

Few tips and tricks to improve writing without using advanced vocabulary and data-

1. Use **appositives**
2. Use subordinate **clauses** (reduced and non-reduced)
3. Use **transition** words and phrases (conjunctions, connectors etc.)
4. Use **punctuations** (semicolon, dash etc.)
5. Use **small** paragraphs and maintain **coherence** in the paragraphs.

Use of **appositives**

The living room looks out on to a beautiful garden.

The biggest room in the house looks out on to a beautiful garden.

(The living room and the biggest room in the house are the same room.)

[NP 1]

[NP 2]

*The living room, **the biggest room in the house**, looks out on to a beautiful garden.*

- When we use two noun phrases (NP) next to each other in a clause, and they refer to the same person or thing, we call this apposition.
- The second noun phrase tells us something more about the first noun phrase (its identity or its qualities). (dictionary.cambridge.org, 2021)

[N]

[NP 2]

*Timothy, **their youngest child**, is very musical.*

Appositive

An appositive is a noun or noun phrase that renames another noun right beside it.

- The insect, a cockroach, is crawling across the kitchen table.
- The insect, a large cockroach, is crawling across the kitchen table.
- The insect, a large cockroach with hairy legs, is crawling across the kitchen table.

Punctuation

The important point to remember is that a nonessential appositive is always separated from the rest of the sentence with comma(s).

When the appositive begins the sentence, it looks like this:

- **A hot-tempered tennis player**, Robbie charged the umpire.

When the appositive interrupts the sentence, it looks like this:

- Robbie, **a hot-tempered tennis player**, charged the umpire.

And when the appositive ends the sentence, it looks like this:

- My brother often likens himself to Zeus, the god of thunder.
- My brother often likens himself to Zeus (the god of thunder).
- My brother often likens himself to Zeus—the god of thunder.

ADJECTIVE CLAUSE REDUCTION

Remember that only sentences with a verb immediately after the relative pronoun can be reduced. If there is a subject after the relative pronoun, the clause **cannot be reduced**.

- The man **who** is smoking (verb) by the door is my professor. (can be reduced)
- The man **whom** I (subject) was talking to is my professor. (cannot be reduced)

If you want to reduce an adjective clause, make sure that the same subject is present in both clauses, and then follow these steps:

1. Omit the relative pronoun (who, that, which) of the adjective clause

- Students **who need extra help** should see a tutor.
- The words **that are underlined in red** have errors.
- Roquefort, **which is a type of cheese**, comes from France.

2. Omit the be form of the verb if there is one.

- Students **need extra help** should see a tutor. (no *be*)
- The words **are underlined in red** have errors.
- Roquefort, **is a type of cheese**, comes from France.

3. Change the verb to its present participle form (-ing) for the active voice, or leave it as the past participle for the passive voice. Sometimes after deleting be, there is no verb.

- Students **needing extra help** should see a tutor. (active voice □ present participle)
- The words **underlined in red** have errors. (passive voice □ past participle)
- Roquefort, **a type of cheese**, comes from France. (no verb)

An Adjective Clause can be reduced to:

An Adjective

- My father who was angry was upset the whole night.
- My **angry** father ~~who was angry~~ was upset the whole night.

An Adjective Phrase

- The boy who was pleased with his freedom went out of his parents' home.
- The boy ~~who was pleased with his freedom~~ went out of his parents' home.

A prepositional Phrase

- The books that are on the table are my friend's.
- The books ~~that are on the table~~ are my friend's.

Some examples of **reduced adjective clauses**

- **Adjective clause:** The person *who is singing on the stage* is my friend.
- **Reduced adjective clause:** The person *singing on the stage* is my friend.

- **Adjective clause:** It is a beautiful book *that is written by S.N. Sharma*.
- **Reduced adjective clause:** It is a beautiful book *written by S.N. Sharma*.

- **Adjective clause:** The guy *that lives with you* is my sister's boyfriend.
- **Reduced adjective clause:** The guy *living with you* is my sister's boyfriend.

Exercise

1. The woman --- who is waiting for the train --- over there is my boss.
2. Secretariat, --- who was at the back of the pack at the start of the race, --- won the Kentucky Derby easily at the end.
3. The Golden Gate Bridge, --- which was finished in 1937, --- is one of the most famous in the world.
4. Fran, --- who is my oldest sister, --- works for Sony Corporation in Japan.
5. The house --- which is behind ours --- burned down last week.
6. The Grand Canyon, --- which is located in the southwestern United States, --- is the largest canyon in the world but not the deepest.

Use of **transition** words and phrases

Additional detail: moreover, furthermore, in addition, besides, first, second, third, finally

Causal relationship: therefore, because, since, accordingly, thus, consequently, hence, as a result, so

Comparison: similarly, here again, likewise, in comparison, still

Contrast: yet, conversely, whereas, nevertheless, on the other hand, however, but, nonetheless

Condition: although, if

Illustration: for example, in particular, in this case, for instance

Time sequence: formerly, after, when, meanwhile, sometimes, first, second, third (etc.)

Intensification: indeed, in fact, in any event

Summary: in brief, in short, to sum up

Repetition: that is, in other words, as mentioned earlier

Conclusion: finally, in conclusion, in the end, on the whole, thus, to conclude, in sum, to sum up

transition words and phrases exercises

(a) _____ online learning has both advantages and disadvantages, the benefits far outweigh the drawbacks. (b) _____ most of the disadvantages can be reduced through careful planning.

The (c) _____ and perhaps most obvious disadvantage of online classes is the lack of face to face interaction. Teachers cannot gauge their students' nonverbal reactions. (d) _____ students miss the teacher's non-verbal cues: tone of voice, pauses, and gestures. They cannot spontaneously ask a question or volunteer an answer. They (e) _____ have less opportunity to get acquainted with their fellow students.

(f) _____ computers can accommodate physical limitations with text to speech, enlargeable print, foot or mouth-operated controls and other adaptations, many students with disabilities have much better access to information than in traditional classrooms. (g) _____ slower students or language learners who need to hear material more than once can read or listen repeatedly and learn at their own pace.

The disadvantages of online learning can be reduced, (h) _____ its benefits are increasing with each new technology. (i) _____, online learning does not need to be either-or. In many cases it can be combined with traditional classroom learning to get the best of both worlds.

Although online learning has both advantages and disadvantages, the benefits far outweigh the drawbacks. In addition, [or Moreover, or Also] most of the disadvantages can be reduced through careful planning.

The first and perhaps most obvious disadvantage of online classes is the lack of face to face interaction. Teachers cannot gauge their students' nonverbal reactions. Similarly [or Moreover, In addition or Also], students miss the teacher's non-verbal cues: tone of voice, pauses, and gestures. They cannot spontaneously ask a question or volunteer an answer. They also have less opportunity to get acquainted with their fellow students.

Because computers can accommodate physical limitations with text to speech, enlargeable print, foot or mouth-operated controls and other adaptations, many students with disabilities have much better access to information than in traditional classrooms. Moreover, [or Also, In addition, or Similarly,] slower students or language learners who need to hear material more than once can read or listen repeatedly and learn at their own pace.

The disadvantages of online learning can be reduced, but its benefits are increasing with each new technology. However, online learning does not need to be either-or. In many cases it can be combined with traditional classroom learning to get the best of both worlds.

Uses of punctuations: **semicolons (;)**

Semicolon

A semicolon is used to join two independent clauses that are very closely connected in topic. Use the following pattern:

independent clause	semicolon	independent clause
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Remember that the two independent clauses must be very closely connected in topic to be joined with a semicolon.

Incorrect: The service at the restaurant was horrible; after dinner, we went to the movies.

Correct: The service at the restaurant was horrible; we waited almost an hour to place our order with the waiter.

Incorrect: The Ambassador has a lot of work to do today, she probably won't be finished until after 8pm.

Correct (with coordinating conjunction):

The Ambassador has a lot of work to do today, so she probably won't be finished until after 8pm.

Correct (with subordinating conjunction):

Since the Ambassador has a lot of work to do today, she probably won't be finished until after 8pm.

Correct (with semicolon):

The Ambassador has a lot of work to do today; she probably won't be finished until after 8pm.

1. Semicolons Connect Related Independent Clauses

Without semicolon: I ordered a cheeseburger for lunch. life's too short for counting calories.

With semicolon: I ordered a cheeseburger for lunch; life's too short for counting calories.

Without semicolon: Martha has gone to the library. Andrew has gone to play soccer.

With semicolon: Martha has gone to the library; Andrew has gone to play soccer.

2. Delete the Conjunction When You Use a Semicolon

Without semicolon: I saw a magnificent albatross, and it was eating a mouse.

With semicolon: I saw a magnificent albatross; it was eating a mouse.

Without semicolon: He is poor, but he is honest.

With semicolon: He is poor; he is honest.

3. Use a Semicolon to Divide Items in a List

Incorrect: I need the weather statistics for the following cities: London, England, Paris, France, and Perth, Australia.

Correct: I need the weather statistics for the following cities: London, England; Paris, France; and Perth, Australia.

Incorrect: On my trip around the world, I went to Dhaka, Bangladesh, Cairns, Australia, and Tokyo, Japan.

Correct: On my trip around the world, I went to Dhaka, Bangladesh; Cairns, Australia; and Tokyo, Japan.

Uses of punctuations: **Dash (--)**

1. Use Dashes in Place of a Comma

With Comma: When the baby was born in June, nearly two months premature, the parents were happy but quite nervous.

With Dash: When the baby was born in June - *nearly two months premature*- the parents were happy but quite nervous.

2. Use Dashes in Place of Parentheses

With Parentheses: After taking all of his final exams (including seven essays and three multiple choice tests), David just wanted to sleep.

With Dashes: After taking all of his final exams - *including seven essays and three multiple choice tests* - David just wanted to sleep.

3. Use a Dash in Place of a Colon

With Colon: The executives finally decided what they would do with the company: sell it at a loss.

With Dashes: The executives finally decided what they would do with the company - *sell it at a loss*.

Use small paragraphs instead of big essays

Handling of the Second Wave

It is not easy to rationalise some of the recent actions of the government related to the realm of governance, in other words, related to us the people. For now, let us address the second wave of the pandemic and the government's actions or reactions to deal with it. Can anyone tell me why the government continues to extend the so-called lockdown which is being observed only through its violation by most people? What is the logic in keeping the shopping malls open without ensuring that the safety guidelines are followed? The poor and marginalised people, who eke out a living doing daily jobs like the Padi cab ("Padi cab" gives some dignity to the rickshaw pullers) or three-wheeler drivers, were kept from plying the road without arranging for their sustenance, while private cars were seen chock-a-block on the streets. Their owners were going to tend to their businesses which provide their livelihoods.

For a considerable time, buses, both private and public, were kept off the road but private offices remained open. How were those who work in these private enterprises, most of them of the lower and middle-income groups, to attend office? Small shops were asked to close, at least during the early phase of the lockdown in April, whereas big shopping malls were allowed to stay open. And very few were seen to be observing the Covid-19 safety protocols in these malls. When public buses were allowed eventually, with the caveat that they could carry only fifty percent of the capacity, the fare was increased by sixty percent—strange logic, if anyone can find any logic at all. Serum even failed to meet up the agreed amount of five million doses per month, except for the first month. Not only could it not supply the agreed quantity of doses, after the second consignment, the supply was stopped altogether. Should our planners not have foreseen a force majeure situation where India's own requirement might necessitate disrupting external supply, as was the case in this instance? Surprisingly, our decision makers, in their infinite wisdom and magnanimity, had paid for the three million doses in full and in advance. We were left in the limbo, and China had the last laugh. China has finally agreed to sell 1.5 crore Sinopharm vaccines to us and the first consignment is likely to arrive in Dhaka in June, according to a statement made by our foreign minister on Wednesday. That is some comfort. We are fighting an enemy for which one of the main weapons is vaccines. Should we have depended on only one source of supply and one business house at home to handle this issue, even if the cost was cheaper than other vaccines? Keeping handy alternatives and multiple sources is a part of intelligent and judicious planning. On the issue of cost, can anyone tell me what have we done to be charged more than a dollar for the vaccine than what it costs in India?

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HW

write a paragraph using the below information applying the techniques discussed in the class

50 years of Independence of Bangladesh

1. Bangladesh got its independence in the year of 1971.
2. It is one of the fastest-growing economies of the world.
3. Hundreds of thousands of Bangladeshi people fought against the Pakistani military and oppressors in the liberation war.
4. They dreamed of making Bangladesh a free and independent country.
5. During these five decades, the country went through a lot of ups and downs.
6. Today we are standing in the 50th year of our independence.
7. We can be hopeful and proud for a number of reasons. They are as follows: economic development, infrastructural development, educational development, and so on.