a subject.

FOR EXAMPLE:

She walked down the street.

vs.

She briskly walked down the deserted street.

The first simple sentence conveys a neutral tone with minimal imagery whereas the modified sentence includes an adverb and an adjective that change the meaning - they make the woman seem nervous and the street seem eerie.



# Word Order

The arrangement of words in a sentence can alter the emphasis on different elements. Changing the word order can lead to nuances in meaning.

## FOR EXAMPLE:

The artist created a masterpiece using bright colours.

vs.

Using bright colours, the artist created a masterpiece.

In the first sentence, the emphasis is on the artist and their action of creating a masterpiece. In the second version, the inverted word order shifts the emphasis to the method used (bright colors) as the primary focus of the sentence.



EFFECTS ON



**Style**



# Rhythm & Flow

Different sentence structures create distinct rhythms. Short, concise sentences can create a sense of urgency, while longer sentences with intricate syntax can slow down the pace, adding a reflective quality to the writing.

## FOR EXAMPLE:

Rain poured. Thunder roared. The night was alive.

- **short sentences, snappy rhythm**

Beneath the glow of city lights, the bustling streets thrived with an energy that seemed to pulse through every corner, people moving in a symphony of purpose, their footsteps blending with laughter, music, and the distant hum of traffic, creating a harmonious tapestry of urban life.

- **long sentence, melodic rhythm**

The sun rose and the birds sang and the flowers bloomed and the world came to life.

- **polysyndeton, builds pace**

She sang, danced, laughed, cried with joy.

- **asyndeton, dramatic effect**

Alone in the darkness. Silence.

- **verbless clauses, suspenseful atmosphere**

# Tone & Mood

The arrangement of words can convey different tones and moods. A series of short, direct sentences can create a sense of tension or excitement, while longer, complex sentences can establish a more formal or contemplative tone.

## FOR EXAMPLE:

The train arrived. She boarded. It departed.

- **short sentences, matter-of-fact tone**

Mist rising. Trees swaying. A world awakening.

- **short sentences, verbless clauses, immersive mood**

Laughter echoed through the air, friends gathered around, and the sunlit park buzzed with the carefree energy of a perfect summer day.

- **medium sentence, joyful tone and mood**

In the quiet stillness of the forest, where sunlight filtered through the dense canopy, dappling the forest floor with patches of light and shadow, I found myself lost in a world of whispered secrets carried on the breeze, where every rustle of leaves and chirping of birds became a symphony of nature's wisdom.

- **long sentence, contemplative and immersive mood**



# Emphasis & Repetition

Repeated syntax patterns, such as parallelism, can emphasize certain ideas and create a sense of balance.

## FOR EXAMPLE :

She danced with grace. She danced with passion. She danced with pure joy.

- **anaphora**

The journey is long, but worth it. The challenges are tough, but worth it. The destination is uncertain, but worth it.

- **epiphora**

Life teaches, experience shapes, and time heals.

- **tricolon**

He painted with passion, expressed emotions with bold brushstrokes, conveyed stories with intricate details, and created masterpieces that captured hearts.

- **tetracolon**

# Voice & Perspective

Syntax can reflect the voice and perspective of the author. First-person narratives might employ more varied sentence structures to mirror natural thought processes, while third-person narratives might have more formal syntax.

## FOR EXAMPLE :

So, like, we were hanging out at the park, and suddenly, this crazy idea popped into our heads, and we were like, 'Why not?' And that's how the whole adventure started, you know.

- **first person, youthful voice and perspective**

I wandered through the old town, every cobbled street holding memories of bygone days, and in those narrow alleys, I found a connection to the past that whispered stories to my soul.

- **first person, older voice, intimate perspective**

It was the officer's duty to ensure the safety and security of the community, and he endeavoured to uphold the law with unwavering dedication and resolve.

- **third person, formal authoritative voice**

# Impact of Punctuation

Syntax often determines where punctuation marks are placed, influencing the reader's pace and pausing. A well-placed comma or semicolon can affect how a sentence is read and interpreted.

## FOR EXAMPLE:

The news was unexpected—his plans for the day suddenly changed.

- **dash, adds emphasis or interruption**

Her voice trailed off as she hesitated... unsure of how to express her feelings.

- **ellipsis, suggests omission or trail of thought**

The recipe required three essential ingredients: flour, sugar, and eggs.

- **colon, indicates explanation or list**

His dedication was unwavering; he worked long hours, faced challenges head-on, and never wavered in his commitment.

-**semicolon, connects related thoughts**



# To Wrap Up

In the intricate tapestry of language, syntax acts as the weaver, crafting the threads of words and phrases into sentences that convey not only meaning but also style.

Syntax can profoundly shape the way messages are communicated, perceived, and remembered.

By arranging words in specific orders and structures, syntax has the power to alter the emphasis on different elements, evoke emotions, and establish a unique authorial voice.



<p><b>WEEK-2</b></p> <p><b>Page-51-62</b></p>	<p>✓ <b>Interactive</b></p> <p><b>Lecture &amp; Discussions</b></p> <p><b>Q/A</b></p>	<p><b>Sentence Correction</b></p>	
<p><b>WEEK-3</b></p> <p><b>PAGE-63-88</b></p>	<p>✓ <b>Interactive</b></p> <p><b>Lecture &amp; Discussions</b></p> <p><b>Q/A</b></p>	<p><b>Bar Chart</b></p>	





# Correcting Common Sentence Errors

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Comma Splices, Fused  
Sentences and Fragments



# Introduction

Understanding and correcting common sentence errors can greatly improve your writing. Three of the most common sentence errors are fragments, run-ons, and comma splices. In this presentation, we will learn how to fix these errors.

# Comma Splices

A comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating conjunction or appropriate punctuation.

## Examples:

The student woke up early, he was still late for school.

They went for a walk, they got caught in a rain storm.

The weather was hot, the air conditioning didn't work.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Use a coordinating conjunction after the comma.
- Replace the comma with a period to create two separate sentences.



# Correction Examples

## Incorrect

They went for a walk, they got caught in the rain.

## Correct

They went for a walk; they got caught in the rain.

They went for a walk, and they got caught in the rain.

They went for a walk. They got caught in the rain.



# Fused Sentences

Fused sentences occur when two independent clauses are incorrectly joined without appropriate punctuation or conjunctions.

## Examples:

I woke up late I missed the bus for the third time this week.

She loves to read her brother prefers to watch movies.

The weather was cold we gathered by the fire to stay warm.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Add a comma and a coordinating conjunction.
- Use a period to create two separate sentences.

# Correction Examples

## Incorrect

I woke up late this morning I missed the bus.

## Correct

I woke up late this morning; I missed the bus.

I woke up late this morning, and I missed the bus.

I woke up late this morning. I missed the bus.



# Fragments

Fragments are incomplete sentences that lack a subject, verb, or complete thought.

## Examples:

Because he was tired  
of walking to school  
every day.

Running through the  
park with her dog  
following behind.

In the old house with  
the broken windows  
and creaky floors.

# Correction Strategies

- Add missing subjects or verbs to complete the sentence.
- Combine fragments with independent clauses.
- Attach the fragment to a dependent clause.







# Correction Examples

## Incorrect

Running through the park.

## Correct

The deer was running through the park.

We saw a deer running through the park.

We took pictures when the deer was running through the park.

# Your Turn

Using the strategy of your choice, write a correction for each of the errors below.

Because she passed  
the test.

I was tired I went to  
bed early.

They went to the  
beach, they swam.

We had a picnic, the  
food was delicious.

Before the next  
grading period.

The dog barked  
loudly it ran after the  
ball.

# Bar chart



# Out line

- Definition
- Types of bar chart
- Bar Charts uses
- Bar chart statistics
- Difference of bar and histogram charts
- Advantages & disadvantages



# Definition

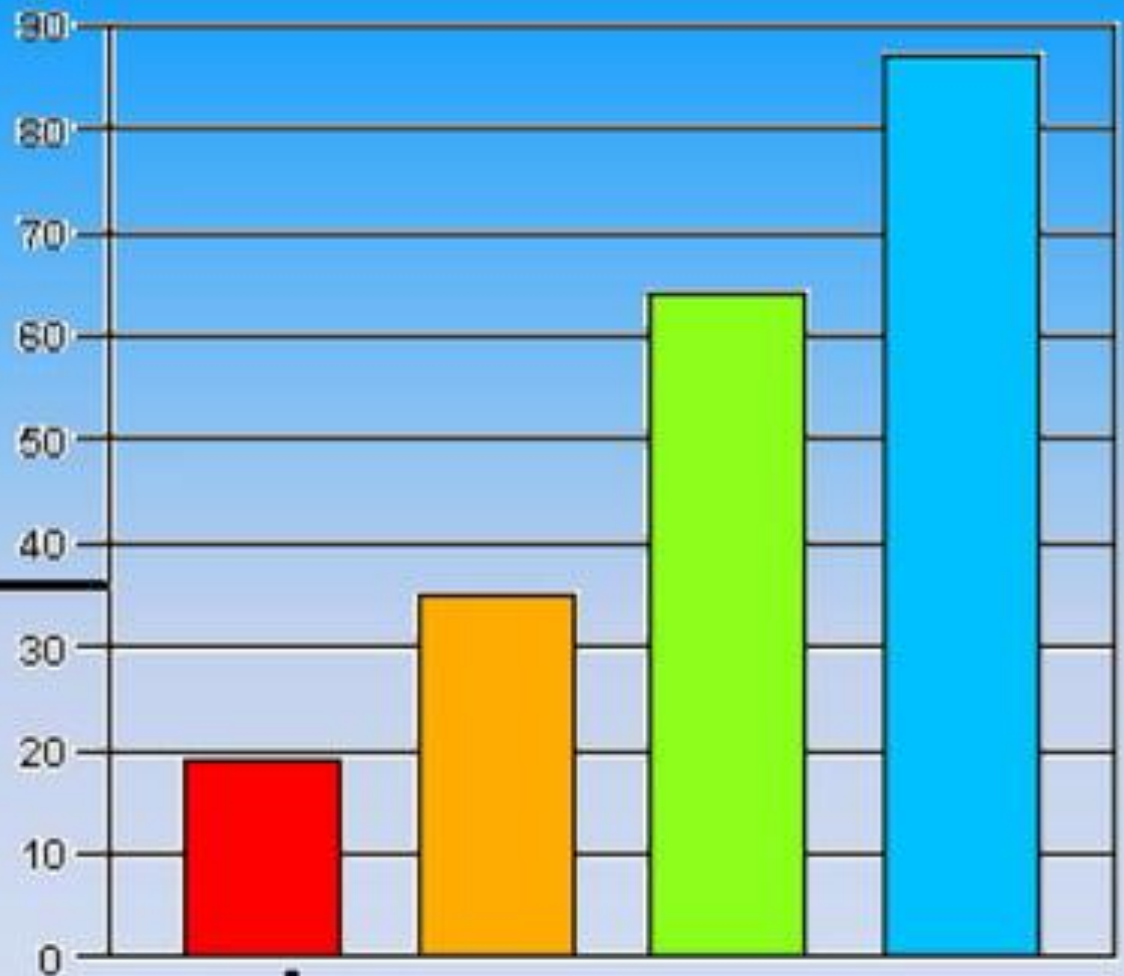
- A bar graph is a chart that uses either horizontal or vertical bars to show comparisons among categories.





represents a  
discrete value.

Axis

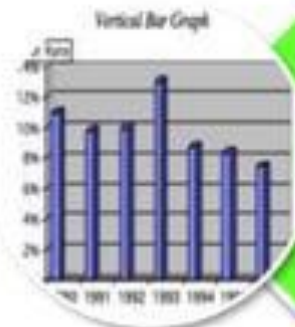


Axis

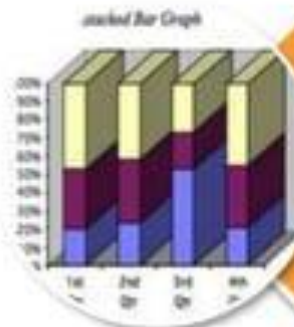
shows the specific  
categories being  
compared



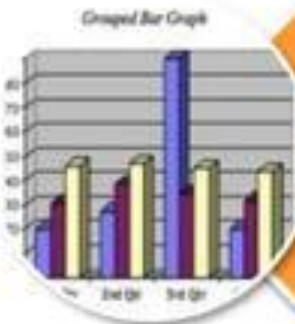
# Types of Bar Graphs



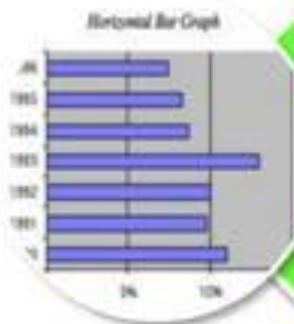
Single  
(vertical)



Stacked



Grouped

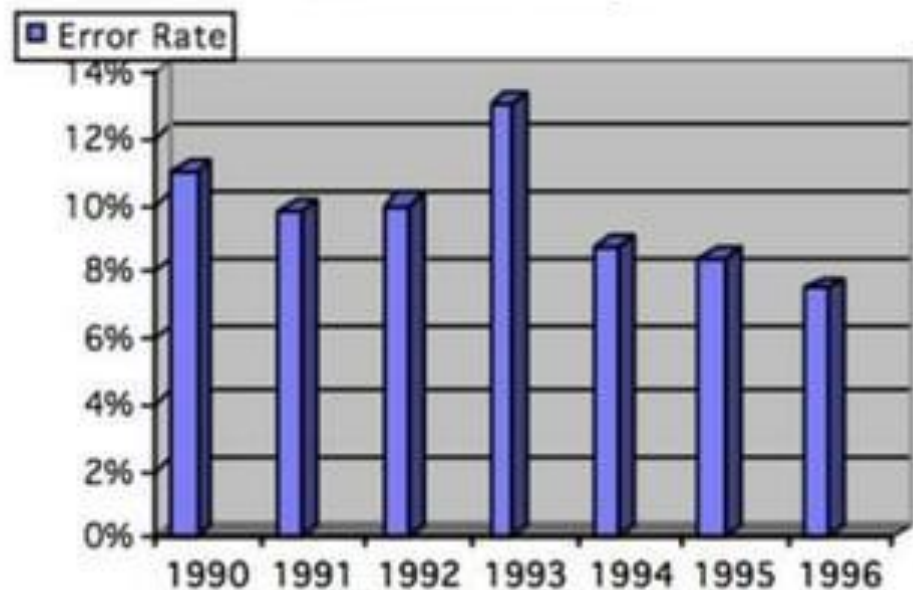


Horizontal

# Single (vertical) bar chart

- Single bar graphs are used to convey the discrete value of the item for each category shown on the opposing axis.

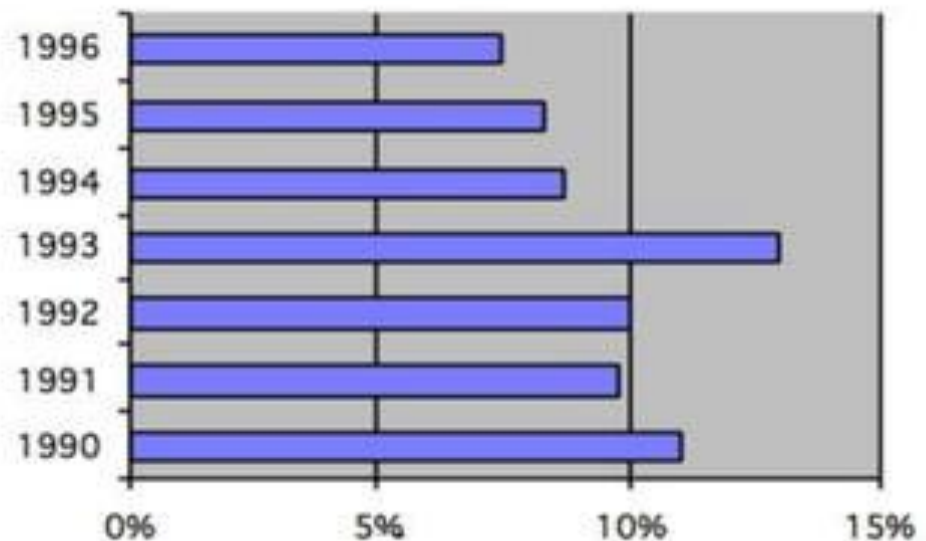
*Vertical Bar Graph*



# Horizontal bar chart

- it is also possible to draw bar charts so that the bars are horizontal which means that the longer the bar, the larger the category.

*Horizontal Bar Graph*

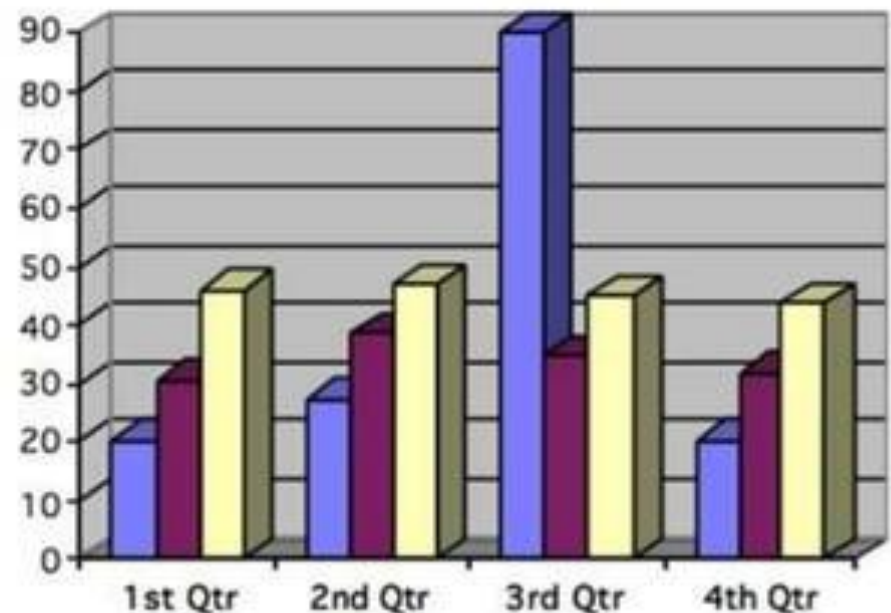




# Grouped bar chart

- A grouped or clustered bar graph is used to represent discrete values for more than one item that share the same category.

*Grouped Bar Graph*



# Grouped bar chart

- Grouped bar charts are a way of showing information about different sub-groups of the main categories.
- but care needs to be taken to ensure that the chart does not contain too much information making it complicated to read and interpret.

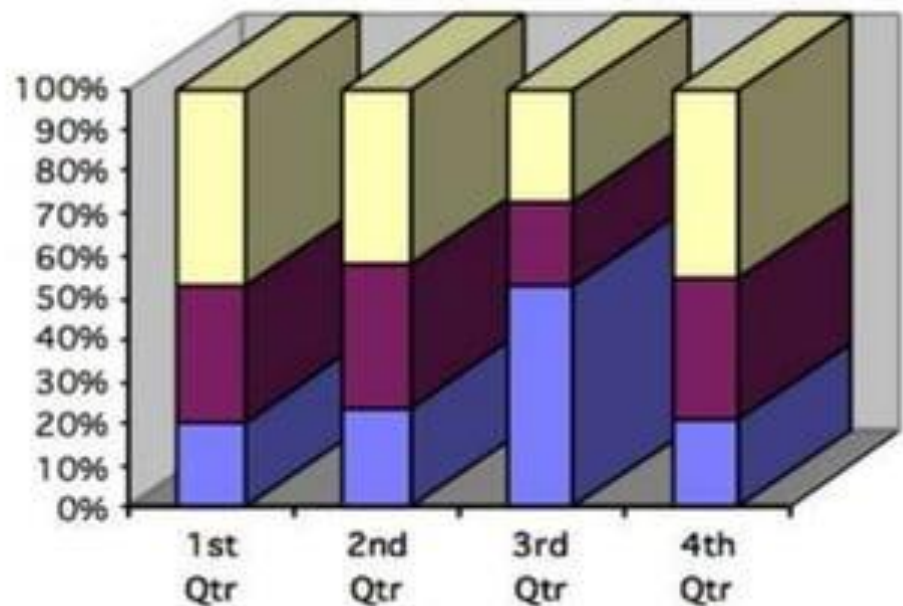




# Stacked bar chart

- Some bar graphs have the bar divided into subparts that represent the discrete value for items that represent a portion of a whole group.

*Stacked Bar Graph*



# Stacked bar chart

- Stacked bar charts are similar to grouped bar charts in that they are used to display information about the sub-groups that make up the different categories.
- Stacked bar charts can also be used to show the percentage contribution different sub-groups contribute to each separate category.



# Bar Charts uses

- useful for comparing classes or groups of data. In bar charts, a class or group can have a single category of data, or they can be broken down further into multiple categories for greater depth of analysis.





# Difference of bar and histogram

## Bar graph

### type of data

- In bar graphs are usually used to display "categorical data", that is data that fits into categories

## Histogram graph

### type of data

- used to present "continuous data", that is data that represents measured quantity where, at least in theory, the numbers can take on any value in a certain range

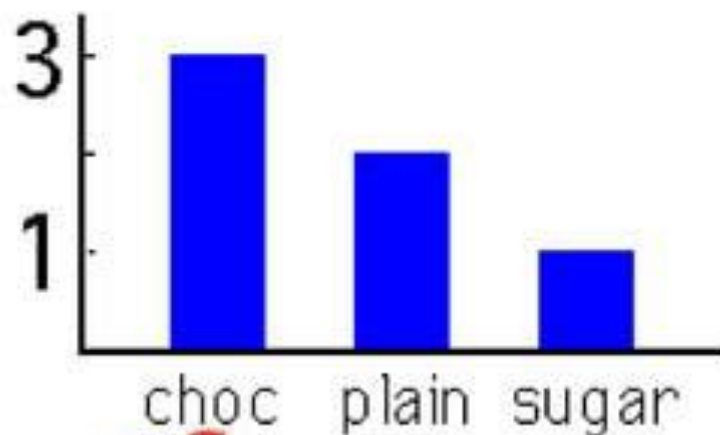


# Difference of bar and histogram

## Bar graph

the way they are drawn

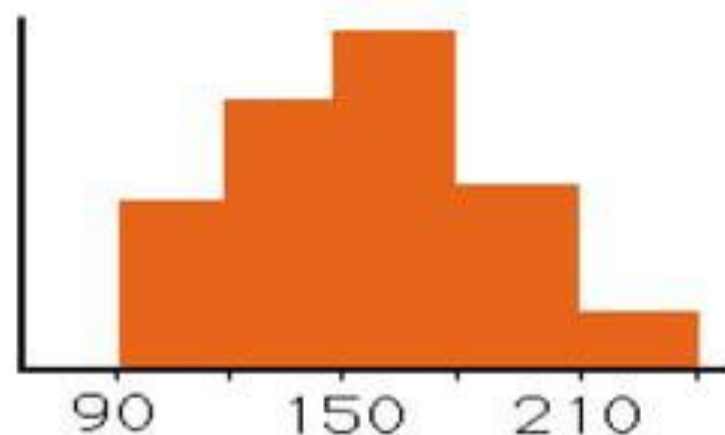
- the bars in bar graphs are usually separated



## Histogram graph

the way they are drawn

- the bars are adjacent to each other



# How to use it ..!?

## Determine the discrete range

- Examine your data to find the bar with the largest value. This will help you determine the range of the vertical axis and the size of each increment.

## Determine the number of bars

- Examine your data to find how many bars your chart will contain. Use this number to draw and label the horizontal axis.



# How to use it ..!?

## Determine the order of the bars

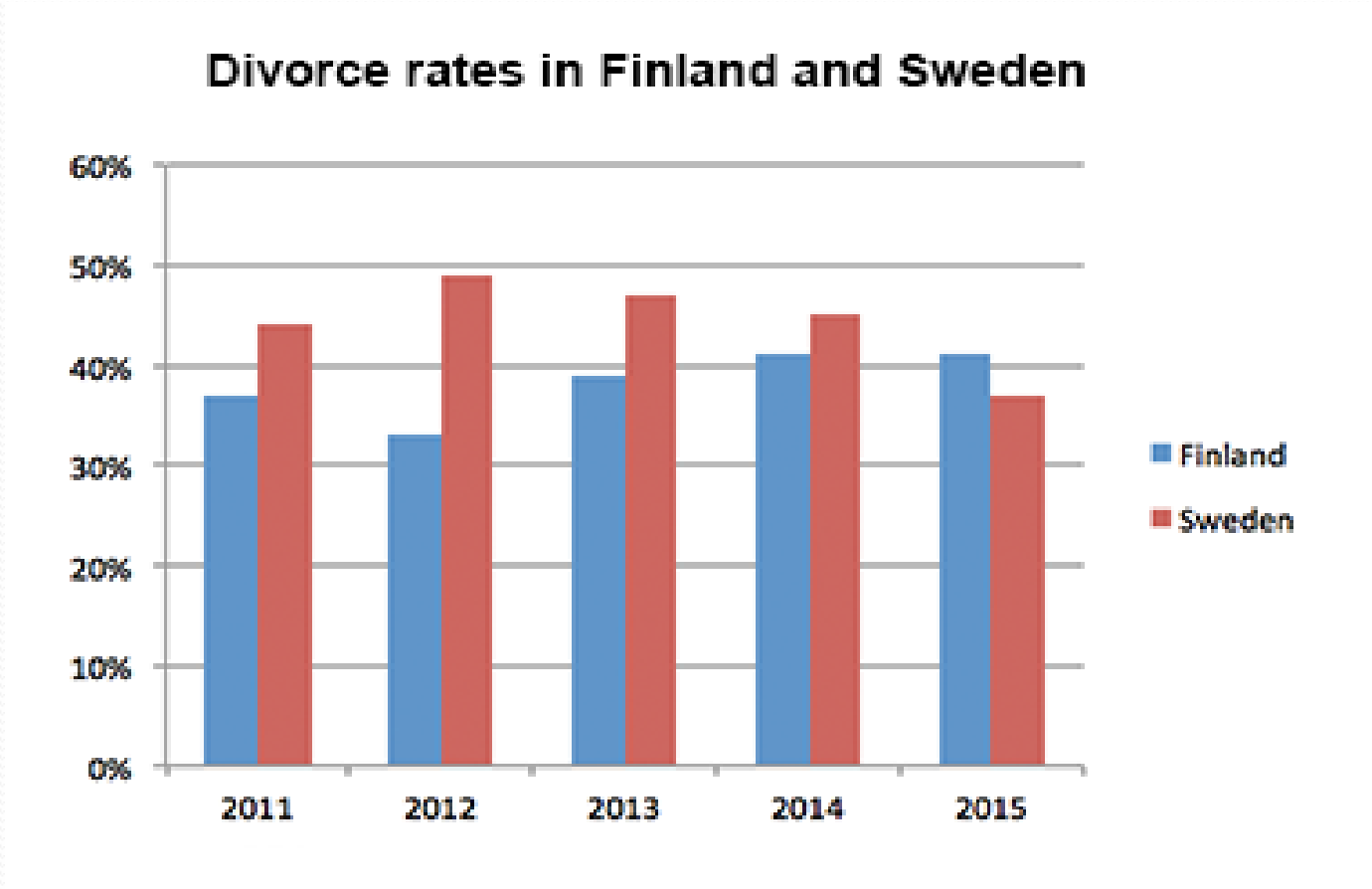
- Bars may be arranged in any order. (A bar chart arranged from highest to lowest incidence is called a Pareto chart).

## Draw the bars

- If you are preparing a grouped bar graph, remember to present the information in the same order in each grouping

## Bar chart Question:

The bar chart shows the divorce rates in two European countries from 2011 to 2015. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



## Bar chart answering strategy:

### 1. Introduction

You should **start your answer by writing an introduction**. The introduction is **1 or 2 sentences**, where you **paraphrase the information from your question**. You should **mention two things in your introduction**:

- ☐ what your graph shows
- ☐ for what period of time

In our example, the introduction can look like this:

*The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.*

See how I *used synonyms to paraphrase the question*:

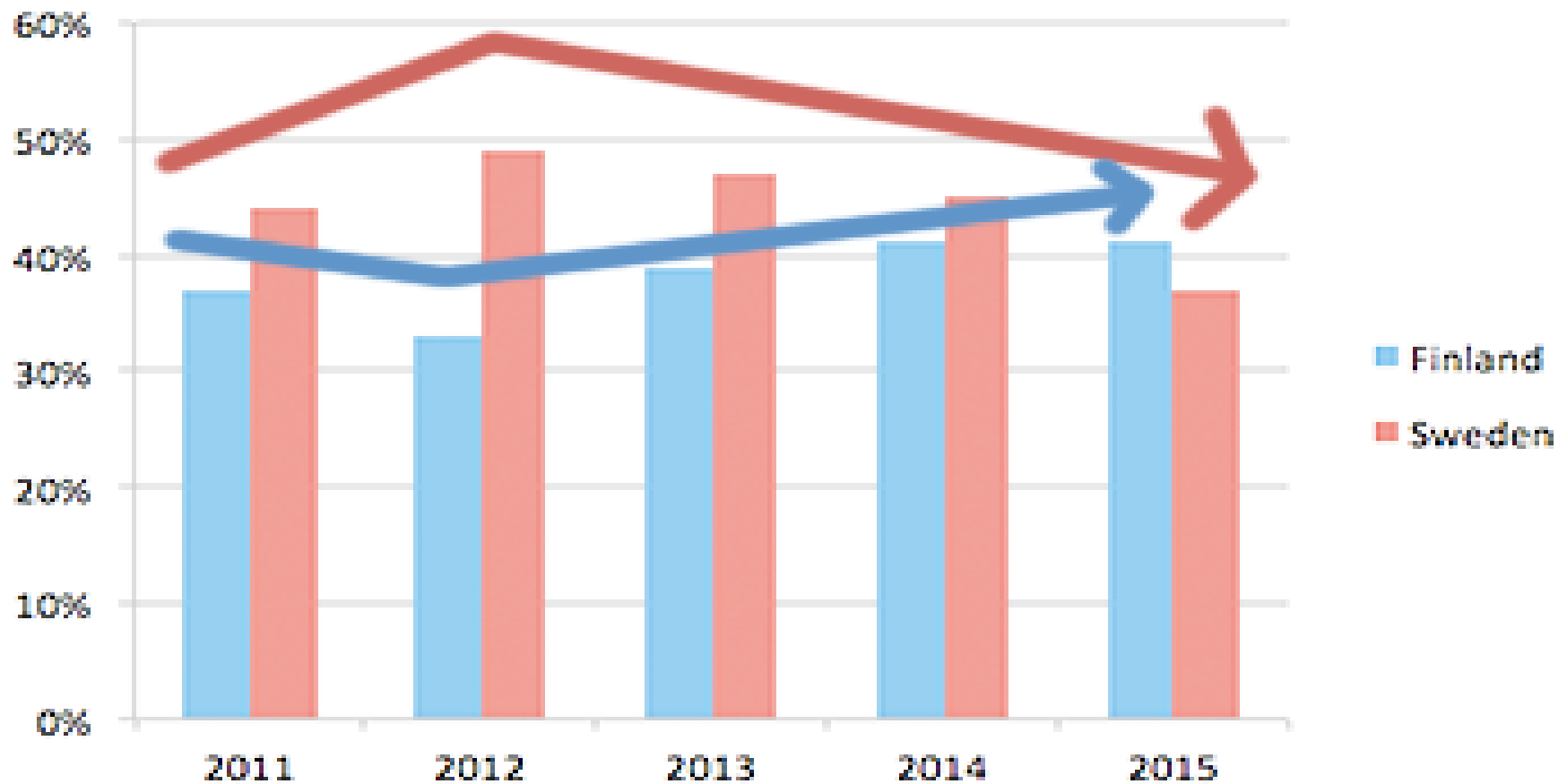
Shows → provides information about divorce rates → percentages of divorces two

European countries → Finland and Sweden (it's good to be more specific) from 2011 to 2015  
→ between 2011 and 2015.

## 2. General Overview

The second paragraph of your answer is a general overview, where you briefly describe major trends on your graph. Ideally, you should describe 2-4 key features. To make major trends easier to notice, you can outline Sweden's bars and Finland's bars like this:

### Divorce rates in Finland and Sweden



Now it's obvious that:

- ☐ Sweden experienced a downward trend
- ☐ Finland experienced an upward trend
- ☐ both countries showed fluctuations
- ☐ Initially Finland had a lower rate, but in 2015 Finland outraced Sweden

Use word ***overall*** to start your ***general overview***. In our case, the overview may look ***as follows***:

*Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period*

### 3. Specific details

**After we've written the introduction and general overview, it's time to give the specific details. You should describe the specific features in 2 or 3 (sometimes more) paragraphs.**

*You can group data in such way:*

Details about Sweden

Details about Finland

When you have two countries (or two cities or any other two things depicted on the graph), the simplest way of grouping data - is to describe each country's trend in a separate paragraph.

When giving specific features, you have to *write exact numbers/percentages and include as much details as you can.*

In our case, the specific details may look as follows:

*Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 41 in 2014 and hitting a low-point of about 37% in 2015. Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden).*

*However, the figure experienced a steady growth during the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.*



## Tips:

When analyzing a bar-chart, we cannot always give exact details (due to inaccuracies of the chart), so use words ***around, about and approximately when giving inexact data.***  
Give data for each year shown on the chart

## The full answer + Practice

It's the end, we have finally written the answer for bar chart question. And now, let's practice: *The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.*

*Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period.*

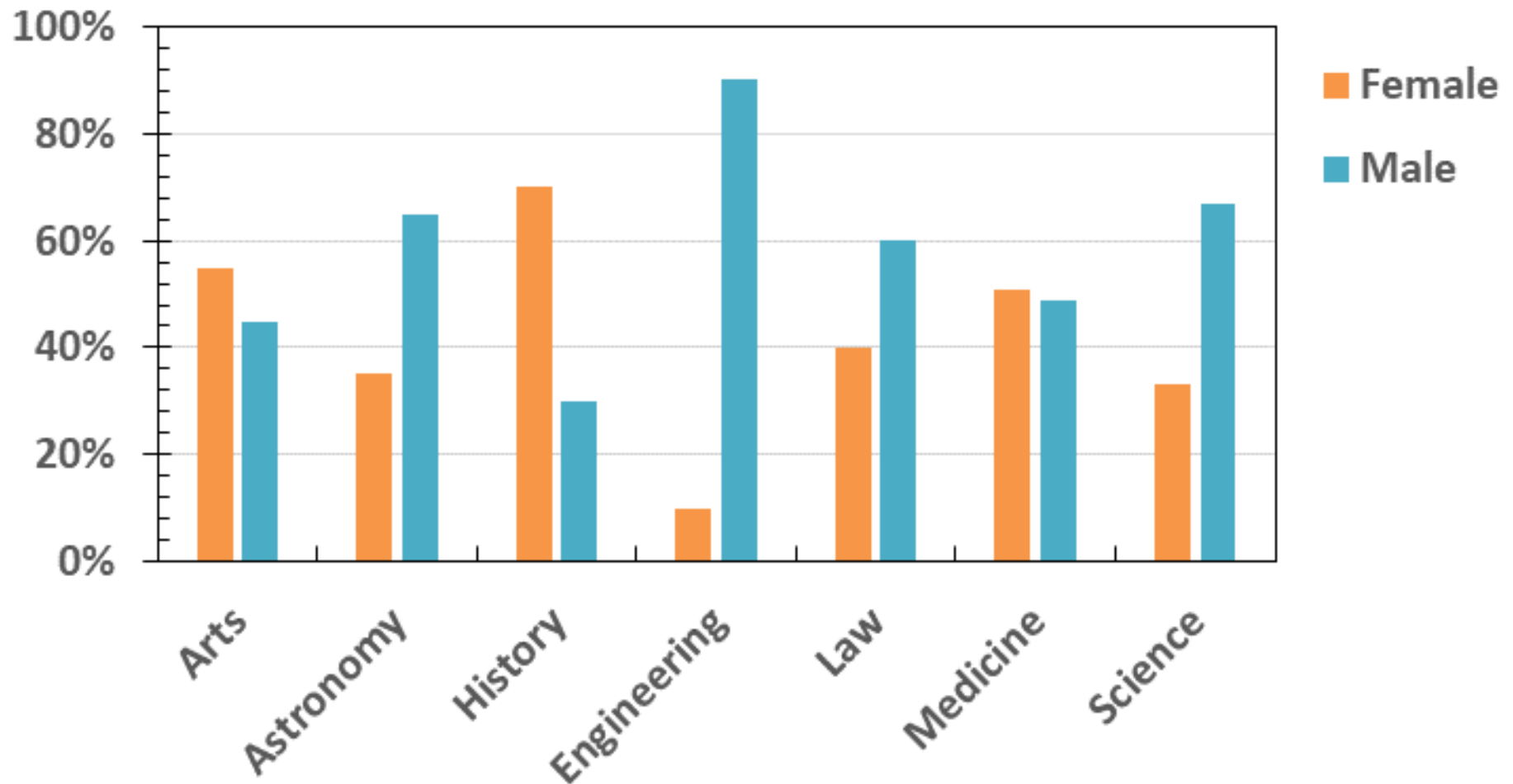
*Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 45% in 2014 and hitting a low-point of about 37% in 2015.*

*Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden). However, the figure experienced a steady growth during the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.*

.

The bar graph shows the percentage of male and female academic staff members in different faculties of a particular university in 2008. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Academic staff by gender, 2008



## Sample Answer

The bar graph provides information about the gender distribution of teachers in seven different departments of a university in 2008. One striking feature of the chart is that there was a large gender disparity in some faculties. Engineering had the highest percentage of male academics whereas the faculty of history was dominated by female academics. Notably, there were approximately 90% male and 10% female teachers in the faculty of engineering. In history, nearly three quarters of the academic staff were women compared to approximately 30% men. Other faculties, on the other hand, had a more balanced composition. In medicine, men and women were almost equally represented, while in arts slightly more than half of the teachers were female. Interestingly, astronomy and science were the only two faculties which had the same proportions of both the genders, 65% males versus 35% females. In law, the percentage of female academics was 5% higher than that in astronomy and science.

Overall, the chart shows that at this university, the faculties of engineering, astronomy and science were male-dominated; however, women had a significant presence in fields related to arts, history and medicine.

# Advantages

1. show each data category in a frequency distribution
2. display relative numbers or proportions
3. summarize a large data set in visual form
4. clarify trends better than do tables
5. estimate key values at a glance
6. permit a visual check of the accuracy
7. be easily understood



# Disadvantages

1. require additional explanation
2. be easily manipulated to yield false impressions
3. fail to reveal key assumptions, causes, effects, or patterns





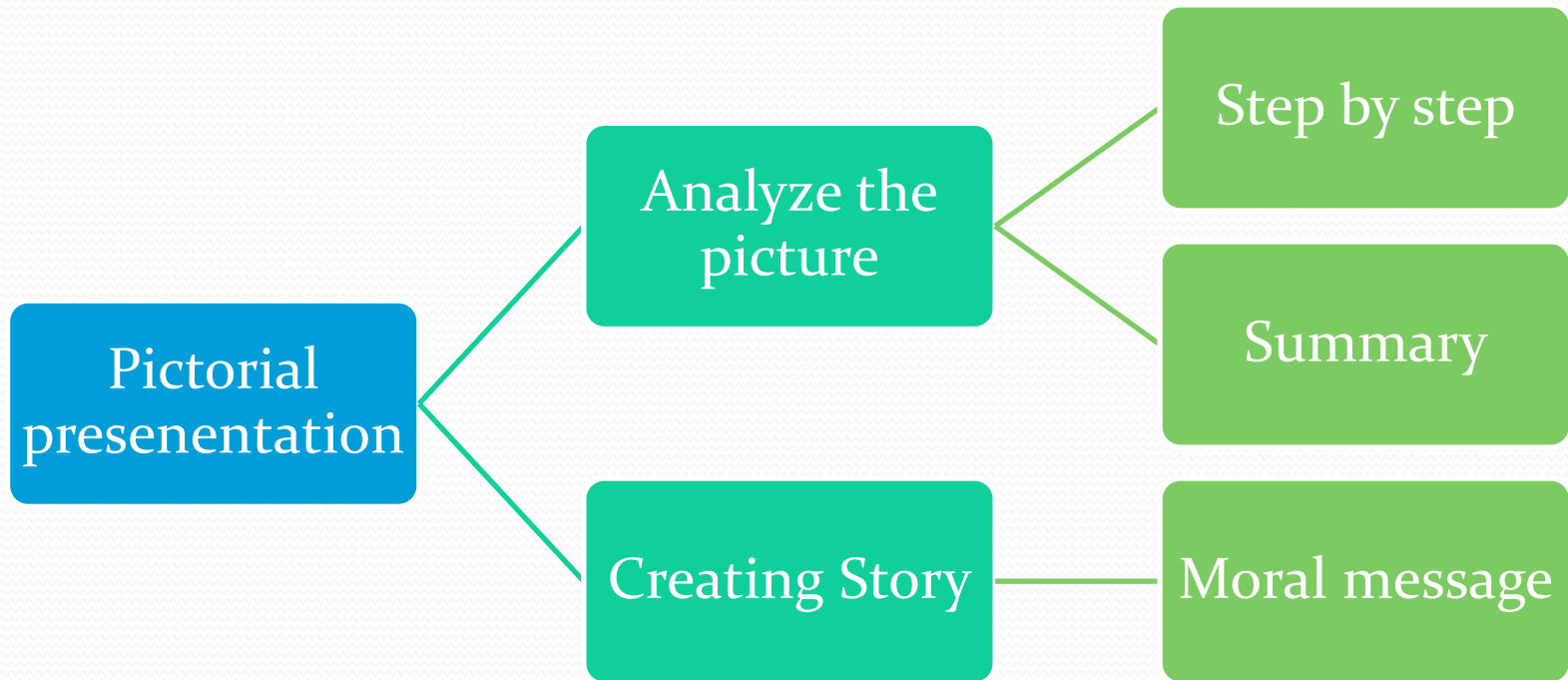
**WEEK -4**  
**PAGE-90-92**

✓ **Interactive**  
**Lecture and**  
**Discussions**

**pictorial**  
**presentation**











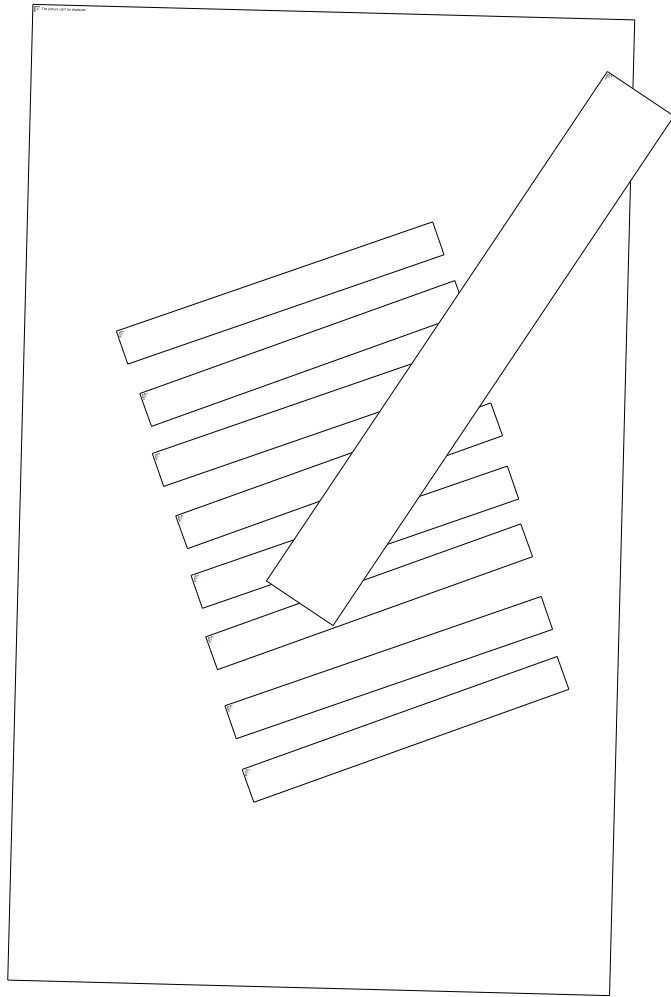




**WEEK-5 and 6**  
**PAGE-94-108**

✓ **Interactive**  
**Lecture &**  
**Discussions**  
**Q/A**

**Developing creative writing**



# TYPES OF

# WRITING



# PRESENTATION OBJECTIVES

Develop a basic understanding of the four main types of writing.

Identify the key features of each type of writing.

Identify the specific writing techniques for each type of writing.

Recognize if a piece of writing is persuasive, expository, narrative, or descriptive.



# INTRODUCTION

No matter if you are writing a book report, a movie review, a newspaper article, a journal entry or even just your daily to-do list, you are writing for a specific purpose. That purpose determines the type of writing. All forms of writing can be categorized into four different types.

PERSUASIVE

EXPOSITORY

narrative

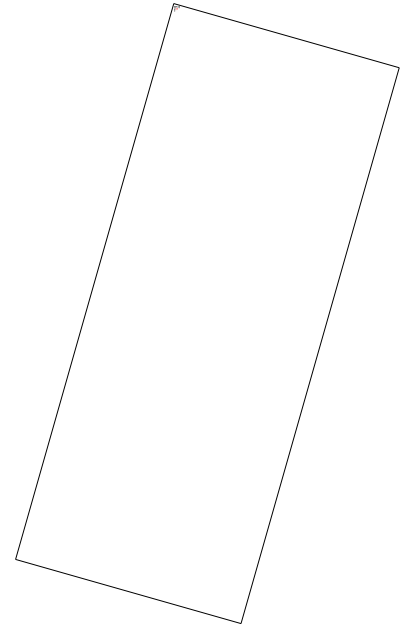
DESCRIPTIVE

In the remainder of this presentation, you will learn about the specifics of each type, including each type's purpose, key features, common forms and examples and techniques. You will also read example prompts for each type.

# WHAT IS PERSUASIVE WRITING?

The purpose of persuasive writing is to

- convince the reader to agree with the writer's opinion
- influence the reader's point of view of a topic
- motivate the reader to take action



Persuasive writing uses logic, reasoning, and convincing evidence as the basis of the writing. Persuasive writing is sometimes known as argumentative writing. Persuasive writing can be inspiring, motivating and controversial. Common examples include:

ADVERTISEMENTS

SPEECHES

REVIEWS

EDITORIALS

# PERSUASIVE WRITING BASICS

## KEY FEATURES

- Clearly stated opinion, point of view or claim
- Strong reasoning that is logical, convincing and relevant
- Evidence that is well-researched and specific (facts, examples, statistics, quotes, etc.)

## TIPS & TECHNIQUES

- Use a counterargument to further promote your claim
- Use word choice to build a relationship with the reader
- Use repetition to reinforce your point of view
- Ask questions that get your reader thinking critically

# EXAMPLE PERSUASIVE PROMPTS

Should animals be kept in zoos? Write an essay that states your opinion of animals living in captivity. What reasons and evidence support your opinion?

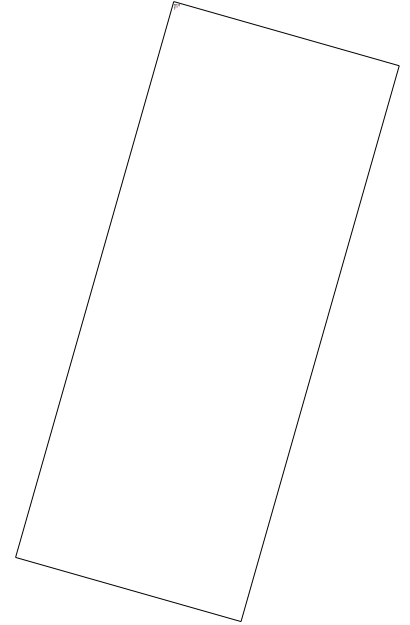
What is your point of view toward the existence of aliens? Why do you think this way? What facts, statistics, or evidence supports your point of view?

If you could enact change about one thing in the world, what would it be and why? What supporting information can you find to make your argument strong and convincing?

# WHAT IS EXPOSITORY WRITING?

The purpose of expository writing is to

- inform readers of a topic
- explain ideas and concepts
- teach procedures and steps



Like its name suggests, expository writing exposes factual information. It calls for the writer to research, investigate and evaluate information on a topic. Expository writing is also objective; it does not include the writer's personal opinion or point of view. Common examples include:

ARTICLES/ESSAYS

TEXTBOOKS

NEWS REPORTS

INSTRUCTIONS

# EXPOSITORY WRITING BASICS

## KEY FEATURES


- Facts, details and other examples from reliable sources
- Unbiased explanations and information related to the topic
- Text features that enhance the information (images, charts, captions, etc.)

## TIPS & TECHNIQUES


- Research your topic thoroughly before you begin writing
- Consider the structure when organizing your information
- Remain objective in your explanations
- Begin with a strong thesis statement




# EXAMPLE EXPOSITORY PROMPTS



Explain the benefits of eating healthy and staying hydrated. Include facts, statistics and relevant research in your writing.



Compare and contrast two of your favorite movies. Do these movies share similarities in their characters, settings or themes? What differences stand out to you the most?

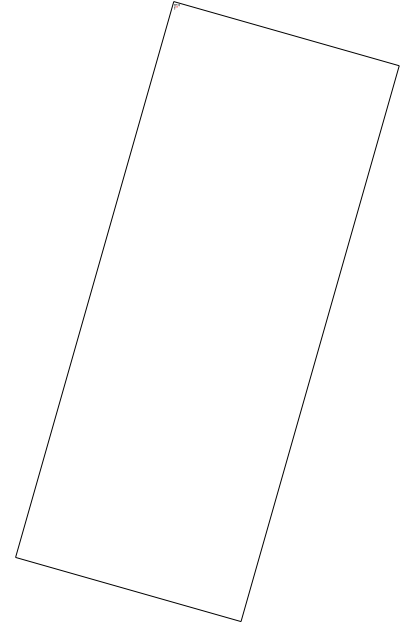


Create an instructional guide for how to be successful on a test. What steps should the reader take to achieve success?

# WHAT IS NARRATIVE WRITING?

The purpose of narrative writing is to

- entertain the reader
- tell stories—realistic or imaginary
- spark emotion and creativity



Narrative writing is, essentially, storytelling. Storytelling comes in many forms. Whether you are recounting factual or fictional events, narratives tell a story with emotion, descriptive details and clear event sequences. Common examples include:

SHORT STORIES

SCREENPLAYS

DRAMAS/PLAYS

NOVELS

# NARRATIVE WRITING BASICS


## KEY FEATURES

- Literary elements such as characters, setting, problem, solution and theme
- Clear event sequences that build on one another
- Dialogue and descriptive details


## TIPS & TECHNIQUES

- Use sensory language to bring the story to life
- Structure the plot carefully (foreshadowing, flashbacks, etc.)
- Introduce the story in a way that hooks your reader
- Consider how point of view influences the plot


# EXAMPLE NARRATIVE PROMPTS



Write a personal narrative that retells the events of the first day of school. Include dialogue and descriptions within the plot of your narrative.



Retell your favorite fairytale from the villain's point of view. Include clear event sequences and sensory language within the plot of your retelling.

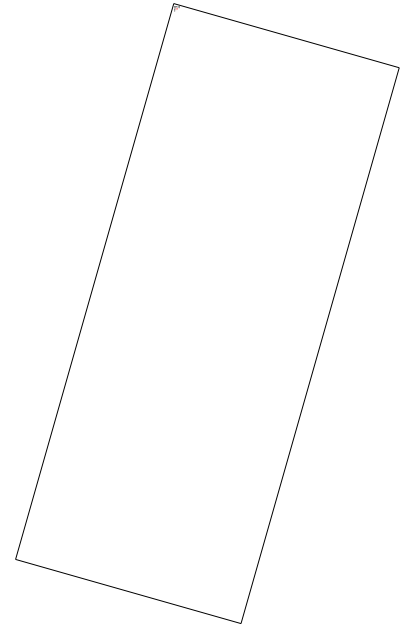


Write a story that describes what daily life was like for women in ancient Egypt. Include characters, events and dialogue in your story.

## WHAT IS DESCRIPTIVE WRITING?

The purpose of descriptive writing is to

- describe a person, place, thing, or idea
- create a strong visual through vivid descriptions
- evoke emotions through word choice



Descriptive writing focuses on the details of people, ideas, concepts, characters, events, and other topics. While it does share some qualities with expository and narrative writing, the goal of descriptive writing is to appeal to the senses and bring the writing to life. Common examples include:

POEMS

DIARY ENTRIES

OBSERVATIONS

LYRICS

# DESCRIPTIVE WRITING BASICS

## KEY FEATURES

- Detailed descriptions of people, events, characters, ideas or places
- Precise language and word choice
- Nonliteral language

## TIPS & TECHNIQUES

- Appeal to the senses (see, hear, taste, touch, smell)
- Use figurative language such as similes, metaphors and personification
- Use strong verbs and vivid adjectives
- Write in a way that shows instead of tells



# EXAMPLE DESCRIPTIVE PROMPTS

Describe a time when you felt most confident. What made you feel this way?

Describe your favorite childhood memory. What makes this memory stand out to you?

Describe the first time you did something. How did you feel during this experience?

**WEEK-7**

**PAGE-110-123**

✓ **Interactive  
Lecture &  
Discussion**

**s**

✓ **Question  
and  
answer**

**Completing story**

## Introduction

We are all storytellers. And story is all around us. After all, what is a TV show or a movie? What is a book? What do you tell your parents when they ask, "How was your day, dear?" You guessed it - a story.

You can write a story about anything you want. All you need are the basics. You wouldn't bake a cake without knowing the ingredients, right?



So before you write, it helps to know the ingredients of a story.

There are three great secrets to creating a story.....unfortunately nobody knows what they are. Just kidding.

*Actually these are the secrets:*

1. **PRACTICE**
2. **PRACTICE**
3. **PRACTICE**



Practice changed me from being a kid who liked to draw and write, into an adult who has written and illustrated many children's books.

Would you like to be a story writer, too? I'll show you how.

## Story Structure

A story is like a SNAKE with its tail in its mouth. It has a beginning, a middle and an end. Some stories even end up in the same place they started.

For example, in The Wizard of Oz, Dorothy starts out in Kansas, travels to Oz in a cyclone and ends up back in Kansas. In my book, Surf Gecko to the Rescue! Moki the Gecko starts out happy, gets mad about pollution and ends up happy at the end. You get the idea.

Ready to start your story? Then grab a pencil and paper, or open up a new file on your computer away we go!



**Main Character -- *The person, animal or thing your story is about***

Every story starts with a main character. It can be any animal, human or thing you want it to be.

One suggestion: try choosing a main character you like to draw, if you plan to illustrate your story.

**Start by asking yourself some question:**

- Who is your main character?
- What does he, she or it like/dislike?
- What is your character's personality?
- What does your character look like?





When you start getting answers, you can draw a character web, like this example.

Put your main character's name in the circle in the middle, and all of his or her characteristics along the lines coming out of the circle.

**Here's another hint:**

Draw a picture of your main character. That will help you visualize what he or she is like.



**Setting -- *Where your story takes place***

Every story needs to take place somewhere.  
Well, duh, you might say.

But your story's setting can have either a big  
or little impact on the story.

What would The Wizard of Oz be without Oz?  
Just a story about a girl and a dog in dusty old  
Kansas, that's what.



**Ask yourself these questions:**

- **Where does your story take place -- on the moon, in Hawaii, inside your dad's nose, or someplace completely different?**
- **When does your story take place: past, present or future?**
- **How much does your setting affect your main character's problem?**



**Problem -- *The challenge your character must face and overcome***

Without a problem, your story would be dull as watching paint dry. Snooze city. But when you give your main character a problem to solve, your story comes alive.

Be sure to make it a big enough problem. Remember: having a hangn isn't much of a problem, but hanging a cliff is.



## Important tip:

Use the magic of conflict.  
Conflict means someone or something tries to stop your character from solving the problem.

The more times your hero tries and fails, the better.





Ask yourself these questions:

- What is your main character's problem?
- Is it a big enough problem that it will take a whole story to solve it?
- How does your main character try and fail to solve her or his problem?





## Resolution -- *How the character finally solves the problem*



The most satisfying resolutions come when you think your hero is about to give up.

When they've tried everything else, they finally solve the problem.

It's best if your main character solves the problem on his or her own.

## Hint:

Look back at your character web, and see if one of your hero's characteristics can help him or her solve the problem. It's even better if one of their faults turns out to be a strength.

## Ask yourself these questions:

- How does your main character finally solve the problem?
- If possible, can they solve it using their own strength or wits?
- Does the story or character end up back where it started?



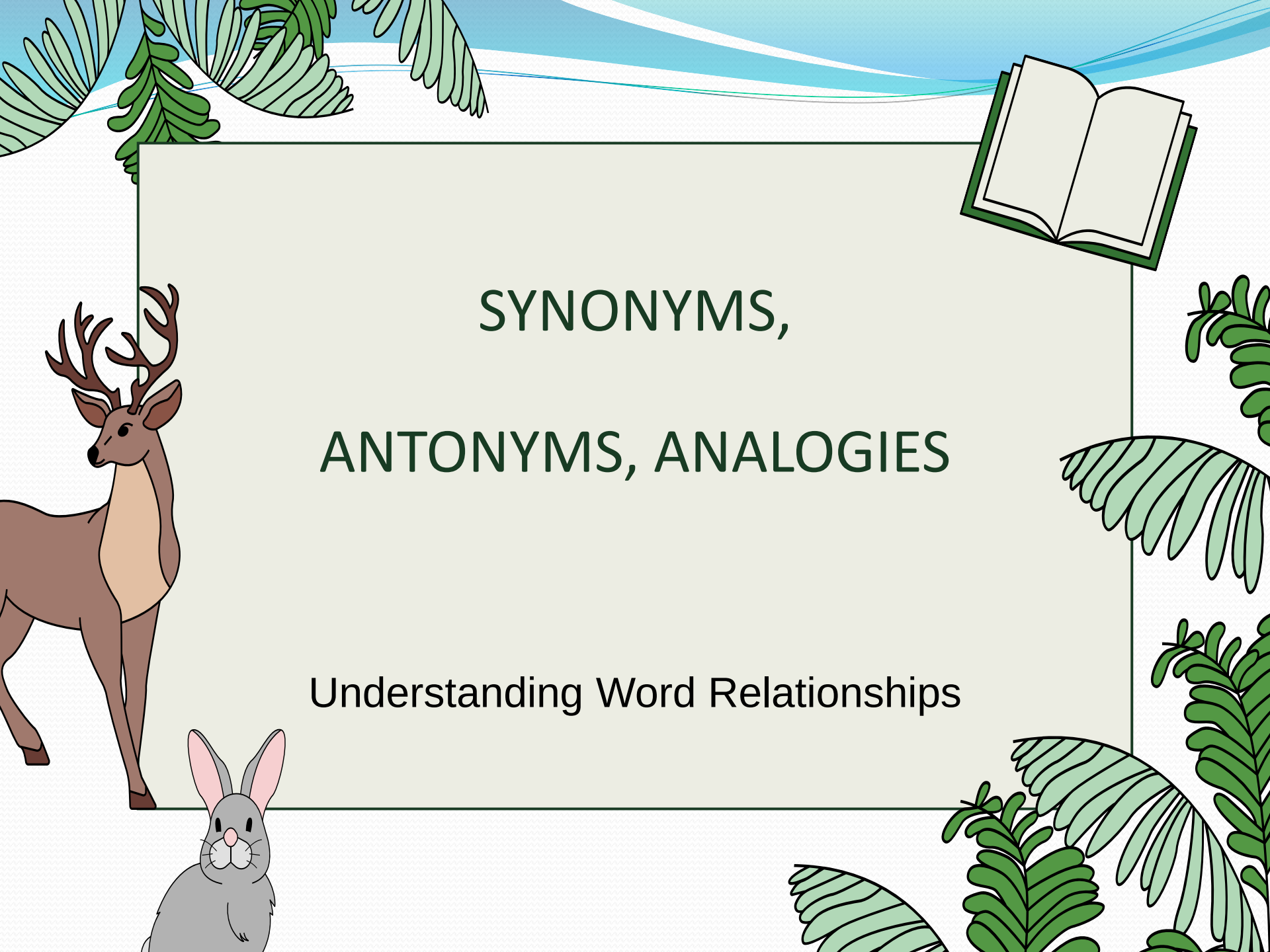
## Reminders

- *Let your artistic side go, have fun and be creative. Write your story all the way through before you edit it. Only let your Inner Editor work on the story after your Inner Artist has finished.*
- *Think about a story you like. What makes it good? Can you identify main character, setting, problem and resolution?*
- *Writing is rewriting. Write until you're satisfied with your story. Feel free to change and rewrite to make it stronger.*
- *Are you having fun? If so, wonderful. If not, make it fun.*





<p><b>WEEK-8</b></p> <p><b>PAGE-175-203</b></p>	<p>✓ <b>Interactive</b></p> <p><b>Lecture &amp; Discussions</b></p> <p><b>Q/A</b></p>	<p><b>Developing Vocabulary 1&amp; 2</b></p>	<p><b>Meaning, Synonym &amp; Antonym, Homonym</b></p> <p><b>Meaning, Synonym &amp; Antonym, Homophones</b></p> <p><b>Assignment</b></p>
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# SYNONYMS, ANTONYMS, ANALOGIES

Understanding Word Relationships



# LESSON OUTLINE

Learning Outcomes

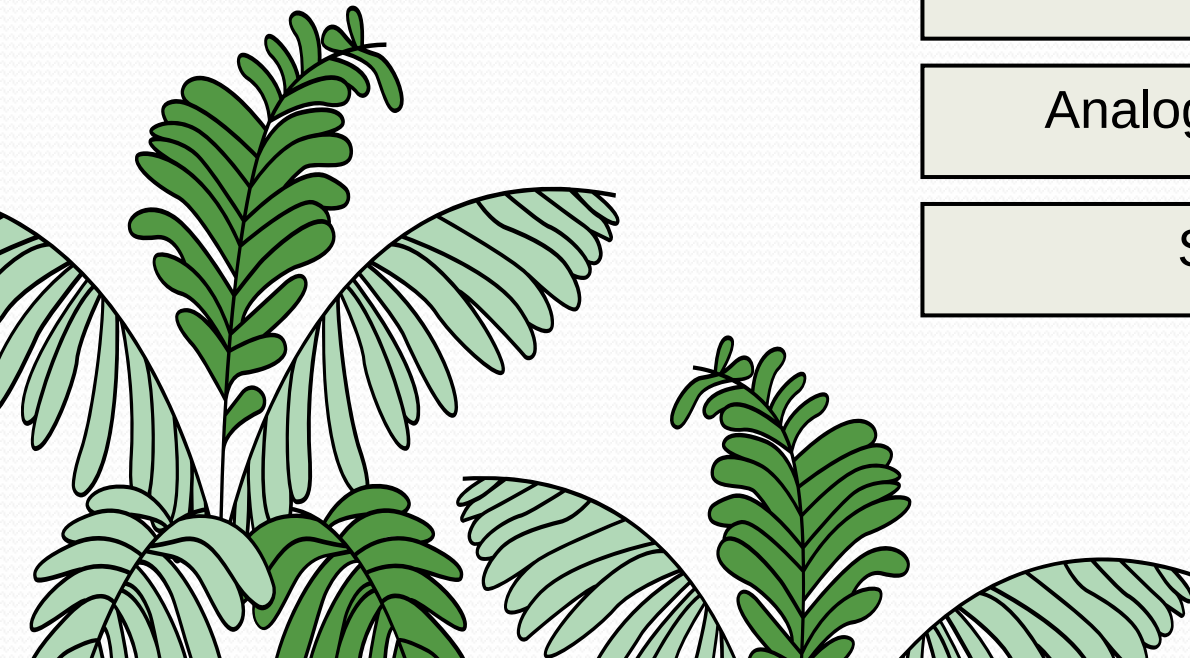
Word Relationships:  
Synonym, Antonym, and  
Analogy

Food Web and Words

Group Activity

Analogy Word Match

Summary

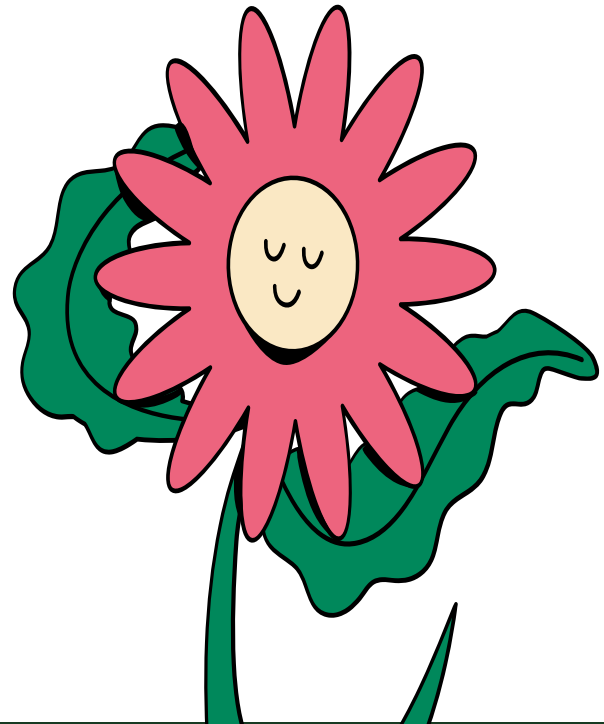


# WORD RELATIONSHIPS

## Synonym

**It is a word having the same or nearly the same meaning as another word.**

For example: **happy**, **joyful**, and **elated** are all synonyms



# WORD RELATIONSHIPS



## Antonym

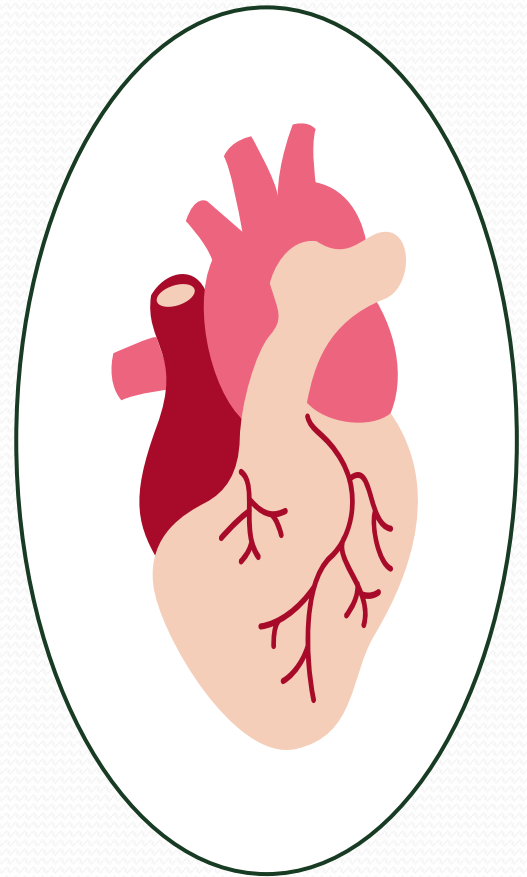
**They are two words  
with opposite  
meanings.  
For example: **cold**  
and **hot** are antonyms**

# WORD RELATIONSHIPS

## Analogy

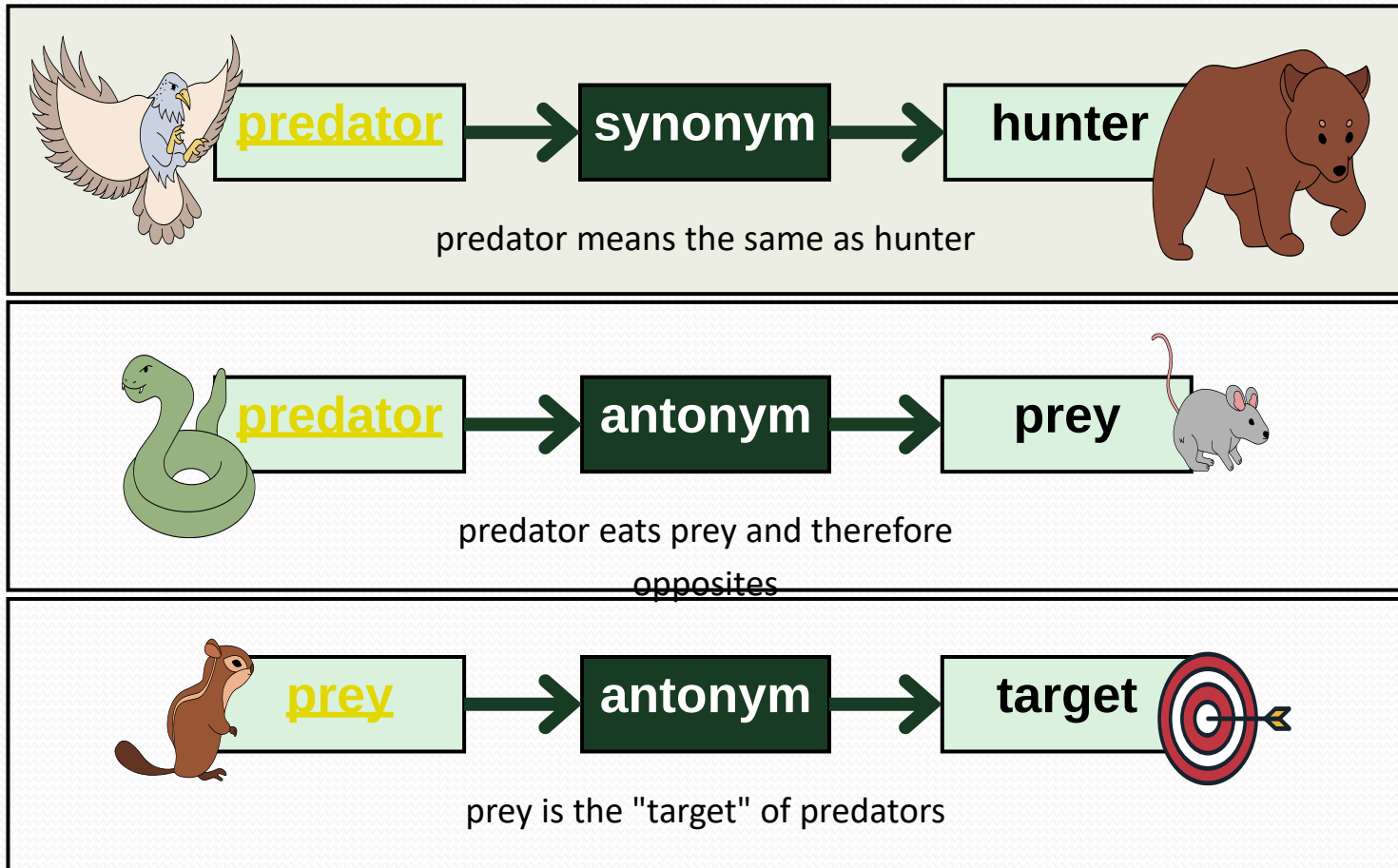
**a similarity between like features of two things, on which a comparison may be based.**

For example: both **heart** and **water pump** help move liquids, so they can be paired in an analogy



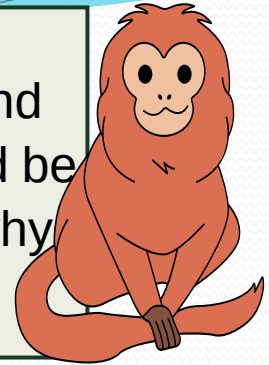
# FOOD WEB AND WORDS

Using the food web relationships as an example, check out the different relationships between words.



# GROUP ACTIVITY

Get together in groups and discuss what words should be under each column and why



Synonyms (similar meaning words)			Antonyms (opposite meaning words)		
Happy	Funny	Brave	Careful	Strict	Good
Joyful	Hilarious	Bold	Careless	Relaxed	Bad
Courageous	Faulty	Content	Gentle	Fearless	Comical
Amusing	Thoughtless	Negligent	Terrible	Delighted	Easy-going



# GROUP ACTIVITY

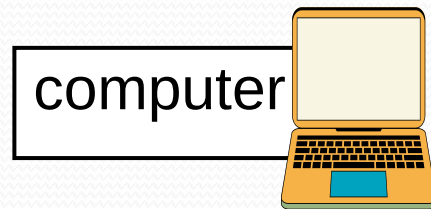
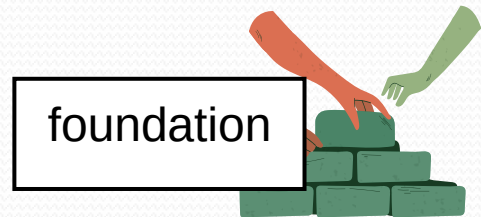
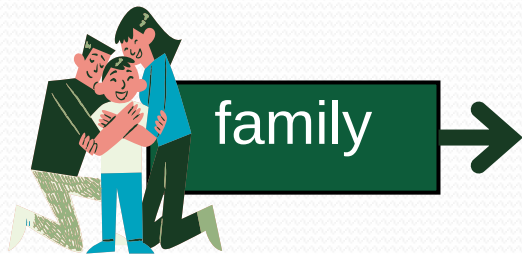
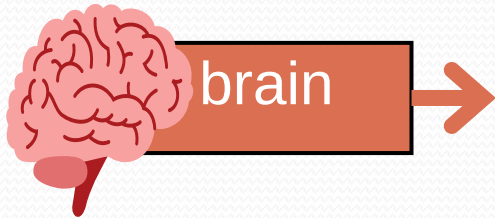
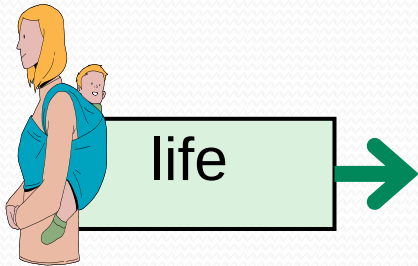
## ANSWER KEY

Get together in groups and discuss what words should be under each column and why.

Synonyms (similar meaning words)			Antonyms (opposite meaning words)		
Happy	Funny	Brave	Careful	Strict	Good
Joyful	Hilarious	Bold	Careless	Relaxed	Bad
Content	Amusing	Courageous	Thoughtless	Gentle	Terrible
Delighted	Comical	Fearless	Negligent	Easy-going	Faulty

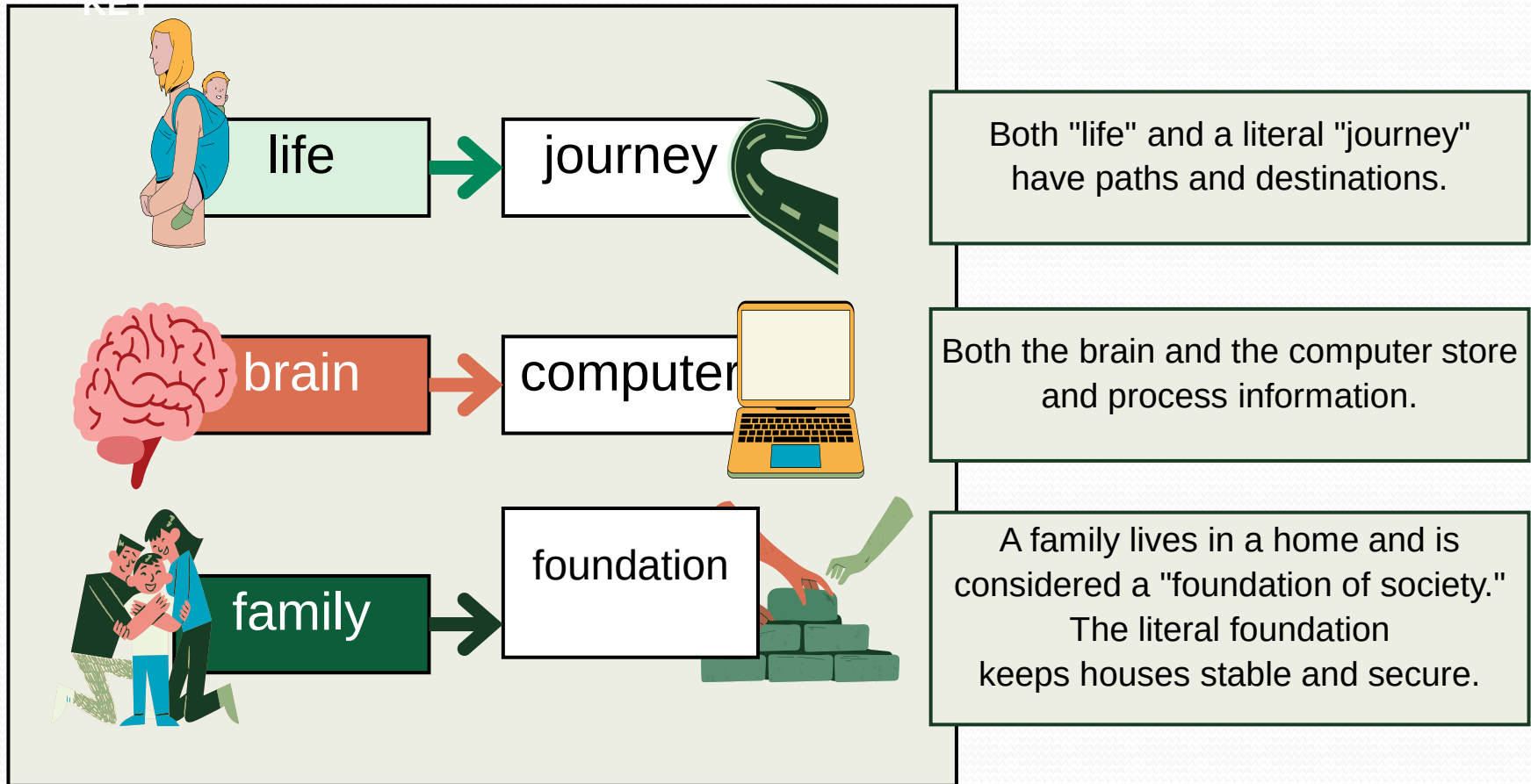
## ANALOGY WORD MATCH

**Which words share similar characteristics? Why do you think so?**



# ANALOGY WORD

Which words share similar  
**MATCH**  
characteristics? Why do you  
think so?





## SUMMARY

### Synonym

Synonyms can help you deepen your knowledge of words by similar association.


### Antonym

Antonyms can help you strengthen your knowledge of words by opposite association.



### Analogy

Analogies can help you understand that words can be linked to other words in unexpected ways to highlight similar characteristics and add depth of meaning.





# Homophones and Sound-Alike Words

**Mastering Homophones and  
Similar-Sounding Words in  
Writing**



Look at the  
underlined words  
and read them out  
loud.



Let's go to the moon!

It is not too late!

I have two candies.

- How are the words pronounced?
- How are they similar or different?

These words are examples of  
homophones. Can you think of  
other words that sound the same?



# But, wait!

**Do you know why spelling and word usage are important in writing?**

- **When we get it right, our friends can read our messages without any miscommunications.**
- **People understand our stories and ideas more clearly.**



Today,  
we will:



- Identify homophones and sound-alike words



- Correctly spell commonly misspelled words

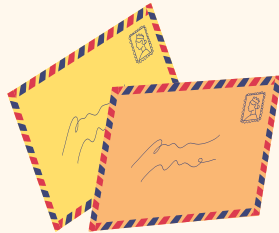


- Develop and demonstrate increased clarity and fluency in spoken English

# Homophone

A homophone is a word that sounds the same as another word, but its spelling or meaning is different.

mail



I hope the mail will reach my mum on time.

male



That's the male restroom symbol.

## Near Homophones or Sound-alike Words

These words sound similar, but there is a tiny difference. They are differentiated using mouth shape, vowel length or ending consonants. Read the examples below out loud!

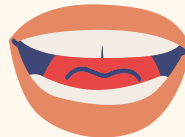
**duck**

**'d-uk'** is quick and short, like a duck's quack.



**dug**

**'d-ugg'** is a bit longer with that extra 'g' sound.



**dark**

**'d-aark'** is the longest, dragging that 'aa' towards the end.



# Near Homophones or Sound-alike

Here are more examples:

## Words

### heal

Pronounce it with  
a long **'ee'** sound  
in the middle:



Rest and sleep so the  
body can heal.

### heel

'Heel' and 'Heal' are  
homophones: **'hee-l'**.



I want to buy a  
pair of new  
heels.

### hill

'Hill' sounds like 'heal' and  
'heel'. But "Hill" has a short **'i'**  
sound in the middle: **'hil'**.



Is Scafell Pike a  
mountain or a  
hill?

Spot the  
correct  
homophone.



Recall what each word means.  
Can you help Shine place the  
correct word in each sentence?

accept

except



Syrie and Syke decided to \_\_\_\_\_ the  
invitation to participate in the dance  
competition.

Everyone is allowed to ride the roller  
coaster \_\_\_\_\_ kids who are below  
1.2m tall.



Spot the  
correct  
homophone.



Recall what each word means.

Can you help Uriel place the  
correct word in each  
sentence?

ball

bawl



Hero is playing with a  
colourful \_\_\_\_ at the park.

After losing the football  
game, the team could not  
contain their sadness and  
started to \_\_\_\_.

Spot the  
correct  
homophone.

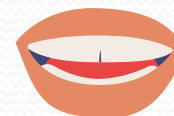


Recall what each word means.

Can you help Jack place the  
correct word in each  
sentence?

grate

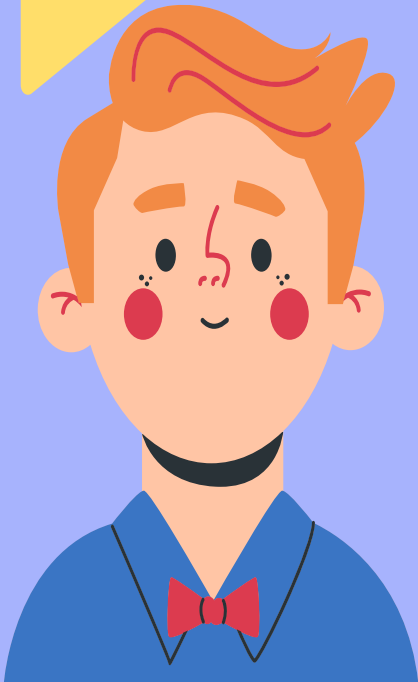
great



I need to \_\_\_\_ some  
cheese for the spaghetti.

I had a \_\_\_\_ time learning about  
other cultures and foreign  
languages.

Spot the  
correct sound-  
alike word.



Recall what each word  
means. Can you help Tom  
place the correct word in  
each sentence?



till

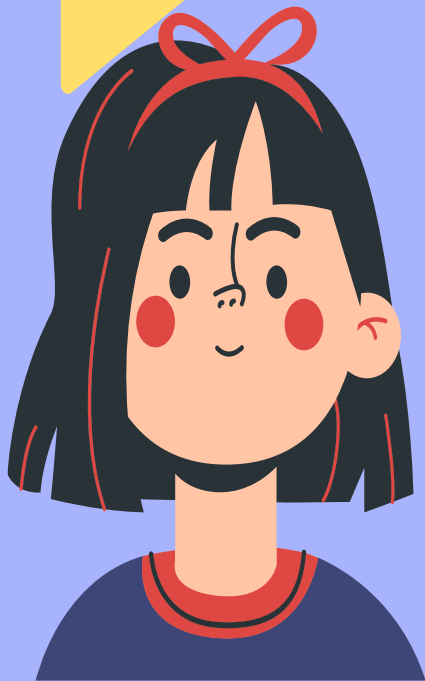
teal



Hans' bedroom is decorated with  
shades of \_\_\_\_ as it is his favourite  
colour.

Zeeline decided to wait \_\_\_\_  
5:00 p.m. at the bus stop.

Spot the correct  
sound-alike  
word.



Recall what each word  
means. Can you help  
Richelle place the correct  
word in each sentence?



lock

log



Please do not forget to \_\_\_\_ all  
the doors and gates before sleeping.

Adding a \_\_\_\_ will keep  
the fire bright and  
warm.

# Summary

## Homophones

- A homophone is a word that sounds the same as another word, but its spelling or meaning is different.

## Near Homophones or Sound-alike Words

- Like homophones, they sound similar, but there is a tiny difference.
- They can be differentiated using mouth shape, vowel length or ending consonants.

# Guess the Homophone

Look at each of the words below. Can you correctly spell its homophone or near homophone?



hear

\_\_\_\_\_



missed

\_\_\_\_\_



knot

\_\_\_\_\_



mane



meat

\_\_\_\_\_



meddle

\_\_\_\_\_



hare

\_\_\_\_\_





## Answer Key

# Guess the Homophone

Look at each of the words below. Can you correctly spell its homophone or near homophone?



hear

here



missed

mist



knot

mane

not



meat

meet



meddle

medal



hare

hair



WEEK-9

**PAGE-152-163**

✓ Interactive Lecture &  
Discussions

Q/A

Common mistakes in Academic  
Writing



Correcting Common

Sentence Errors

---

Comma Splices, Fused  
Sentences and Fragments



# Introduction

Understanding and correcting common sentence errors can greatly improve your writing. Three of the most common sentence errors are fragments, run-ons, and comma splices. In this presentation, we will learn how to fix these errors.

# Comma Splices

A comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating conjunction or appropriate punctuation.

## Examples:

The student woke up early, he was still late for school.

They went for a walk, they got caught in a rain storm.

The weather was hot, the air conditioning didn't work.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Use a coordinating conjunction after the comma.
- Replace the comma with a period to create two separate sentences.





# Correction Examples

## Incorrect

They went for a walk, they got caught in the rain.

## Correct

They went for a walk; they got caught in the rain.

They went for a walk, and they got caught in the rain.

They went for a walk. They got caught in the rain.

# Fused Sentences

Fused sentences occur when two independent clauses are incorrectly joined without appropriate punctuation or conjunctions.

## **Examples:**

I woke up late I  
missed the bus  
for the third time  
this week.

She loves to read  
her brother  
prefers to watch  
movies.

The weather was  
cold we gathered  
by the fire to stay  
warm.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Add a comma and a coordinating conjunction.
- Use a period to create two separate sentences.



# Correction

## Examples

### Incorrect

I woke up late this morning I missed the bus.

### Correct

I woke up late this morning; I missed the bus.

I woke up late this morning, and I missed the bus.

I woke up late this morning. I missed the bus.

# Fragments

Fragments are incomplete sentences that lack a subject, verb, or complete thought.

## Examples:

Because he was  
tired of walking  
to school every  
day.

Running through  
the park with her  
dog following  
behind.

In the old house  
with the broken  
windows and  
creaky floors.

# Correction Strategies



- Add missing subjects or verbs to complete the sentence.
- Combine fragments with independent clauses.
- Attach the fragment to a dependent clause.





# Correction Examples

## Incorrect

Running through the park.

## Correct

The deer was running through the park.

We saw a deer running through the park.

We took pictures when the deer was running through the park.

# Your Turn

Using the strategy of your choice, write a correction for each of the errors below.

Because she  
passed the test.

I was tired I went  
to bed early.

They went to the  
beach, they  
swam.

We had a picnic,  
the food was  
delicious.

Before the next  
grading period.

The dog barked  
loudly it ran after  
the ball.

**WEEK-10**

**PAGE-165-169**

✓ **Interactive Lecture**

**& Discussions**

**Q/A**

**Describing Table**



## **What is a Table?**

A table is a structured way of organizing data into rows and columns, making it easier to read, compare, and analyze information. Tables are widely used in various fields like education, research, and business for presenting numerical data, textual information, or a combination of both.

# **Process of Describing a Table**

## **Title of the Table:**

Begin by stating the title of the table to give an idea of its content.

Example: "The table shows the population growth in five cities over a decade."

## **Columns and Rows:**

Mention what each column and row represents.

Example: "The columns represent the years, and the rows list the cities."

## **Key Data Trends or Patterns:**

Highlight any noticeable trends or patterns in the data.

Example: "The data indicates a steady increase in population for all cities except City C."

## •**Highest and Lowest Values:**

Point out the maximum and minimum values, if applicable.

Example: "City A had the highest growth, while City C experienced a decline."

## •**Comparison or Contrasts:**

Compare specific rows or columns, focusing on differences or similarities.

Example: "City B and City D had nearly identical growth rates."

## •**Concluding Observations:**

Summarize the overall significance of the data.

Example: "The table illustrates a clear trend of urban population growth, highlighting economic opportunities in larger cities."



**Table 1: Population Growth in Five Cities  
(2010-2020)**

City	2010 Population	2020 Population	Growth Rate (%)
City A	500,000	650,000	30%
City B	750,000	900,000	20%
City C	600,000	570,000	-5%
City D	300,000	450,000	50%
City E	400,000	520,000	30%

**Description:**

The table shows population growth in five cities between 2010 and 2020. City D experienced the highest growth rate at 50%, increasing its population from 300,000 to 450,000. City A and City E both recorded a 30% growth rate, with significant increases in population. City B showed moderate growth at 20%, while City C was the only city to experience a decline, with its population decreasing by 5%. Overall, the data highlights varying growth trends, with City D leading in urban expansion.

**Table 2: Monthly Sales of Three Products (January-March 2025)**

Month	Product X Sales	Product Y Sales	Product Z Sales
January	2,000	3,500	1,800
February	2,500	4,000	2,200
March	3,000	3,800	2,700

**Description:**

The table illustrates the monthly sales of three products—X, Y, and Z—from January to March 2025. Product Y consistently had the highest sales, peaking at 4,000 units in February. Product X showed steady growth, rising from 2,000 units in January to 3,000 units in March. Similarly, Product Z experienced a gradual increase, reaching 2,700 units in March. The data reflects a positive trend in sales across all products, with Product Y maintaining its dominance in the market.

**WEEK-11**

**PAGE-171-177**



**Interactive**

**Lecture**



**Taking notes**

**Discussions**

**Q/A**

## NOTE TAKING ???

Practice of recording information and supporting details captured from another sources such as text books and the lectures

Write More

Learn More

## Elements of 'Good Notes'

1. Topics
2. Sub Topics
3. Key Concepts
4. Main Points
5. Important Examples
6. Terms and Definitions
7. Muddiest Points

# Why Note Taking? (RATIONALE)

1.

- Just because you have understood does not mean you can remember whole of it.

2.

- Some information taught in the form of lecture might not be available in the text books.

3.

- Without review, 47% of what a person has just learnt is forgotten in first 20 minutes and 62% is forgotten after the first day



# The 5 R's of Note Taking

## 1. Record

- Write all the meaningful information legibly.

## 2. Reduce

- Make your notes as short as possible using key words and cue words

## 3. Recite

- Recite all the information in your own words without looking at your notes or the text books.

## 4. Reflect

- Think about your own opinion and ideas
- Raise questions and record original ideas.

## 5. Review

- Before going for the new notes, skim over the main ideas and details.

## Benefits of Note Taking

1.

- Improves listening skills.

2.

- Increases focus more.

3.

- Have well organized information.

4.

- Helps understand better.

5.

- Increase your retention power.

6.

- Builds connections between topics

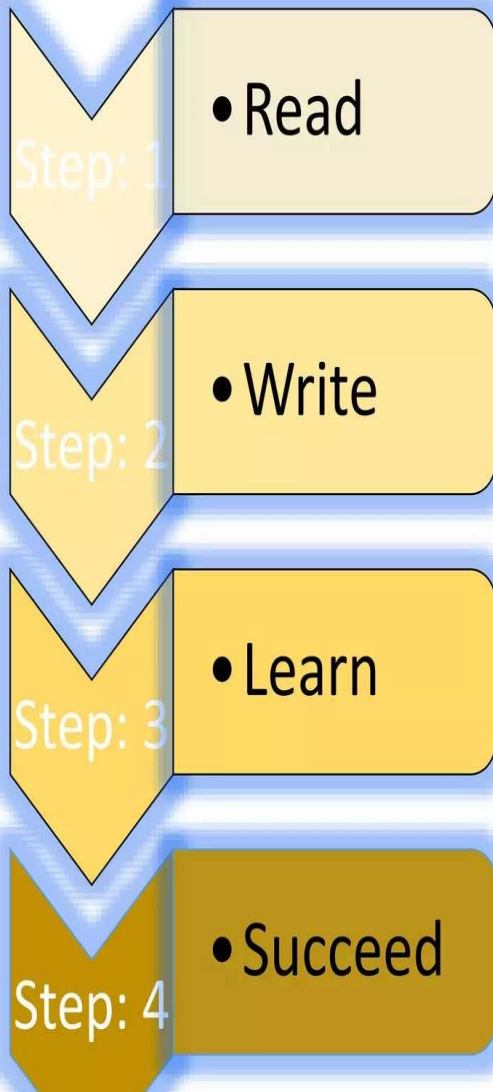
7.

- Serves as quality review material.

8.

- Vital for academic success (Tests and Exams)





People who takes notes remembers things longer then those who do not.



# 10 Tips for Effective Note Writing

1.

- Write the Heading and the date and place it at the Center.

2.

- For each topic, put different ideas under different sub topics.

3.

- Make sure the topics and the sub topics are distinct from the other notes.

4.

- Use numbering or bullet points for each of the points.

5.

- Make sure that the information are not mixed.

6.

- Do not make someone to write the notes on your behalf.

7.

- Make your notes as short as possible (include only what is necessary)

8.

- Make sure that your notes are clean and legible.

9.

- Make sure that all the spellings are correct.

10.

- Skim read your notes (Review).

## **‘In a Nutshell’**



Hearing something once is not enough to really learn it, **and** that is why note taking is so important.

Clearly written, accurate notes helps to capture information for later study and review

**WEEK-12**

**PAGE-179-180**

✓ **Interactive Lecture  
& Discussions**

**Q/A**

**Barriers of writing and how  
to overcome**

## **Writer's Block**

Take a short break from working. Panicking and concentrating on your lack of progress is not productive! Talk to someone who can help you, and try to relax; an answer to your problem will likely emerge.

## **Burnout**

You may get burned out if you go into your writing project without first coming up with a realistic and firm schedule of goals. You might have just spent ten consecutive hours writing, but this time could have been psychologically counterproductive in the long run if you haven't set realistic goals for yourself. You can avoid burn out by writing only short sections at a time and by keeping your ultimate goal in mind: earning your graduate degree.

## **Procrastination**

Procrastination is perhaps the most deadly of collegiate sins, but you can avoid procrastination by developing a dissertation schedule early on in your thesis or dissertation process. Do an even amount of work in the beginning and end of your timeline to prevent costly writer's block hitting you at the worst of times. Examine your personal tendencies, and reduce your exposure to distractions and other things that cause you to avoid your work.

## **Lack of Motivation**

Whenever you get bored with your writing, think about all the rewards of your graduate education. Besides the obvious long-term financial benefits, remember that your education and your dissertation or thesis will greatly improve your chances for success in the long run.

## **Failure to Seek Help**

Never become too shy or proud when you encounter a problem. Schedule appointments with professors and peers, and don't be ashamed to admit that you have encountered problems or writer's block. You can find other articles on this website about where and how to ask for help.

## **Lack of Confidence**

Don't downplay your abilities and achievements that have helped you climb this far on the academic ladder! You are what you think. In other words, if you go into writing your dissertation or thesis thinking that you will encounter writer's block and ultimately fail, then your predictions will likely come true. However, if you believe in yourself and maintain a positive attitude, then you will be successful and will produce rewarding results in your writing.



**WEEK-13**

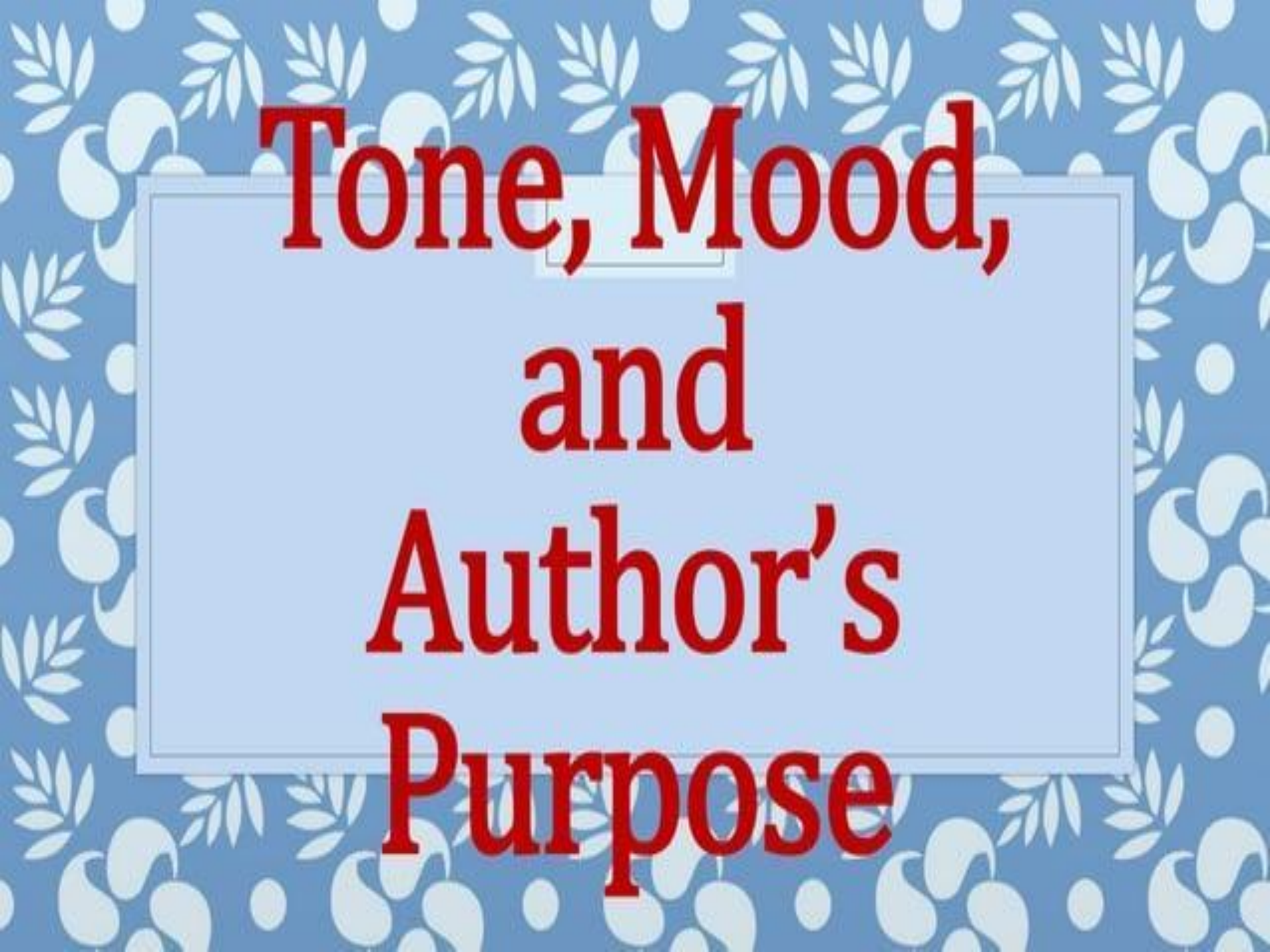
**PAGE-182-195**

✓ Interactive Lecture &  
Discussions

Q/A

✓ Analyzing text by identifying  
mood, tone, author's purpose





# Tone, Mood, and Author's Purpose

# **Objectives:**

- 1.define tone, mood and purpose;**
- 2.determine tone, mood and purpose of the line or selection; and**
- 3.express the tone and mood of the selection through a sketch.**

# DEFINITION OF A TONE

- Tone tells us how the author thinks about his or her subject.
- It is the author's attitude toward the story and the reader. The tone influences the story's mood /atmosphere.
- Tone is not stated directly. You must read between the lines to see what the author's attitude is on the subject.

## **Tone can be revealed through:**

- dialogue between characters
- descriptions
- author's diction (word choice)
- the themes that emerge

## **Tone can be:**

- positive
- negative
- neutral



- **Hint:** When trying to find the tone of a passage, read the passage and decide if it is being told in a positive, negative, or neutral way first, then look at your answer choices and decide.

Ask these questions: Is the author happy? Is the author angry? Ask for authors' feeling and explain why you think so using context clues in the statements.

Some adjectives to describe tone: formal, informal, serious, humorous, amused, angry, playful, neutral, satirical, gloomy, conciliatory, sad, resigned, cheerful, ironic, clear, detailed, imploring, suspicious and witty.

# WHAT IS MOOD?

- In literature, mood is a literary element that evokes certain feelings or vibes in readers through words and descriptions.
- It is the feeling the reader gets from a story.
- Mood is shown through
  1. Setting
  2. Atmosphere



- Mood is how the writer's words make us feel. It usually is associated with the setting.
- Mood is the emotions that you (the reader) feel, so to find mood, you need to look at what emotions you are going through as you read the text.
- Ask this: How does the story make me feel?
- Some adjectives to describe mood: fictional, imaginary, fanciful, idealistic, romantic, realistic, optimistic, pessimistic, gloomy, mournful, sorrowful.

# Author's Purpose

- Authors write for many purposes. The three main purposes they write for are persuasion,, Informative , and entertainment. (PIE)
- You can determine the author's purpose by watching the clues in word choice, style, tone, point of view, and structure.

1. **To inform** is to give information about a subject. Authors with this purpose wish to provide facts that will explain or teach something to readers.

- Example: Pain is a normal part of a physical process that lets us know something is wrong.



2. **To entertain** is to amuse and delight; to appeal to the reader's senses and imagination. Authors with this purpose set out to captivate or interest the audience.

- Example: "Yes, I have gained weight. I weighed only 8 pounds when I was born."

3. **To persuade** is to convince the reader to agree with the author's point of view on a subject. Authors with this purpose may give facts, but their main goal is to argue or prove a point to readers.

- Example: The death penalty is deeply flawed and should be abolished.

Note: An author may have a more specific purpose in mind other than to inform, entertain, or persuade.

The chart shows examples of specific purposes.

General and Specific Purposes		
To inform	To entertain	To persuade
To analyze To clarify To discuss To establish To explain	To amuse To delight To frighten	To argue against To argue for To convince To criticize To inspire (motivate a change)



- If we understand author's purpose it helps us understand what we read. If we know why the author wrote what we are reading we better understand what we are reading.

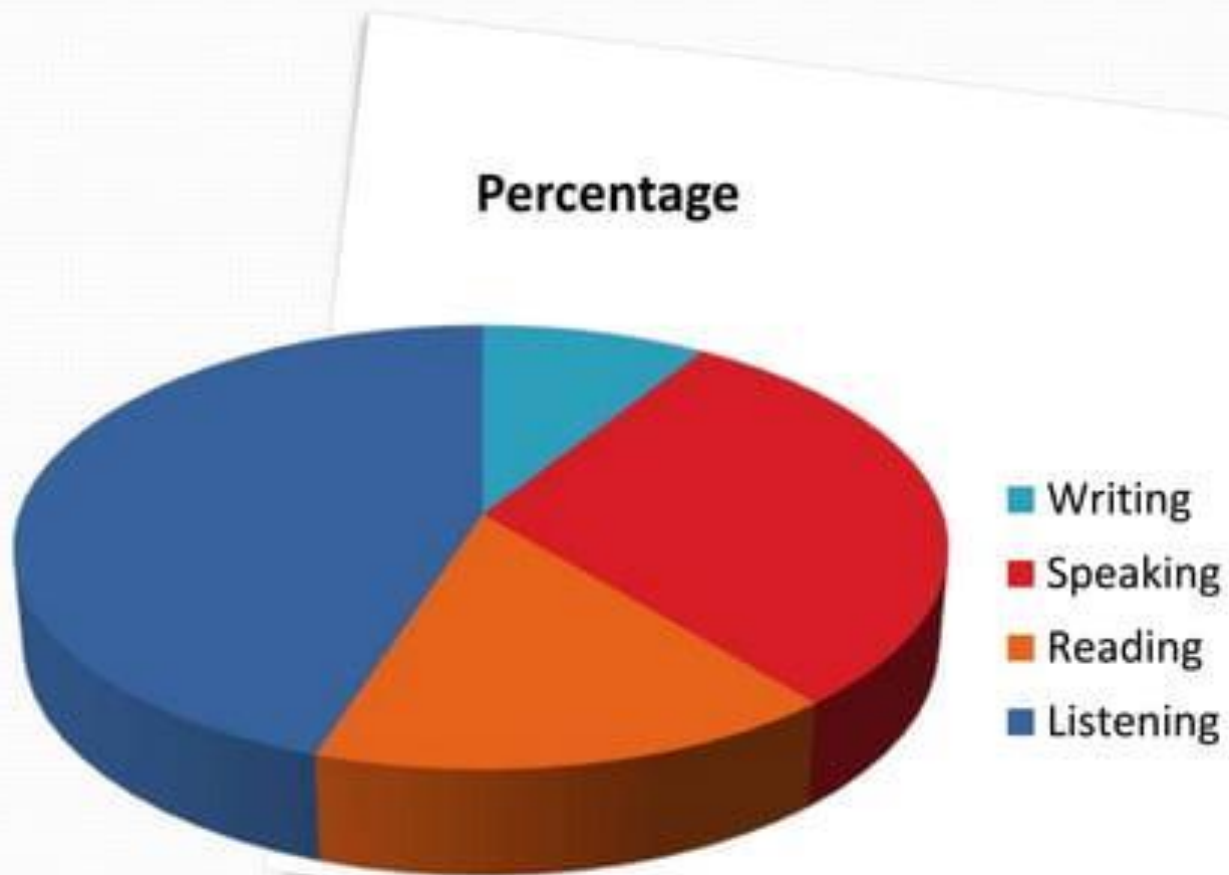
**WEEK-14**  
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**203**

✓ **Interactive**  
**Lecture &**  
**Discussions**  
  
**Q/A**

**Barriers of reading and**  
**how to overcome**

# INTRODUCTION

- Effective communication skills are always essential in your academic as well as professional career.
- They are more vital these days amidst the phenomenal advancements in technology, globalization, increasing cultural diversity, and also the adoption of team-based structures in work place.
- When we talk about the time generally spent by professional on communication activities, see that the time they spend on receiving information (listening and reading) is more than what they spend on sending (speaking and writing) information.



**Figure:** Time spent by Professionals on Communication Activities

# PURPOSE OF READING

- Reading is one of the most important academic tasks faced by students; it is equally important in the commercial working world.
- The purpose of reading is to connect the ideas on the page to what you already know.
- If you like any other your favourite, then reading page is easy.



# READING RATES

- Your reading rate will vary depending upon the reading material.
- Work on your vocabulary.
- To read faster by following the technique of reading words in groups.
- Determine your purpose before reading.
- Reading speed will increase after your practice.
- If you have poor concentration when reading, practice reading for only 5-10 minutes at a time and gradually increase this time.



# REASONS FOR POOR COMPREHENSION

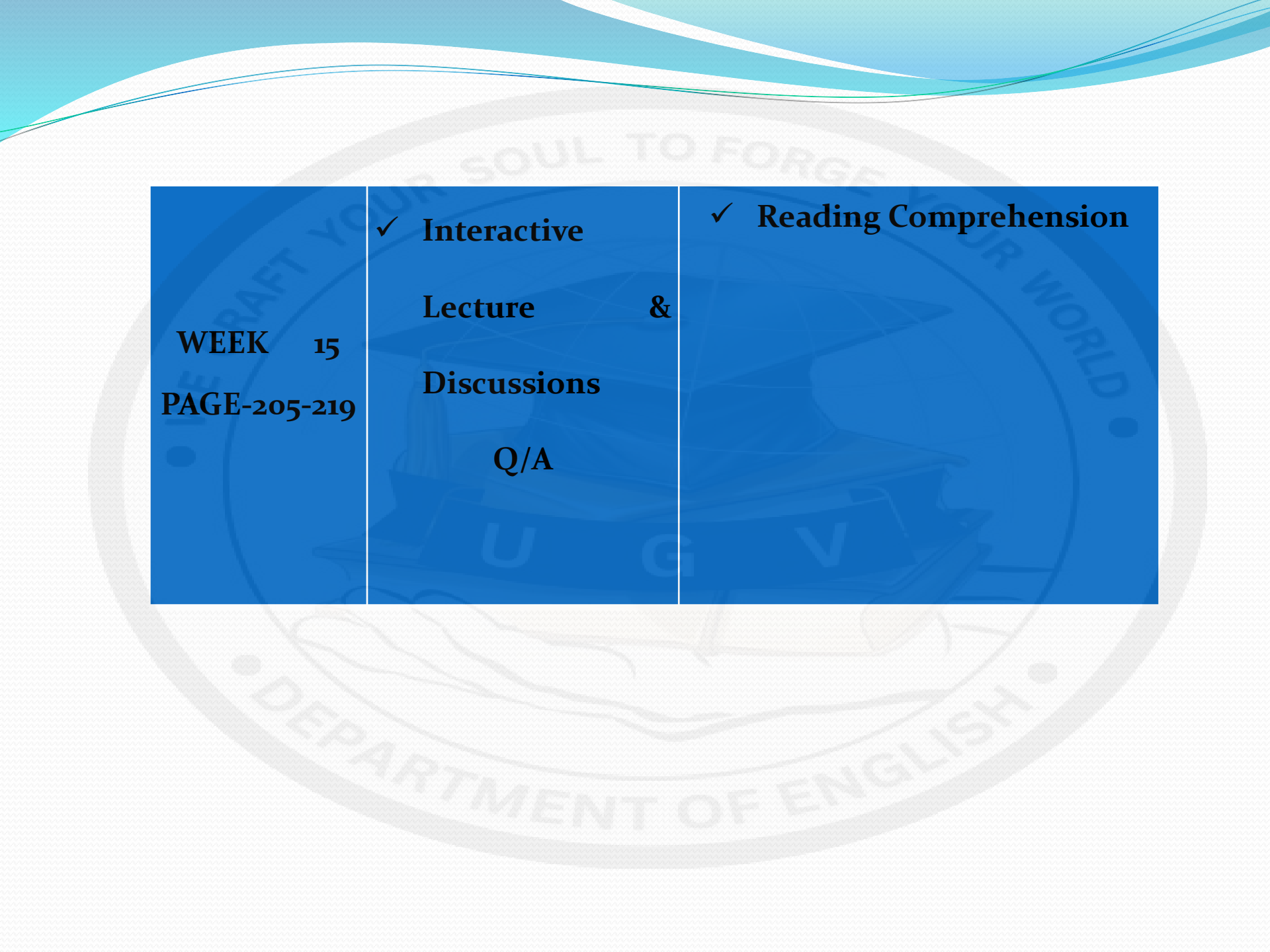
- The main reason for poor reading comprehension are:
  - Inability to understand a word;
  - Inability to understand a sentence;
  - Inability to understand how sentences relate to one another;
  - Inability to understand how the information fits together in a meaningful way(organization);and
  - Lack of interest or concentration.

# IMPROVING COMPREHENSION SKILLS

- Reading a variety of materials. Do not limit yourself to textbook.
- To make reading a more active process.
- To promote critical thinking evaluation of reading materials.
- To enhance registration and recall of text information in one's memory.

# TECHNIQUES FOR GOOD COMPREHENSION

- Skimming and scanning.
- Non-verbal signals
- Structure of the text
- Structure of paragraphs
- Punctuation
- Author's viewpoint(inference)
- Reader anticipation: determining the meaning of words
- Summarizing

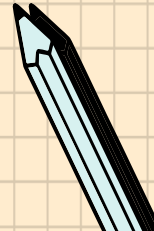
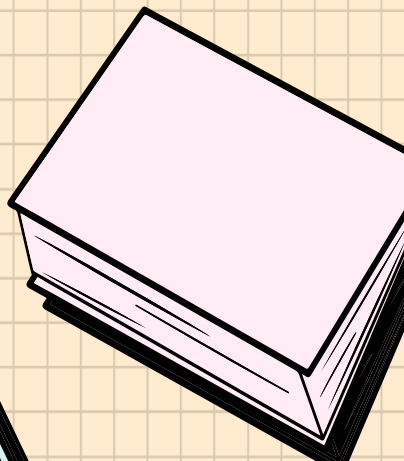
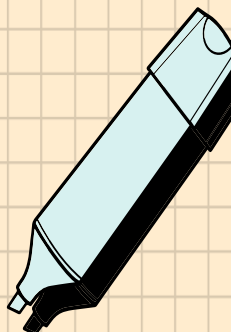
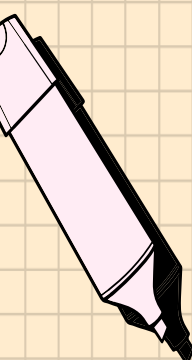


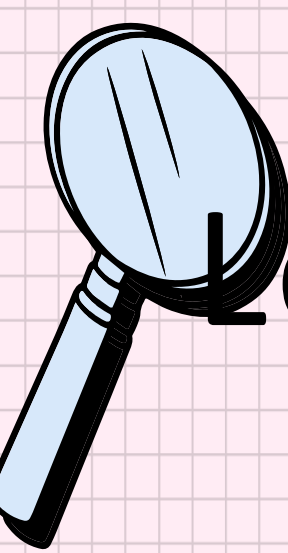
<b>WEEK 15</b> <b>PAGE-205-219</b>	<b>✓ Interactive</b>  <b>Lecture &amp;</b> <b>Discussions</b>  <b>Q/A</b>	<b>✓ Reading Comprehension</b>
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Close Reading

# Analysing Language Features





# Learning Objectives

1

Identify examples  
of language  
features within  
narrative excerpts.

2

Consider how these  
language features are  
used for particular  
effects such as  
communicating ideas  
and positioning  
audience response.

3

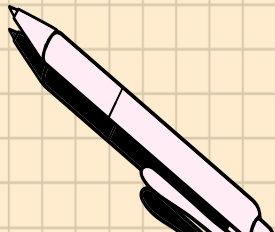
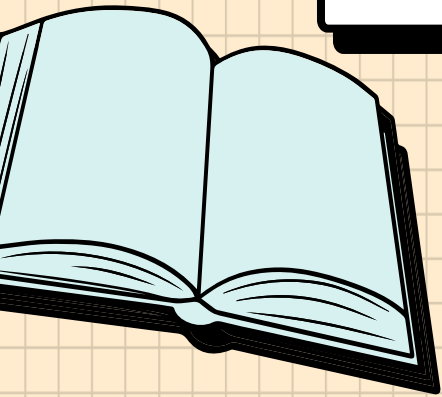
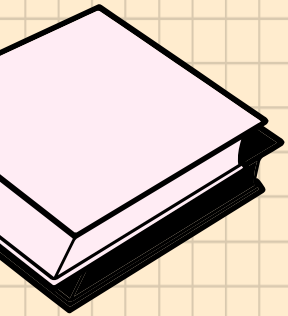
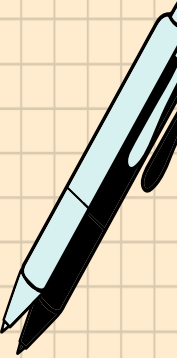
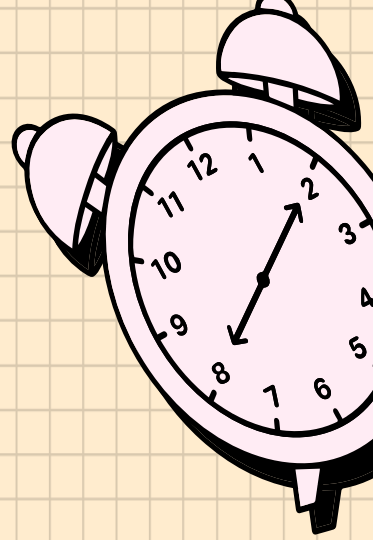
Write paragraph  
responses to set  
questions  
analysing how  
language features  
are used for  
particular effects.





# Guided

**First, let's look at a sample narrative excerpt together as a class and discuss how we might annotate it to identify language features and consider how they are used for particular effects.**



## Passage 1

First, let's see what you can identify yourself!  
Annotate the passage identifying examples of language features.

The forest is a place where life and death coexist in a delicate balance. The towering trees provide shelter and nourishment for countless creatures, yet their fallen trunks become the soil that feeds new growth. In this way, the forest is both a giver and a taker, a place of both abundance and scarcity. It is a place where one can observe the cycle of life, where everything has a purpose and nothing is wasted. The rustling leaves whisper secrets to each other, while the quiet streams babble their own stories. The forest is a world unto itself, where the chirping of birds and the howling of wolves can be heard in equal measure. It is a place of beauty and danger, where the sun filters through the canopy like a spotlight on a stage. In short, the forest is a place of wonder and mystery that never ceases to amaze.

### How did you go?

Did you identify any examples of the following?

- metaphor
- alliteration
- personification
- paradox
- parallel sentence structure
- visual imagery
- aural imagery

The forest is a place where life and death coexist in a delicate balance. The towering trees provide shelter and nourishment for countless creatures, yet their fallen trunks become the soil that feeds new growth. In this way, the forest is both a giver and a taker, a place of both abundance and scarcity. It is a place where one can observe the cycle of life, where everything has a purpose and nothing is wasted. The rustling leaves whisper secrets to each other, while the quiet streams babble their own stories. The forest is a world unto itself, where the chirping of birds and the howling of wolves can be heard in equal measure. It is a place of beauty and danger, where the sun filters through the canopy like a spotlight on a stage. In short, the forest is a place of wonder and mystery that never ceases to amaze.

**alliteration**

**personification**

**paradox**

The forest is a place where life and death coexist in a delicate balance. The towering trees provide shelter and nourishment for countless creatures, yet their fallen trunks become the soil that feeds new growth. In this way, the forest is both a giver and a taker, a place of both abundance and scarcity. It is a place where we can observe the cycle of life, where everything has a purpose and nothing is wasted. The rustling leaves whisper secrets to each other, while the quiet streams babble their own stories. The forest is a world unto itself, where the chirping of birds and the howling of wolves can be heard in equal measure. It is a place of beauty and danger, where the sun filters through the canopy like a spotlight on a stage. In short, the forest is a place of wonder and mystery that never ceases to amaze.

**simile**

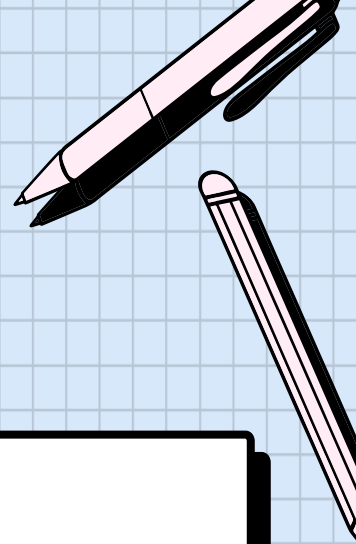
**parallel  
sentence  
structure**

**visual  
imagery**

**lexical choice -  
nouns**

**aural imagery**

# Answering a set question



Now, consider how you might answer the following question using examples of language features to support your answer.

**How are language features used to convey particular ideas about the forest?**

Brainstorm ideas with the person next to you. Then, be ready to share your answers with the class.



**What ideas did you come up with?**

Did you think the passage conveyed the idea that the forest is:

- a beautiful environment
- peaceful or relaxing
- a fascinating place
- a dangerous environment
- an intricate and complex ecosystem

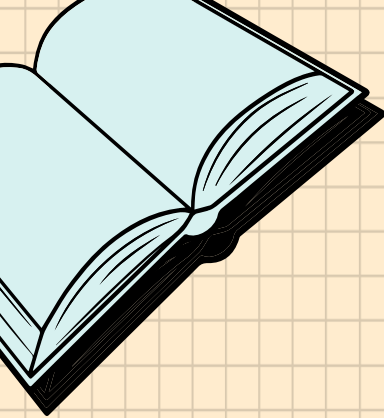
or something else?

Now, try to connect some explicit examples of language features to your ideas and consider how you would link them by explaining the specific effect of each language feature.

For example:

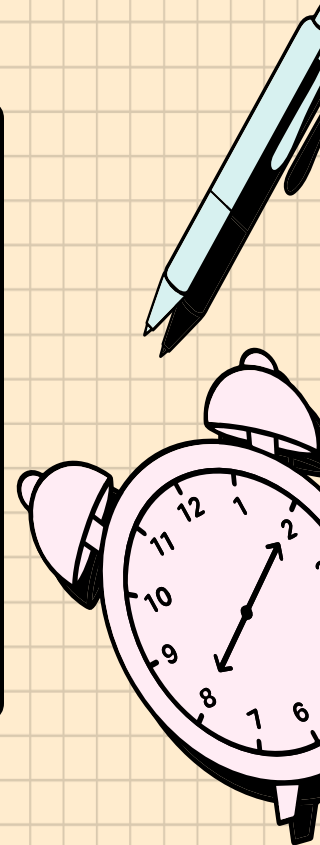
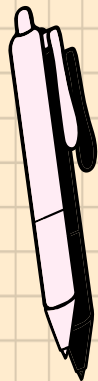
*The author uses personification to convey the idea that the forest is a tranquil place. He states, "The rustling leaves whisper secrets to each other, while the quiet streams babble their own stories". The verbs "whisper" and "babble" are used to bring nature to life, personifying the leaves and river as pleasant, happy and welcoming to visitors.*





# Self-Guided Practice

**Now, it's your turn. See if you can annotate the passages to identify examples of language features and consider how they have been used for particular purposes (a few hints have been given to help you). Then, complete the writing exercise afterwards.**

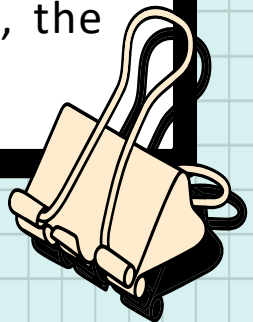


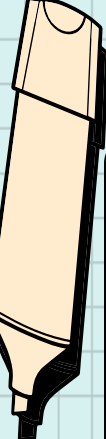


# Passage 2

Annotate the passage identifying examples of language features and considering their effect.

The busy city is like a beehive, constantly buzzing with activity. It is a melting pot of cultures, each contributing to the vibrant energy that permeates the streets. It's a place, where people can feel both connected and isolated at the same time. As the saying goes, the city never sleeps, and this is evident in the constant sound of car horns, sirens and chatter that fill the air. The pungent scent of exhaust fumes mingles with the sweet aroma of street food vendors. The walls of graffiti were adorned with vibrant colors and intricate designs, as if they had come to life and were expressing themselves in a creative frenzy. Despite the chaos, the city has its own unique rhythm that draws people in like a magnet.



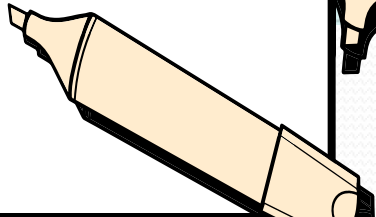
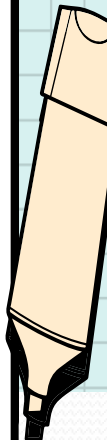


## How did you go?

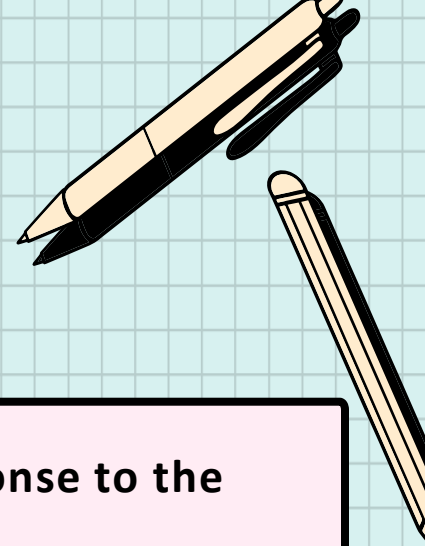
Did you identify any examples of the following?

- simile
- metaphor
- paradox
- idiom
- personification
- aural imagery
- tricolon
- olfactory imagery
- visual imagery

The busy city is like a beehive, constantly buzzing with activity. It is a melting pot of cultures, each contributing to the vibrant energy that permeates the streets. It's a place, where people can feel both connected and isolated at the same time. As the saying goes, the city never sleeps, and this is evident in the constant sound of car horns, sirens and chatter that fill the air. The pungent scent of exhaust fumes mingles with the sweet aroma of street food vendors. The walls of graffiti are adorned with vibrant colors and intricate designs, as if they have come to life and are expressing themselves in a creative frenzy. Despite the chaos, the city has its own unique rhythm that draws people in like a magnet.



# Writing Activity



**How are language features used to position a reader's response to the city?**

Remember to write in paragraph structure - topic sentence, examples, explanations and linking statement (you can include multiple examples in a paragraph).

- In your topic sentence, clearly outline the reader response.
- When writing your examples, ensure you name the language feature and include a direct quote from the text.
- When writing your explanations, ensure you describe the specific effect of the language feature before linking it to your idea/s.
- In your linking statement, reinforce your idea/s and language features discussed.



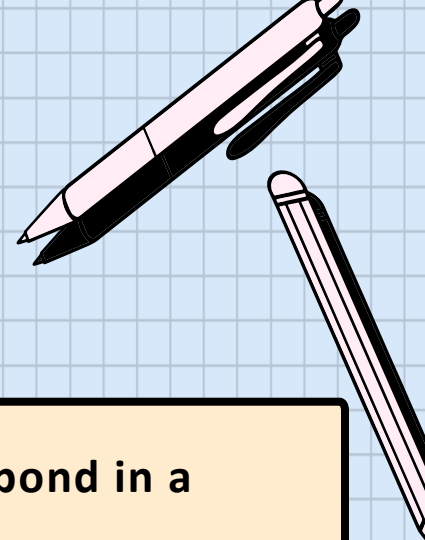


## Passage 3

Annotate the passage identifying examples of language features and considering their effect.

The restaurant was filled with the savory aroma of sizzling meats and the melodic sounds of clinking cutlery and lively chatter. Just as the bustling restaurant reached its peak, the waiter glided through the sea of tables like a ballerina on a crowded stage. The waiter's refined attire of black pants and a crisp white shirt contrasted with the chaos that surrounded him. Rather than running around like a headless chicken, he juggled plates like a seasoned circus performer, never missing a beat. His friendly smile was a ray of sunshine and his voice was as smooth as the finest wine on the menu. As he took orders, his pen danced across the pad like a conductor's baton, orchestrating the perfect meal for each customer. Despite the frenzied pace, the waiter remained cool and collected, a testament to his years of experience. He was the glue that held the restaurant together, the captain of the ship navigating through the storm. The patrons of the restaurant knew that they were in good hands with the waiter at the helm.

# Writing Activity



**How are language features used to position readers to respond in a particular way?**

Remember to write in paragraph structure - topic sentence, examples, explanations and linking statement (you can include multiple examples in a paragraph).

- In your topic sentence, clearly outline the reader response.
- When writing your examples, ensure you name the language feature and include a direct quote from the text.
- When writing your explanations, ensure you describe the specific effect of the language feature before linking it to your idea/s.
- In your linking statement, reinforce the reader response.





# Writing Activity



**How are language features used to convey particular ideas about character?**

Remember to write in paragraph structure - topic sentence, examples, explanations and linking statement (you can include multiple examples in a paragraph).

- In your topic sentence, clearly outline your idea/s about character.
- When writing your examples, ensure you name the language feature and include a direct quote from the text.
- When writing your explanations, ensure you describe the specific effect of the language feature before linking it to your idea/s.
- In your linking statement, reinforce the idea/s about character.



**WEEK-16**

**PAGE-221-224**

✓ **Interactive Lecture &  
Discussions**

**Q/A**

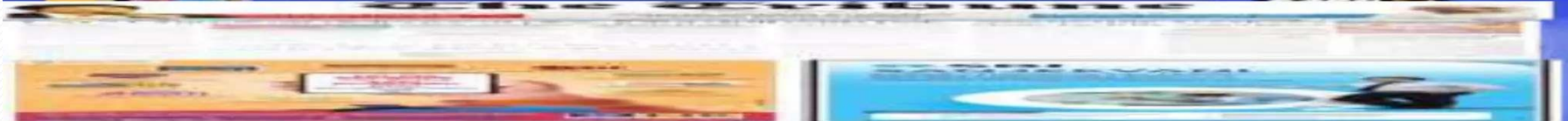
✓ **Writing  
Advertisement**



# ADVERTISEMENT WRITING

## CLASSIFIED ADVERTISEMENT

**Format and Samples**



# ADVERTISEMENT

- \* An advertisement is a kind of public announcement asking for or offering services or buying and selling property, goods or giving information about missing persons, pets etc,. It is a potent medium and is made through a popular medium that targets a large number of people. Newspapers, magazines, TV, radio, cinema, leaflets and pamphlets are extensively used for such purposes. Their content is brief, words limited and sentences not necessarily grammatically correct.

# TYPES OF ADVERTISEMENT

## \* 1) CLASSIFIED

REQUIRES	FOR RENT
<b>Civil Engineer</b> Degree/Diploma Holder Having Experience or 10 - 15 yrs for group hous- ing project in Tronica City, Ghaziabad	<b>Two Prime Proper- ties in Defence Colony</b> TO Let Commercial Property in Rana Partap Bagh, for Banks/ MNC With Existing Strong Room Ground Fir 1700 Sq.
<b>Marketing</b>	
<b>Call Us:- 99XXXXXXX</b>	<b>Call Us:- 99XXXXXXX</b>

## 2) COMMERCIAL/ DISPLAY.

**Casino Pride Group**  
*presenting*

**New Year BUMPER DRAW**

**1st Prize**  
Mercedes E Class  
229 D Elegant

**2nd Prize**  
₹ 5,00,000/-

**3rd Prize**  
₹ 50,000/-

**Coupons available at:**

- Casino Pride
- Domino's
- Palace
- Palace

**DRAW ON 4<sup>th</sup> Feb. 2012 @ 8.00 PM @ CASINO PRIDE**

**CALL: 0932-6710101/111**



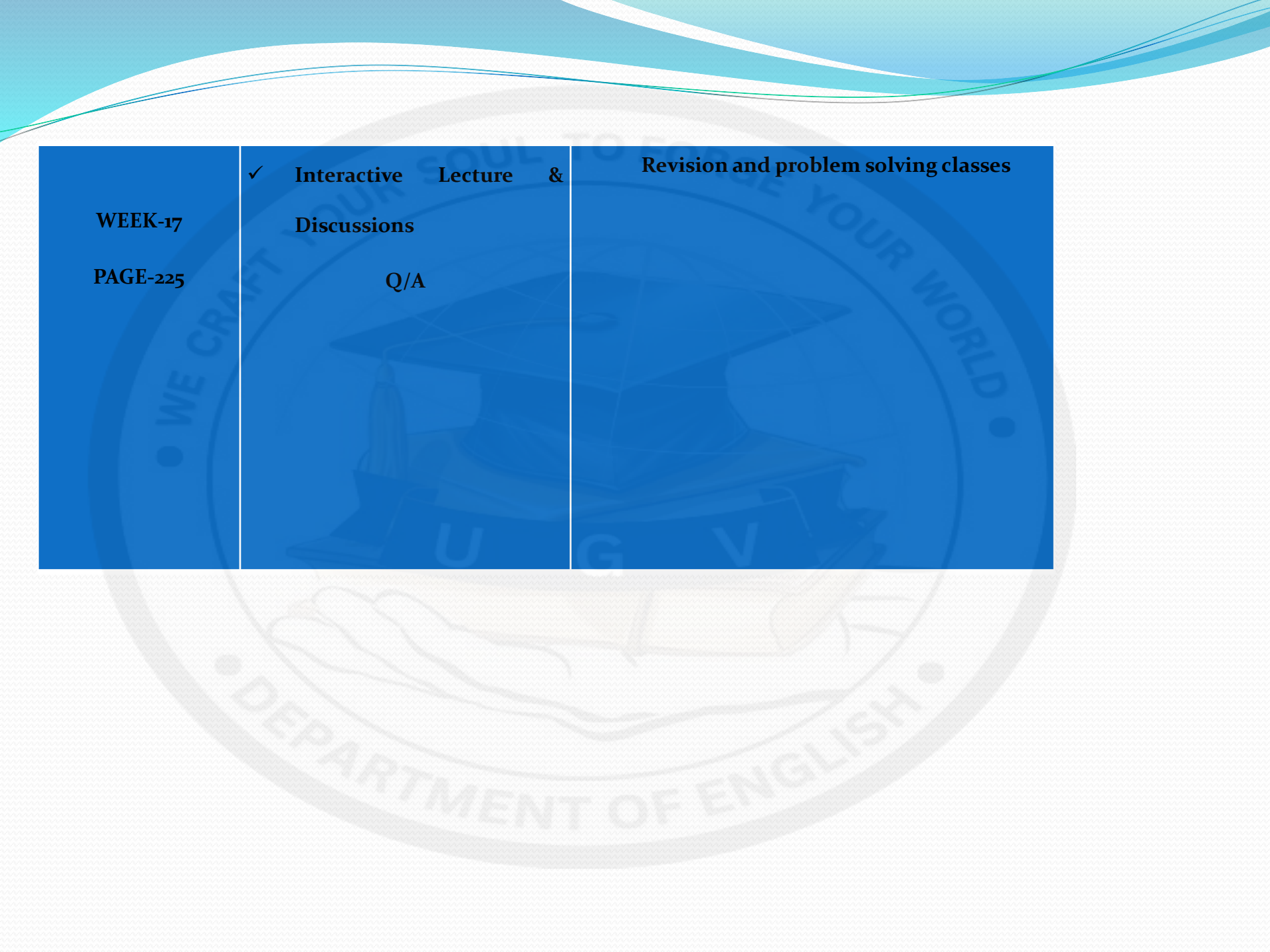
# SAMPLE

## LOST AND FOUND

### LOST AND FOUND

A German shepherd male dog missing since last Sunday from Garden Park. One year old with light brown complexion and tail cut a little. A black leather belt around its neck. Anyone who gives the whereabouts will be awarded suitably. Contact: Dr. Sanjeev Trivedi, 24, Annasalai Road, Chennai14. Ph. 09945683424.





<b>WEEK-17</b> <b>PAGE-225</b>	✓ <b>Interactive Lecture &amp; Discussions</b>  <b>Q/A</b>	<b>Revision and problem solving classes</b>
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