

UNIT 2

WORDS

SENTENCE

PARAGRAPH

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WORDS

- It is a meaningful arrangement of letters designed and accepted to produce a particular meaning
- MORPHEME: is the minimal group of letters that cannot be broken further to produce some meaning or to contribute to the meaning

NEOLOGISMS—CREATING NEW WORDS

- **COINED WORDS:** non-existing words arranged on the basis of sounds and meaning
 - Example: Adolescent → Geek → Dweeb
- **ACRONYMS:** is generally the first letter of the words
 - Sometimes they become so famous that the origin is forgotten
 - It is most common in America
 - It gets the status of a new word
 - Example: URL-Uniform Resource Locator
 - GUI-Graphical User Interface
 - DOS-Disk Operating System
 - LAN-Local Area Network
 - GIF-Graphics Interchange Format

NEOLOGISMS (CONT.)

- ◉ **ALPHABETIC ABBREVIATIONS:** an American system where the first alphabet is taken but unlike cannot be put in a single sound group
 - Example: www, IT, HTML, OOP, HDL, I/O etc.
- ◉ **CLIPPINGS:** some part of the word is clipped from the original word
 - Example: Prof., Bio, Dr, Math, Mr.
- ◉ **BLENDS:** two different meaning words are combined to produce a single meaning
 - Example: Motel (Motor+Hotel), Infomercial, Brunch, Netiquette, Bit
- ◉ **GENERIFIED WORDS:** words that are known after a product's brand name
 - Example: Surf, Vaseline, Bisleri, Wiper

NEOLOGISMS (CONT.)

- ◉ **PROPER NOUN:** things known after a person's name
 - Example:
- ◉ **BORROWING**
 - Direct: congratulation, jungle, kattumaram
 - Indirect: down under, slowly-slowly
- ◉ **CHANGING**
 - Grammatical change
 - Metaphorical change
 - Broadening: cool, charge
 - Narrowing: meat
 - Semantic Drift: hlaf-bread-loaf
 - Reversal: square-honest-hopelessly conventional
straight-upright

WORDS

- ◉ **SYNONYM:** words or group of words near to the meaning of the original word
 - Produce-Develop, Farm, Give rise, make
 - Student-Pupil, Educatee, Scholar, Bookman
- ◉ **ANTONYM:** words or group of words opposite to the meaning of the original word
 - Public-Personal
 - Long-Short
- ◉ **HOMOPHONE:** words that are articulated in the same way with different meaning and/or spelling
 - There-Their
 - Bare-Bear
- ◉ **HOMONYM:** words spelled or articulated the same way but offering different meaning
 - *bow* - to bend forward at the waist in respect (e.g. "bow down")
 - *bow* - the front of the ship (e.g. "bow and stern")
 - *bow* - the weapon which shoots arrows (e.g. "bow and arrow")
 - *bow* - a kind of tied ribbon (e.g. bow on a present, a bowtie)
 - *bow* - to bend outward at the sides (e.g. a "bow-legged" cowboy)

SENTENCE

- ⦿ A sentence is a logical arrangement of words in a grammatically correct form to produce a desired meaning.
- ⦿ For engineers, it is very important to produce a single, simple and definite meaning sentence.

ESSENTIALS AND REQUISITES

- ◉ A sentence needs a SUBJECT and a PREDICATE
- ◉ Subject shows the doer and Predicate gives information about doer's actions
- ◉ A sentence requires to avoid odd sentence formation that is absurd or awkward sentences
- ◉ A sentence must contain appropriate word to produce a definite meaning
- ◉ A sentence must avoid fragments in a formal communication

TYPES

◉ STATEMENT

- Giving a straight meaning (either affirmative or negative)

◉ INTEROGATIVE

- Gives the answer either in yes/no format or explains the answers

◉ EXCLAMATORY: projects feelings

- Not suitable for any formal communication

◉ IMPERATIVE

- Is used for commands, requests or suggestions

CLAUSE AND PHRASE

○ PHRASE:

- A small group of words without a predicate
- It makes some sense not a complete sense
- Used for providing information to the complete meaning

○ CLAUSE:

- It is a distinct part of sentence
 - Contains a subject and a predicate
 - Used for one meaning at a time
- Note: a phrase can never be a sentence on its own in sharp contrast with clause that can be a sentence

PARAGRAPH

- It can be defined as a distinct section of a piece of writing.
- It consists of several related sentences and deals with one controlling ideas.
- This controlling idea is called the topic or the theme of the paragraph.
- The main function of a paragraph is to develop support exemplify, or explain this theme.

ESSENTIALS OF PARAGRAPH WRITING

- ⦿ Presentation of single idea.
- ⦿ A sequence of well connected sentences.
- ⦿ Thematic unit within the paragraph.
- ⦿ Conciseness and exactness.

PRINCIPLES OF PARAGRAPH WRITING

- ◉ Essential to develop the ability to write effective paragraphs
- ◉ Writing needs to be purposeful, precise and reader oriented
- ◉ It is important to compose paragraphs that are clear, cohesive, concise and result oriented
- ◉ Paragraph writing is a significant production skill, integrating both composing and organizing skills
- ◉ In order to write an effective paragraph, a careful writing plan should be adapted to ensure proper **length, unity, coherence, logical development and organization of ideas.**

PRINCIPLES OF PARAGRAPH WRITING (CONT.)

- ◉ **1) The main sentences** express the main idea of the paragraph.
- ◉ **2) The major supportive sentences** expand, illustrate, explain, support or strength then the main idea with secondary points and major supportive details, finally.
- ◉ **3) The minor supporting sentences** exemplify and import the main idea with minor points, minor supporting details.

METHODS OF PARAGRAPH WRITING

There are so many ways of developing a paragraph. However, the basic patterns of logically organizing information in a paragraph include:

- ◉ **Inductive order:** In this logical organization, specific details, examples and illustrations come first. They are followed by general statements.
- ◉ **Deductive order:** This logical pattern involves the process of moving from a general statement premise, principle, or law to specific details.

METHODS OF PARAGRAPH WRITING (CONT.)

- ◉ **Spatial organization:** spatial organization or order of place involves the process of dividing a subject or topic based on how they are arranged in space.
- ◉ **Interrupted method:** Whenever the writer gives a break to the line of thought and gives a turn to the idea to produce the desired effect, he uses this method.
- ◉ **Linear:** Linear logical order refers to a systematic order as a line. One idea logically leads to another idea in a natural way.
- ◉ **Chronological organization:** Chronological organization refers to the narration of events in the order in which they occur in time.

REQUISITES OF PARAGRAPH CONSTRUCTION

- ◉ In general, the purpose of a paragraph is to express **one** point, idea or opinion.
- ◉ *For example:* Students require more recreational time in order to better focus on lessons in class.
- ◉ This main idea is expressed through three sections of a paragraph:
 - ◉ Beginning - Introduce your idea.
 - ◉ Middle - Explain your idea.
 - ◉ End - Make your point again, transition to next paragraph.

REQUISITES OF PARAGRAPH CONSTRUCTION (CONT.)

There are four ways to construct a Paragraph:

- ◉ Topic Sentence
- ◉ Supporting Sentence
- ◉ Concluding Sentence
- ◉ Transitional Sentence

TOPIC SENTENCE

- One sentence which states your idea, point, or opinion. This sentence should use a strong verb and make a bold statement.
- *For example:* Students require more recreational time in order to better focus on lessons in class.
- **NOTE:** Notice the strong verb 'require' which is a call to action. A weaker form of this sentence might be: *I think students probably need more recreational time ...* This weaker form is inappropriate for a topic sentence.

SUPPORTING SENTENCE

- Supporting sentences (notice the plural) provide explanations and support for the topic sentence (main idea) of your paragraph.
- *For example:* In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials.
- **NOTE:** Supporting sentences provide the evidence for your topic sentence. Supporting sentences that include facts, statistics and logical reasoning are much more convincing than simple statements of opinion.

CONCLUDING SENTENCE

- ◉ The concluding sentence restates the main idea (found in your topic sentence) and reinforces the point or opinion.
- ◉ *For example:* Longer periods of recess are clearly required to allow students the best possible chances of success in their studies.
- ◉ **NOTE:** Concluding sentences repeat the main idea of your paragraph in different words.

TRANSITIONAL SENTENCE

- ◉ The transitional sentence prepares the reader for the following paragraph.
- ◉ *For example:* Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.
- ◉ **NOTE:** Transitional sentences should help readers logically understand the connection between your current main idea, point or opinion and the main idea of your next paragraph. In this instance, the phrase 'just one of the necessary ingredients ...' prepares the reader for the next paragraph which will discuss another necessary ingredient for success.