

Basic Writing skills

Sentence Structure :

CLAUSE: It is a group of words containing a subject and a verb.

1. **Independent clause:** It is a simple sentence. It can stand on its own.
e.g. My name is Ravi.
2. **Dependent clause:** It cannot stand on its own. It needs an independent clause to complete the sentence. Dependent clause often begin with words as although, since, because etc.
e.g. (a) Although she is hungry.....
(b) Because she was ill.....

PHRASE: It is a group of words without subject and verb. e.g.

- Best friend (noun phrase)
- Ram and Shyam (noun phrase)
- With a blue T shirt (Preposition phrase act as an adjective)
- Needing help (adjective phrase)
- Very quickly (adverb phrase)
- For twenty days (prepositional phrase)

SENTENCE: It is a set of words that contain a subject (what the sentence is about, the topic of sentence) and a predicate (what is said about the subject).

e.g. They are writer.

Subject- They

Predicate – are writer

There are four types of sentence structure:

- 1) Simple
- 2) Compound
- 3) Complex
- 4) Compound Complex

1) **Simple sentence structure:**

It consist of one independent clause. (complete thought)

e.g. I like coffee.

The Earth goes round the sun.

2) **Compound sentence structure:**

A compound sentence is two (or more) independent clauses joined by co-ordinate conjunction or semicolon (;). Each of these clauses could form a sentence alone.

e.g. (a) I like coffee and Mary likes tea.

(b) Mary went to work but John went to the party.

Conjunction are of two types:

(a) Coordinate conjunction- It joins independent clauses.

FANBOYS

F – For, A – And, N – Nor, B – But, O – Or, Y – Yet, S – So

(b) Sub-ordinate conjunction – It joins independent and dependent clauses.

Although, before, after, because, if, as, how, once, since, that, than, though, till, until, when, where, whether, why, will, while.

3) **Complex sentence structure:**

It consist of an independent clause and a dependent clause joined by sub-coordinate conjunction.

e.g. (a) We missed our train because we were late.

(b) He left in a hurry after he got a phone call.

4) **Compound complex sentence structure:**

It consist of at least two independent clauses and one or more dependent clauses.

e.g. (a) John did not come because he was ill so Mary was not happy.

(b) He left in a hurry after he got a phone call but he came back five minutes later.

FORMAT

Simple sentence – Independent clause

Compound Sentence –

Independent clause – coordinate conjunction – Independent clause

Complex sentence -

Independent clause – subordinate junction – dependent clause

Compound Complex –

Independent clause – subordinate conjunction – dependent clause –
coordinate conjunction – Independent clause

Punctuation Marks

Punctuation is a system of signs or symbols given to show how a sentence is constructed and how it should be read.

Punctuation is very important as it can change the meaning of sentences.

e.g. (a) Let's eat grandma!

Let's eat, grandma!

(b) I like cooking my family and my pets.

I like cooking, my family, and my pets.

Types of Punctuation marks:

1) Question mark (?) –

At the end of interrogative sentences. e.g.

Who are you?

What is he doing?

2) Exclamation mark (!) –

To show strong emotion or to give command. E.g.

Do not enter! Watch out! Wow! Watch out!

Shut up! (anger)

The dog is going to bite me! (fear)

The bus is early today! (surprise)

3) Full stop / Period –

(a) At the end of a sentence which is neither interrogative nor exclamatory. (end of simple statement or command)

e.g. Let us go home.

I am coming.

Ram is a good boy.

(b) For abbreviations (short form of group of words)

e.g. M.P. (Member of Parliament)

B.Sc. (Bachelor of Science)

B.A. (Bachelor of Arts)

4) Comma (,) –

It is used for short pause or break in a sentence. e.g.

Ram, come here.

I have many friends e.g. Aman, Amit, Sandeep etc.

I like tea, and she likes coffee. (before the conjunction in compound sentence)

Yes, I will do it.

5) Quotation mark

Quotation mark are of two types:

(i) Double quotation mark (“ ”): It is used in direct speech.

e.g. Ram said, “ I am best”.

(ii) Single quotation mark (‘ ’): It is used to mark off a word or phrase that’s being discussed or that’s being directly quoted from somewhere else.

e.g. She calls it ' the memory of trees'.

6) Colon (:)

- To introduce a list.
e.g. I met many people: Anjali, Riya, Geeta and Sita.
- Between independent clause instead of semicolon when the second statement explains first.
e.g. He got what he worked for: he really earned that promotion.

7) Semicolon (;)

- To organize exceptionally descriptive list.
e.g. Meeting was held on 25th October, 2008; 15th January, 2010; and 23rd March, 2012.
- To join two independent clauses that are not connected with coordinate conjunction.
e.g. I like tea; she likes coffee.

8) Apostrophe (')

In contraction and to show possession.

e.g. can't, mustn't, I'm, I've, shouldn't

Ram's book, Sita's chair, girl's room, children's room, ladies' room (plural), lady's room (singular), girls' school (plural), James's book

9) Capital letters :

Name of people, pets, places, holidays, days of week, months of year, countries, book titles, at the beginning of a sentence, the word I.

e.g. Ram, January, Christmas, Sunday, McDonalds, Independence day, Paris, India etc.

10) Parenthesis:

Use parenthesis around extra non essential information (give additional information).

e.g. He finally answered (after taking 5 minutes to think) that he did not understand the question.

11) Ellipsis(...)

Shows a thought continues or words are missing (pause in thought or create suspense).

e.g. After school I went to her house...and then came home.

She opened the door...she saw...a cake.

I was thinking...we should go there.

12) Hyphen (-)

- To join words serving as a single adjective before a noun
- In number words
- To divide words into syllables

e.g. Good-looking, well-known, mother-in-law, ninety-nine, twenty-two, blue-eyed

13) Dashes

(i) En dash (–) (width as that of n)

- Chronological range e.g. 1895–1986, May–August,
- Numbers and letters in an indexing scheme. e.g. 12–C.

(ii) Em dash (—) (width as that of m)

- It can take place of comma, parenthesis or colons (it is always more emphatic). e.g.

All of the ingredients—tomatoes, basil, onion, garlic, and chilly—are ready for cooking

Please call my lawyer—Vinay Roy—on Monday.

14) Slash (/)

Indicate 'OR', for fractions, indicate per in measurements, in certain abbreviations, in dates to separate day, month and year.e.g.

Sie/Madam, 2/3, a/c, c/o

Cohesion in writing

Cohesion is logical bridge between words, sentence and paragraphs. A writer must maximize understanding of a text by making it as clear and logical as possible.

Coherence itself is the product of two factors – paragraph unity and sentence cohesion.

1. **Paragraph unity:**

To achieve paragraph unity, a writer must ensure two things only. First, develop a paragraph around a major idea that serves as the focus of attention, that is, a topic sentence.

Secondly, a writer must control the content of every other sentence in the paragraph's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence.

2. **Sentence cohesion:**

To achieve cohesion, the link of one sentence to the next, consider the following techniques:

- a) **Repetition:** In sentence B (the second of any two sentences), repeat a word from sentence A.
- b) **Synonymy:** If direct repetition is too obvious, use a synonym of the word you wish to repeat. This strategy is called 'elegant variation'.
- c) **Antonymy:** Using the opposite word, an antonym, can also create sentence cohesion, since in language antonyms actually share more elements of meaning than you might imagine.
- d) **Pro-forms:** Use a pronoun, pro-verb, or another pro-form to make explicit (clear) reference back to a form mentioned earlier.
- e) **Collocation:** Use a commonly paired or expected or highly probable word to connect one sentence to another.
- f) **Enumeration:** Use overt (done or shown openly) markers of sequence to highlight the connection between ideas. This system has many advantages:
 - (i) It can link ideas that are otherwise completely unconnected.
 - (ii) It looks formal and distinctive.

- g) **Parallelism:** Repeat a sentence structure. This technique is the oldest, most over looked, but probably the most elegant method of creating cohesion..
- h) **Transition:** Use a conjunction or conjunctive adverb to link sentences with particular logical relationships.
- (i) Identity: indicates sameness. E.g. that is, that is to say, in other words...
 - (ii) Opposition: Indicates a contrast. e.g. but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather...
 - (iii) Addition: Indicates continuation. e.g. and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same,...
 - (iv) Cause and effect: therefore, so, thus, consequently, as a result. Hence, it follows that, because, since, for,...
 - (v) Indefinites: indicates a logical connection of an unspecified type. E.g. in fact, indeed, now,...
 - (vi) Concession: indicates a willingness to consider the other side. E.g. admittedly, I admit, true, I grant, of course, naturally, some believe, some people believe, it has been claimed that, once it was believed, there are those who would say,...
 - (vii) Exemplification: indicates a shift from more general or abstract idea to a more specific or concrete idea. E.g. for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly,...

ORGANIZING PRINCIPLES OF PARAGRAPH FOR DOCUMENT

Paragraph:

Paragraphs are some related sentences that express the writer's thoughts. Making good paragraph is an art that holds the reader's attention.

Significance of Paragraphs:

- Paragraphs make each piece of writing captivating and interesting.

- The use of good paragraphs make each content readable.
- Paragraphs give specific information on each topic.
- Through paragraphs, readers get information on each topic.
- Paragraphs allows the writers to analyze and portray each topic suitably.
- Most importantly, it gives the readers space to understand each topic sequentially.
- Paragraphs help to express the contrast and comparison of each write up.

Structure of a Paragraph

1. The topic sentence:- This is referred as the first sentence of a paragraph. It usually comes at the starting of each paragraph. However, it is not mandatory to keep the topic sentence as a first sentence in each paragraph. It represents an overlall idea about the paragraph.
2. Supporting sentence:- The sentences that support the main idea are known as supporting sentences. Usually, the 2nd and 3rd sentences are referred as the supporting sentences.
3. The concluding sentences:-the sentence that summarizes the entire content of the paragraph is signified as the concluding sentence. However, the concluding sentence is an important part of each paragraph. The concluding sentence is quite similar to the topic sentence.

Some essential features of a Paragraph:-

1. Unity:-the entire paragraph should have a single focus. It should not include any other thought or idea.
2. Connection:- connection is needed as it makes the reader convenient to understand the entire paragraph. Logical bridge and verbal bridge are different parts of the connection. Logical bridge means the same idea is expressed in several sentences, on the other hand, verbal bridge refers to the same keywords or synonyms that are used in several sentences.
3. The main idea:- The topic sentences expresses the main idea.

4. Adequate Development:- the main idea should be for the better understanding of the readers.

The principles of Paragraphs:-

- Each new point should be discussed in every paragraph.
- Each paragraph should have its own internal structure.
- Each paragraph should be formed by focusing on its topic sentence.
- Based on the thesis(theory), the arguments should be arranged in an order.
- Paragraphs should be separated from each other, but transition sentences should be available to connect two paragraph.

Paragraph Structure Example:-

“Students must improve their understanding skill as well as time management skill to get desired scores in the tests. To master each subject and enhance each skill, they must practice old question papers and reference study materials. Additionally, they can practice sample question papers to understand the petinent exam pattern and marking system. However, to improve their skills, student must follow a strict academic routine.”

AMIRAJ
COLLEGE OF ENGINEERING & TECHNOLOGY