



Professional Writing *Skill English-I*

Module-III

Traditional Definition of Technical Writing

The traditional definition of technical writing is:

Technical writing is the practice of documenting processes, such as software manuals or instructional materials. Traditionally, it was limited to user manuals of some sort.

Frankly, this definition has become outdated. Technology moves quickly, and lexicographers are often left playing catch up.

New Definition of Technical Writing

Today technical writing encompasses all documentation of complex technical processes. It includes reports, executive summary statements, briefs. Any time technical information is conveyed in writing at work, it is, by definition, technical writing.

This can include high-tech manufacturing, engineering, biotech, energy, aerospace, finance, IT, and global supply chain.

The format is no longer bound to lengthy user manuals. Technical information must be distilled and presented unambiguously. This can come in the form of technical reports, emails, policy, briefs, and press releases.

The bottom line is if you work in a technical field you are most likely performing technical writing.

How is Technical Writing Different Than Business Writing?

The new definition starts to sound a lot like the definition of business writing.

Be warned, [technical writing is not exactly the same as business writing](#).

Business writing is a broader category. It can be argued that technical writing falls under business writing. It deals with many of the same topics and documents.

Yet the process and outcomes of [technical writing](#) are unique. In the rest of this post, we will explore exactly what a technical writer does. We will review examples of technical writing and what you need to do to become a professional technical writer

What Is the Job of a Technical Writer?

The job of a technical writer will differ depending on the industry and company that they are employed with.

They often work on multidisciplinary teams functioning as the mediator between the more technical staff and less technical reader. They will work closely with these teams to develop a communications strategy.

Their responsibilities often extend beyond just writing. They must understand the entire project from high-level goals to the intricacies of implementation.

How Do You Become a Technical Writer?

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TECHNICAL WRITING

4 Proposals

This chapter focuses on the proposal—the kind of document that gets you or your organization approved or hired to do a project.

Some preliminaries

In a technical writing course, the proposal assignment is an opportunity for you to present an idea to a specific, named audience about an idea you have to improve a certain aspect of that company, organization, center, or other business. Whatever topic you choose, you must be able to conduct thorough scholarly research that you will integrate into your final report.

To begin planning a proposal, remember the basic definition: a proposal is an offer or bid to complete a project for someone. Proposals may contain other elements—technical background, recommendations, results of surveys, information about feasibility, and so on. But what makes a proposal a proposal is that it asks the audience to approve, fund, or grant permission to do the proposed project.

A proposal should contain information that would enable the audience of that proposal to decide whether to approve the project, to approve or hire you to do the work, or both. To write a successful proposal, put yourself in the place of your audience—the recipient of

the proposal—and think about what sorts of information that person would need in order to feel confident having you complete the project.

It is easy to get confused about proposals, or at least the type of proposal you will be writing for this class. Imagine that you have a terrific idea for installing some new technology where you work, and you write up a document explaining how it work, showing the benefits, and then urging management to install it. Is that a proposal? All by itself, this would not be a complete proposal. It would be more like a feasibility report, which studies the merits of a project and then recommends for or against it. However, all it would take to make this document a proposal would be to add elements that ask management for approval for you to go ahead with the project. Additionally, for this class, one of those elements is scholarly research. Certainly, some writers of proposals must sell the projects they propose, but in all cases, proposals must sell the writer (or the writer's organization) as the one to complete the project.

Types of proposals

Consider the situations in which proposals occur. A company may send out a public announcement requesting proposals for a specific project. This public announcement—called a request for proposals (RFP)—could be issued through websites, emails, social media, newspapers, or trade journals. Firms or individuals interested in the project would then write proposals in which they summarize their qualifications, project schedules and costs, and discuss their approach to the project. The recipient of all these proposals would then evaluate them, select the best candidate, and then work up a contract.

But proposals also come about much less formally. Imagine that you are interested in doing a project at work (for example, investigating the merits of bringing in some new technology to increase productivity). Imagine that you met with your supervisor and tried to convince her of this. She might respond by saying, “Write me a proposal and I’ll present it to upper management.” This is more like the kind of proposal you will write in a technical writing course.

Most proposals can be divided into several categories:

- Internal, external: A proposal to someone within your organization (a business, a government agency, etc.) is an internal proposal. With internal proposals, you may not have to include certain sections (such as qualifications) or as much information in them. An external proposal is one written from one separate, independent organization or individual to another such entity. The typical example is the independent consultant proposing to do a project for another firm. Chances are, you will write one of these two kinds of proposals for this class, and it may be solicited or unsolicited, as explained below.
- Solicited, unsolicited: A solicited proposal is one in which the recipient has requested the proposal. Typically, a company will send out requests for proposals (RFPs) through the mail or publish them in some news source. But proposals can be solicited on a very local level: for example, you could be explaining to your boss what a great thing it would be to install a new technology in the office; your boss might get interested and ask you to write up a proposal that offered to do a formal study of the idea. Unsolicited proposals are those in which the recipient has not requested proposals. With unsolicited proposals, you sometimes must convince the recipient that a problem or need exists before you can begin the main part of the proposal. Most of the technical writing projects we have seen in this class have been unsolicited proposals.

Typical scenarios for the proposal

Many of you may have never given much thought to producing a technical report based on a viable proposal. Several sample topics are included on the assignment sheet; here are some additional ideas:

- Imagine that a company has a problem or wants to make some sort of improvement. The company sends out a request for proposals; you receive one and respond with a proposal. You offer to come in, investigate, interview, make recommendations—and present it all in the form of a report.
- An organization wants a seminar in your expertise. You write a proposal to give the seminar—including in the package deal is a guide or handbook that the people attending the seminar will receive.
- An agency has just started using a new online data system, but the user's manual is technically complex and difficult to read. You

receive a request for proposals from this agency to write a simplified guide or startup guide.

- Imagine that a nonprofit organization focused on a particular issue wants an consultant to write a handbook or guide for its membership. This document will present information on the issue in a way that the members can understand.

Not all research topics are appropriate for technical writing. Topics that are based on values and beliefs do not fall into the category of technical. Historical and literary topics do not qualify. Always check with your instructor about any topic ideas you have before starting on your project.

In addition, keep in mind you must integrate scholarly research into your final report, choose a topic for which you can readily find such material. While interviews and other first-hand sources are often valuable to a report, one that relies heavily on these sources will not meet the outcomes of this course.

Common sections in proposals

The following provides a review of the sections you will commonly find in proposals, submitted in this class in memo format. Do not assume that each one of them has to be in the actual proposal you write, nor that they have to be in the order they are presented here. Refer to the assignment sheet and consider other kinds of information unique to your topic that should be included in your particular proposal.

As you read this chapter on proposals, check out the sample proposal memo shared in our current week's unit folder. Again, keep in mind that not all of the sections discussed here will show up in the examples, but most will.

Introduction: Plan the introduction to your proposal carefully. Make sure it does all of the following things (but not necessarily in this order) that apply to your particular proposal:

- Indicate that the content of the memo is a proposal for a specific project.

- Develop at least one brief motivating statement that will encourage the recipient to read on and to consider approving the project (especially if it is an unsolicited or competitive proposal).
- Give an overview of the contents of the proposal.

Background on the problem, opportunity, or situation. Often occurring just after the introduction, the background section discusses what has brought about the need for the project—what problem, what opportunity exists for improving things, what the basic situation is. For example, management of a chain of day care centers may need to ensure that all employees know CPR because of new state mandates requiring it, or an owner of pine timber land in eastern Oregon may want to get the land producing saleable timber without destroying the environment.

While the named audience of the proposal may know the problem very well, writing the background section is useful in demonstrating your particular view of the problem. Also, if the the proposal is unsolicited, a background section is almost a requirement—you will probably need to convince the audience that the problem or opportunity exists and that it should be addressed.

Benefits and feasibility of the proposed project. Most proposals briefly discuss the advantages or benefits of completing the proposed project. This acts as a type of argument in favor of approving the project. Also, some proposals discuss the likelihood of the project's success. In an unsolicited proposal, this section is especially important—you are trying to “sell” the audience on the project.

Description of the proposed work (results of the project). Most proposals must describe the finished product of the proposed project. In a technical writing course, that means describing the written document you propose to write, its audience and purpose; providing an outline; and discussing such things as its length, graphics, binding, and so forth. In the scenario you define, there may be other work such as conducting training seminars or providing an ongoing service. At this early stage, you might not know all that it will take to complete your project, but you should at least have an idea of some of the steps required.

Method, procedure, theory. In some proposals, you will need to explain how you will go about completing the proposed work. This acts as an additional persuasive element; it shows the audience you have a sound, thoughtful approach to the project. Also, it serves to

demonstrate that you have the knowledge of the field to complete the project.

Schedule. Most proposals contain a section that shows not only the projected completion date but also key milestones for the project. If you are doing a large project spreading over many months, the timeline would also show dates on which you would deliver progress reports. If you cannot cite specific dates, cite amounts of time for each phase of the project.

Costs, resources required. Most proposals also contain a section detailing the costs of the project, whether internal or external. With external projects, you may need to list your hourly rates, projected hours, costs of equipment and supplies, and so forth, and then calculate the total cost of the complete project. Internal projects, of course, are not free, so you should still list the project costs: hours you will need to complete the project, equipment and supplies you will be using, assistance from other people in the organization, and so on.

Conclusions. The final paragraph or section of the proposal should bring readers back to a focus on the positive aspects of the project. In the final section, you can urge them to contact you to work out the details of the project, remind them of the benefits of doing the project, and maybe make one last argument for you or your organization as the right choice for the project.

Special project-specific sections. Remember that the preceding sections are typical or common in written proposals, not absolute requirements. Always ask yourself what else might your audience need to understand the project, the need for it, the benefits arising from it, your role in it, and your qualifications to do it. What else do they need to see in order to approve the project and to approve you to do it?

Special assignment requirements

Depending on the writing situation, your proposal may need to include other specialized elements as well. Some of these are described below. Note: some of these elements will actually be required in your progress memo for this class; however, in a real technical writing situation, your supervisor might ask you to include in your proposal any of the following:

Audience: Describe the audience of the final report (which may be different than the audience for the proposal). You may need to discuss for whom the report is designed, their titles and jobs, their technical background, and their ability to understand the report.

Information sources: List information sources; make sure you know that there is adequate information for your topic; list citations for specific books, articles, reference works, other kinds of sources that you think will contribute to your report.

Graphics: List the graphics you think your report will need according to their type and their content. (If you cannot think of any your report would need, you may not have a good topic—do some brainstorming with your instructor.) For this class, you will be required to create and include graphics in your final report.

Outline: Include an outline of the topics and subtopics you think you will cover in your report.

Proposals and audience

Remember that, in a technical writing course, the proposal assignment serves several purposes: (1) it gives you some experience in writing a proposal; (2) it gets you started planning your term report; (3) it gives your instructor a chance to work with you on your project, to make sure you have a viable topic. For the second and third reasons, you need to include specific elements in your proposal (as noted in your assignment sheet) some of which may not seem appropriate in a real-world proposal.

In this technical writing course, the proposal is the beginning of a weeks-long research and writing process that goes through many stages until it gets to the end point: the technical report. You only submit the proposal once during this process. After that, you will write and submit different types of documents: a progress report, an outline, an annotated bibliography, a graphics draft, a report draft, and a final report. Be careful to use the term “proposal” only if you are specifically referring to the initial stage of your project.

Another point to keep in mind relates to the audience for proposals versus the audience for reports that come later in the writing process. The audience for your proposal is the person who can approve, support, and possibly fund your research and writing. The final report that you produce may be directed at a different audience. Consider the

example of a proposal written to a supervisor at a solar power company suggesting the creation of a policy manual for residential solar panel installers. The proposal's audience may be an executive, whose knowledge of the technicalities may be very broad. On the other hand, the final report's audience is the technicians, who may have more specialized knowledge than the executive. The content and language used for these two different audiences will need to be adjusted to fit the writing situation. (For more on this, review the chapter on Audience Analysis.)

Revision checklist for proposals

As you review and revise your proposal, keep the following in mind:

- Use the right format. Remember, for this class, you are writing this proposal in memo format.
- Write a clear summary of (or introduction to) your proposal topic.
- Identify exactly what you are proposing to do.
- Insure that a report—a written document—is somehow involved in the project you are proposing to do. Remember that in this technical writing course we are both practicing writing a proposal like those done in the real world and completing a college-level research project.
- Insure that the sections of your proposal are in a logical, natural order and that you use sub-headers and bullets (and any other formatting styles) correctly.
- Address the proposal to your named audience—not your instructor.

Guide to Technical Report Writing

Table of contents

1 Introduction

2 Structure

3 Presentation

4 Planning the report

5 Writing the first draft

6 Revising the first draft

7 Diagrams, graphs, tables and mathematics

8 The report layout

9 Headings

10 References to diagrams, graphs, tables and equations

11 Originality and plagiarism

12 Finalising the report and proofreading

13 The Summary

14 Proofreading

15 Word processing / desktop publishing

16 Recommended reading

1 Introduction

A technical report is a formal report designed to convey technical information in a clear and easily accessible format. It is divided into sections which allow different readers to access different levels of information. This guide explains the commonly accepted format for a technical report; explains the purposes of the individual sections; and gives hints on how to go about drafting and refining a report in order to produce an accurate, professional document.

2 Structure

A technical report should contain the following sections;

Section	Details
Title page	Must include the title of the report. Reports for assessment, where the word length has been specified, will often also require the summary word count and the main text word count
Summary	A summary of the whole report including important features, results and conclusions
Contents	Numbers and lists all section and subsection headings with page numbers

Introduction	States the objectives of the report and comments on the way the topic of the report is to be treated. Leads straight into the report itself. Must not be a copy of the introduction in a lab handout.
The sections which make up the body of the report	Divided into numbered and headed sections. These sections separate the different main ideas in a logical order
Conclusions	A short, logical summing up of the theme(s) developed in the main text
References	Details of published sources of material referred to or quoted in the text (including any lecture notes and URL addresses of any websites used).
Bibliography	Other published sources of material, including websites, not referred to in the text but useful for background or further reading.
Acknowledgements	List of people who helped you research or prepare the report, including your proofreaders
Appendices (if appropriate)	Any further material which is essential for full understanding of your report (e.g. large scale diagrams, computer code, raw data, specifications) but not required by a casual reader

3 Presentation

For technical reports required as part of an assessment, the following presentation guidelines are recommended;

Script	The report must be printed single sided on white A4 paper. Hand written or dot-matrix printed reports are not acceptable.
Margins	All four margins must be at least 2.54 cm
Page	Do not number the title, summary or contents pages. Number all

numbers	other pages consecutively starting at 1
Binding	A single staple in the top left corner or 3 staples spaced down the left hand margin. For longer reports (e.g. year 3 project report) binders may be used.

4 Planning the report

There are some excellent textbooks contain advice about the writing process and how to begin (see [Section 16](#)). Here is a checklist of the main stages;

- Collect your information. Sources include laboratory handouts and lecture notes, the University Library, the reference books and journals in the Department office. Keep an accurate record of all the published references which you intend to use in your report, by noting down the following information;

Journal article:

author(s)
title of article
name of journal (italic or underlined)
year of publication
volume number (bold)
issue number, if provided (in brackets)
page numbers

Book:

author(s)
title of book (italic or underlined)
edition, if appropriate
publisher
year of publication

N.B. the listing of recommended textbooks in section 2 contains all this information in the correct format.

- Creative phase of planning. Write down topics and ideas from your researched material in random order. Next arrange them into logical groups. Keep note of topics that do not fit into groups in case they come in useful later. Put the groups into a logical sequence which covers the topic of your report.
- Structuring the report. Using your logical sequence of grouped ideas, write out a rough outline of the report with headings and subheadings.

N.B. the listing of recommended textbooks in [Section 16](#) contains all this information in the correct format.

5 Writing the first draft

Who is going to read the report? For coursework assignments, the readers might be fellow students and/or faculty markers. In professional contexts, the readers might be managers, clients, project team members. The answer will affect the content and technical level, and is a major consideration in the level of detail required in the introduction.

Begin writing with the main text, not the introduction. Follow your outline in terms of headings and subheadings. Let the ideas flow; do not worry at this stage about style, spelling or word processing. If you get stuck, go back to your outline plan and make more detailed preparatory notes to get the writing flowing again.

Make rough sketches of diagrams or graphs. Keep a numbered list of references as they are included in your writing and put any quoted material inside quotation marks (see [Section 11](#)).

Write the Conclusion next, followed by the Introduction. Do not write the Summary at this stage.

6 Revising the first draft

This is the stage at which your report will start to take shape as a professional, technical document. In revising what you have drafted you must bear in mind the following, important principle;

- the essence of a successful technical report lies in how accurately and concisely it conveys the intended information to the intended readership.

During year 1, term 1 you will be learning how to write formal English for technical communication. This includes examples of the most common pitfalls in the use of English and how to avoid them. Use what you learn and the recommended books to guide you. Most importantly, when you read through what you have written, you must ask yourself these questions;

- Does that sentence/paragraph/section say what I want and mean it to say?
If not, write it in a different way.
- Are there any words/sentences/paragraphs which could be removed without affecting the information which I am trying to convey?
If so, remove them.

7 Diagrams, graphs, tables and mathematics

It is often the case that technical information is most concisely and clearly conveyed by means other than words. Imagine how you would describe an

electrical circuit layout using words rather than a circuit diagram. Here are some simple guidelines;

Diagrams	Keep them simple. Draw them specifically for the report. Put small diagrams after the text reference and as close as possible to it. Think about where to place large diagrams.
Graphs	For detailed guidance on graph plotting, see the ' guide to laboratory report writing '
Tables	Is a table the best way to present your information? Consider graphs, bar charts or pie charts. Dependent tables (small) can be placed within the text, even as part of a sentence. Independent tables (larger) are separated from the text with table numbers and captions. Position them as close as possible to the text reference. Complicated tables should go in an appendix.
Mathematics	Only use mathematics where it is the most efficient way to convey the information. Longer mathematical arguments, if they are really necessary, should go into an appendix. You will be provided with lecture handouts on the correct layout for mathematics.

8 The report layout

The appearance of a report is no less important than its content. An attractive, clearly organised report stands a better chance of being read. Use a standard, 12pt, font, such as Times New Roman, for the main text. Use different font sizes, bold, italic and underline where appropriate but not to excess. Too many changes of type style can look very fussy.

9 Headings

Use heading and sub-headings to break up the text and to guide the reader. They should be based on the logical sequence which you identified at the planning stage but with enough sub-headings to break up the material into manageable chunks. The use of numbering and type size and style can clarify the structure as follows;

3 Methods of harnessing wave energy

3.1 Shore-based systems

3.2 Deep-water systems

3.2.1 "*Duck*" devices

3.2.2 Rafts

10 References to diagrams, graphs, tables and equations

- In the main text you must always refer to any diagram, graph or table which you use.
- Label diagrams and graphs as follows;

Figure 1.2 Graph of energy output as a function of wave height.

In this example, the second diagram in section 1 would be referred to by "...see figure 1.2..."

- Label tables in a similar fashion;

Table 3.1 Performance specifications of a range of commercially available GaAsFET devices

In this example, the first table in section 3 might be referred to by "...with reference to the performance specifications provided in Table 3.1..."

- Number equations as follows;

$F(\text{dB}) = 10 \cdot \log_{10}(F)$ (3.6)

In this example, the sixth equation in section 3 might be referred to by "...noise figure in decibels as given by eqn (3.6)..."

11 Originality and plagiarism

Whenever you make use of other people's facts or ideas, you must indicate this in the text with a number which refers to an item in the list of references. Any phrases, sentences or paragraphs which are copied unaltered must be enclosed in quotation marks and referenced by a number. Material which is not reproduced unaltered should not be in quotation marks but must still be referenced. It is not sufficient to list the sources of information at the end of the report; you must indicate the sources of information individually within the report using the reference numbering system.

Information that is not referenced is assumed to be either common knowledge or your own work or ideas; if it is not, then it is assumed to be plagiarized i.e. you have knowingly copied someone else's words, facts or ideas without reference, passing them off as your own. This is a **serious offence**. If the person

copied from is a fellow student, then this offence is known as collusion and is equally serious. Examination boards can, and do, impose penalties for these offences ranging from loss of marks to disqualification from the award of a degree

This warning applies equally to information obtained from the Internet. It is very easy for markers to identify words and images that have been copied directly from web sites. If you do this without acknowledging the source of your information and putting the words in quotation marks then your report will be sent to the Investigating Officer and you may be called before a disciplinary panel.

12 Finalizing the report and proofreading

Your report should now be nearly complete with an introduction, main text in sections, conclusions, properly formatted references and bibliography and any appendices. Now you must add the page numbers, contents and title pages and write the summary.

13 The Summary

The summary, with the title, should indicate the scope of the report and give the main results and conclusions. It must be intelligible without the rest of the report. Many people may read, and refer to, a report summary but only a few may read the full report, as often happens in a professional organisation.

- Purpose - a short version of the report and a guide to the report.
- Length - short, typically not more than 100-300 words
- Content - provide information, not just a description of the report.

14 Proofreading

This refers to the checking of every aspect of a piece of written work from the content to the layout and is an absolutely necessary part of the writing process. You should acquire the habit of never sending or submitting any piece of written work, from email to course work, without at least one and preferably several processes of proofreading. In addition, it is not possible for you, as the author of a long piece of writing, to proofread accurately yourself; you are too familiar with what you have written and will not spot all the mistakes.

When you have finished your report, and before you staple it, you must check it very carefully yourself. You should then give it to someone else, e.g. one of your fellow students, to read carefully and check for any errors in content, style, structure and layout. You should record the name of this person in your acknowledgements.

15 Word processing / desktop publishing

Advantages	Disadvantages
Word processing and desktop publishing packages offer great scope for endless revision of a document. This includes words, word order, style and layout.	Word processing and desktop publishing packages never make up for poor or inaccurate content
They allow for the incremental production of a long document in portions which are stored and combined later	They can waste a lot of time by slowing down writing and distracting the writer with the mechanics of text and graphics manipulation.
They can be used to make a document look stylish and professional.	Excessive use of 'cut and paste' leads to tedious repetition and sloppy writing.
They make the process of proofreading and revision extremely straightforward	If the first draft is word processed, it can look so stylish that the writer is fooled into thinking that it does not need proofreading and revision!

Two useful tips;

- Do not bother with style and formatting of a document until the penultimate or final draft.
- Do not try to get graphics finalised until the text content is complete.

Active and Passive voice

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Active and Passive voice: Words come together to form a sentence and these sentences can be formed in more than one way. The way these sentences are made make a lot of difference in writing and we are going to learn all about that in this chapter. One thing to note

here is that no matter what the structure of the sentence is, the meaning of the sentence does not change. That's actually a very important point to remember throughout this chapter. Keep it in mind. Let's dive straight into the realm of Active and Passive voice

Active and Passive Voice

Interchanging Sentences Affirmative Negative

Replace one Part of Speech for Another

Active and Passive Voice:

You know that every subject has a subject, a verb, and an object. A subject is an agent who performs the verb on the object. Let's understand this with the help of an example:

- I swim in the ocean. – *I* is the subject, *swim* is the verb, and *ocean* is the object.
- My mom plays violin. – *My mom* is the subject, *plays* is the verb, and *violin* is the object.

Active voice: When a subject is directly acting on the object, the sentence is written in Active voice.

Passive voice: When the object is acted upon by the subject, the sentence is written in Passive voice.

In both the above sentences, the meaning remains the same and only the structure is what that changes. Usually, the structure or sequence of the subject, verb, and object expressed in the active voice sentence gets reversed in the passive voice of the same sentence. To understand the difference, just focus on how the subject and object change the structure of the sentences in the table below:

Active Voice	Passive Voice
I ate the strawberry pie	The strawberry pie was eaten by me
I bought a Honda car	A Honda car was bought by me
The sun rises from the east	East is where the sun rises from
Reema can do skydiving	Skydiving can be done by Reema

Now you must have gotten some idea of how the active and passive voice sentences look like. Note again how the meaning has stayed the same throughout. You may use some different words in situations where you must. But this conversion from one voice to another voice is really simple when you know a few rules that we will chalk out for you here:

Structure of Active and Passive voice:

Active voice: Subject + Verb + Object

Passive voice: Object + Verb + Subject

You must have seen that the verb form changes when you switch from active to passive voice. Now verbs used are of two kinds: the main and the auxiliary verbs. Usually, an auxiliary verb is accompanied by the main verb. The auxiliary verb like be, do or have shows the tense or mood of the verb. For example, in the sentence “I have finished my scuba diving course in the Havelock Islands”, finished is the main verb and have is the auxiliary verb.

As a thumb rule, Passive voice sentences always take the third form of the verb also called the past participle form of the verb (example- eat, ate, eaten- eaten is the third form of a verb). Notice this being used in the sentence above in the table: “The strawberry pie was eaten by me.”

So the usage of the main verb is pretty simple to convert. It’s the auxiliary verb that we need to understand further. Let’s get into it:

Rules for changing Active voice to Passive voice:

1. Simply exchange the places of the subject and the object. The subject should become the object and vice-e-versa while changing a sentence from Active to Passive voice or reverse.
 - Active voice: She bought a new car. (*She* is the subject and *a new car* is an object.)
 - Passive voice: A new car was bought by her. (*A new car* is a subject and *her* is the object.)

Learn more about [*Active Voice and Passive Voice here in detail.*](#)

2. Always blindly convert the main verb into its past participle or third form while converting from active to passive voice. To remind you what the third form of a verb looks like, let’s look at a few examples:

First form	Second form	Third form
Buy	Bought	Bought
Sing	Sang	sung
Grow	Grew	grown

- Active voice: Bhaanu wrote a book on gun violence.
- Passive voice: A book on gun violence was written by Bhaanu.

3. Use the word “by” before the subject in the passive sentence. For example:

- Active voice: My brother sang a song.
- Passive voice: A song was sung **by** my brother.

4. Change of tense of the auxiliary word: Now when you change the verb form of the main verb, the tense of the auxiliary also changes accordingly. Let’s see this with the help of a few examples:

- Present tense–

- Active voice: Sun rises from the east.
- Passive voice: East is where the sun rises from.

- Past tense–

- Active voice: She walked my dog home.
- Passive voice: My dog was walked home by her.

- Future tense–

- Active voice: Sheena will do the craft work.

- Passive voice: Craft work will be done by Sheena.

5. Sometimes you may completely omit the subject from the passive voice if the idea you are trying to convey is clear. You just have to take a judgement call for that. For example:

- Active voice: Distance is measured in kilometers.
- Passive voice: Kilometres is a measurement unit for distance.

6. Words like “with” or “to” are also used in passive voice. You may recall that we use “by” quite frequently in an active voice to passive voice conversion.

- Active voice: I know her.
- Passive voice: She is known *to* me.
- Active voice: Love fills my heart.
- Passive voice: My heart is filled with love.

Now test yourself by solving these Problems and Practice Questions on Active and Passive Voice.

That pretty much sums up our chapter of Active and Passive voice. We recommend you pick up a few sentences below, identify whether they are in active or passive voice and convert them to the other form.

- I love my music teacher.
- This painting is done by me.
- She cast a beautiful spell on me.
- I want to go home after school.

Go ahead and enjoy your sentences and their marvels of structures. Have fun with grammar!

Active and Passive voice

Active and Passive voice: Words come together to form a sentence and these sentences can be formed in more than one way. The way these sentences are made make a lot of difference in writing and we are going to learn all about that in this chapter. One thing to note here is that no matter what the structure of the sentence is, the meaning of the sentence does not change. That's actually a very important point to remember throughout this chapter. Keep it in mind. Let's dive straight into the realm of Active and Passive voice.

Direct & Indirect Speech

Direct and Indirect Speech: Direct Indirect Speech Rules and examples. Direct Speech to Indirect speech exercises with answers

- [ENGLISH GRAMMAR TIPS - DIRECT & INDIRECT SPEECH](#)
- [ENGLISH GRAMMAR TEST ON DIRECT & INDIRECT SPEECH](#)

Direct and Indirect Speech: Direct Indirect Speech Rules and examples. Direct Speech to Indirect speech exercises with answers

Grammar Rules with 10 Tips on using Direct & Indirect Speech

Looking for Questions instead of tips? - You can directly jump to [English Grammar Test Questions on Direct and Indirect Speech](#)

What is Direct & Indirect Speech?

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Example on Process of Conversion from Direct to Indirect Speech

a) **Direct:** Radha said, “I am very busy now.”

b) **Indirect:** Radha said that she was very busy then.

1. All inverted commas or quotation marks are omitted and the sentence ends with a full stop.
2. Conjunction ‘that’ is added before the indirect statement.
3. The pronoun ‘I’ is changed to ‘she’. (*The Pronoun is changed in Person*)
4. The verb ‘am’ is changed to ‘was’. (*Present Tense is changed to Past*)
5. The adverb ‘now’ is changed to ‘then’.

Are you engaged in a Job Search? - You can [get your Resume/ CV reviewed for free](#) and then [apply for jobs/ internships](#).

Tips on Direct and Indirect Speech:

Tip 1: Conversion Rules as per the Reporting Verb

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

a) **Direct:** He said, “I am unwell.”

b) **Indirect:** He said (that) he **was** unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

a) **Direct:** He says/will say, “I am unwell.”

b) **Indirect:** He says/will say he **is** unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

a) **Direct:** They said, “We **cannot live** without water.”

b) **Indirect:** They said that we **cannot live** without water.

Tip 2: Conversion Rules of Present Tense in Direct Speech

Simple Present Changes to Simple Past

a) **Direct:** "I am happy", she said.

b) **Indirect:** She said that she **was** happy.

Present Continuous Changes to Past Continuous

a) **Direct:** "I **am reading** a book", he explained.

b) **Indirect:** He explained that he **was reading** a book.

Present Perfect Changes to Past Perfect

a) **Direct:** She said, "He **has finished** his food".

b) **Indirect:** She said that he **had finished** his food.

Present Perfect Continuous Changes to Past Perfect Continuous

a) **Direct:** "I **have been to** Gujarat", he told me.

b) **Indirect:** He told me that he **had been to** Gujarat.

Tip 3: Conversion Rules of Past & Future Tense

Simple Past Changes to Past Perfect

a) **Direct:** He said, "Ira **arrived** on Monday."

b) **Indirect:** He said that Ira **had arrived** on Monday.

Past Continuous Changes to Past Perfect Continuous

a) **Direct:** "We **were living** in Goa", they told me.

b) **Indirect:** They told me that they **had been living** in Goa.

Future Changes to Present Conditional

a) **Direct:** He said, "I **will be** in Kolkata tomorrow."

b) **Indirect:** He said that he **would be** in Kolkata the next day.

Future Continuous Changes to Conditional Continuous

a) **Direct:** She said, "I'll **be using** the car next Friday."

b) **Indirect:** She said that she **would be using** the car next Friday.

Tip 4: Changes in Modals

CAN changes into COULD

a) **Direct:** He said, "I **can** swim."

b) **Indirect:** He said that he **could** swim.

MAY changes into MIGHT

- a) **Direct:** He said, "I **may** buy a house."
- b) **Indirect:** He said that he **might** buy a house.

MUST changes into HAD TO/WOULD HAVE TO

- a) **Direct:** He said, "I **must** work hard."
- b) **Indirect:** He said that he **had to** work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

- a) **Direct:** He said, "I **should** face the challenge."
- b) **Indirect:** He said that he **should** face the challenge.

Tip 5: Conversion of Interrogative

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

- a) **Direct:** He **said to** me, "What are you doing?"
- b) **Indirect:** He **asked** me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

- a) **Direct:** He said, "**Will** you come for the meeting?"
- b) **Indirect:** He asked them **whether they would** come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as joining clause.

- a) **Direct:** "**Where** do you live?" asked the girl.
- b) **Indirect:** The girl **enquired where** I lived.

Tip 6: Command, Request, Exclamation, Wish

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

- a) **Direct:** Rafique said to Ahmed, "Go away."
- b) **Indirect:** Rafique **ordered** Ahmed **to go** away.
- c) **Direct:** He said to her, "Please wait."

d) **Indirect:** He **requested** her **to wait**.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

a) **Direct:** He said, “**Alas!** I am undone.”

b) **Indirect:** He **exclaimed sadly** that he was broke.

Tip 7: Change of Pronouns

The first person of the reported speech changes according to the subject of reporting speech.

a) **Direct:** **She** said, “**I am** in ninth class.”

b) **Indirect:** She says that **she** was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

a) **Direct:** He says to **them**, “**You** have completed **your** job.”

b) **Indirect:** He tells **them** that **they** have completed **their** job.

The third person of the reported speech doesn't change.

a) **Direct:** **He** says, “**She** is in tenth class.”

b) **Indirect:** **He** says that **she** is in tenth class.

Tip 8: Change of Place and Time

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

a) **Direct:** She said, "My father came **yesterday.**"

b) **Indirect:** She said that her father had come **the day before.**

c) **Direct:** She **says/will say**, "My father came **yesterday.**"

Indirect: She **says/will say** that her father had come **yesterday.** (*Here the reporting verb 'says' is in the present tense OR 'will say' is in future tense; hence the time expression 'yesterday' won't change.*)

Tip 9: Punctuation

The words that are actually spoken should be enclosed in quotes and begin with a capital letter

Example: **He said, "You are right."**

Comma, full stop, question mark, or exclamation mark must be present at the end of reported sentences and are placed inside the closing inverted comma or commas.

Example: **He asked, "Can I come with you?"**

If direct speech comes after the information about who is speaking, comma is used to introduce the piece of speech, placed before the first inverted comma.

Example: **She shouted, "Stop talking!"**

Example: **"Thinking back," she said, "he didn't expect to win."** (*Comma is used to separate the two reported speech and no capital letter to begin the second sentence.*)

Tip 10: Conversion of Indirect to Direct Speech

1. Use the reporting verb, "say" or "said to" in its correct tense.
2. Remove the conjunctions "that, to, if or whether etc" wherever necessary.
3. Insert quotation marks, question mark, exclamation and full stop, as per the mood of the sentence.

4. Put a comma before the statement.
5. Write the first word of the statement with capital letter.
6. Change the past tense into present tense wherever the reporting verb is in the past tense.
7. Convert the past perfect either into past tense or present perfect as found necessary.

Example

- a) **Indirect:** He **asked whether** he is coming.
- b) **Direct:** He **said** to him, “**Are you coming?**”

Spot the Errors:

Each of the following sentences will contain a mistake in the usage of Direct and Indirect Speech. See if you can spot that mistake.

#1:

Direct: The boy said, “I’m happy with my results.”

Indirect: The boy said that he is happy with his results. (Incorrect)

Indirect: The boy said that he **was happy** with his results. (Correct)

#2:

Direct: She said, “I have baked a cake.”

Indirect: She said (that) she baked a cake. (Incorrect)

Indirect: She said (that) she **had** baked a cake. (Correct)

#3:

Direct: He said, “All people have equal rights.”

Indirect: He said that all people had equal rights. (Incorrect)

Indirect: He said that all people **have** equal rights. (Correct)

#4:

Direct: Roshni said, “I may meet him here”.

Indirect: Roshni said that she may meet him here. (Incorrect)

Indirect: Roshni said that she **might** meet him **there**. (Correct)

#5:

Direct: She says, "I will go to school tomorrow."

Indirect: She says that she would go to school the day after. (Incorrect)

Indirect: She says that she **will** go to school **tomorrow**. (Correct)

#6:

Direct: He said, "She is coming this week to discuss this."

Indirect: He said that she was coming this week to discuss this. (Incorrect)

Indirect: He said that she was coming **that** week to discuss **it**. (Correct)

#7:

Direct: He said to them, "Will you come for dinner?"

Indirect: He said to them will they come for dinner? (Incorrect)

Indirect: He **asked** them **whether** they **would** come for dinner. (Correct)

#8:

Direct: The teacher said, "Be quiet and listen to my words."

Indirect: The teacher said them to be quiet and listen to my words. (Incorrect)

Indirect: The teacher **urged /ordered** them to be quiet and listen to **his** words. (Correct)

#9:

Direct: The old man said, "Ah! I am ruined."

Indirect: The old man said that Ah he was ruined! (Incorrect)

Indirect: The old man **exclaimed with sorrow** that he was ruined.

#10:

Indirect: The policeman enquired where we were going.

Direct: The policeman enquired where are you going. (Incorrect)

Direct: The policeman **said**, "**Where** are you going?" (Correct)

Analogy

Analogy Definition

An analogy is a [comparison](#) in which an idea or a thing is compared to another thing that is quite different from it. It aims at explaining that idea or thing by comparing it to something that is familiar. Metaphors and similes are tools used to draw an analogy. Therefore, analogy is more extensive and elaborate than either a [simile](#) or a [metaphor](#). Consider the following example:

The structure of an atom is like a solar system. The nucleus is the sun, and electrons are the planets revolving around their sun.

Here, an atomic structure is compared to a solar system by using the word “like.” Therefore, it is a simile. Metaphor is used to relate the nucleus to the sun, and the electrons to the planets, without using the words “like” or “as.” Hence, similes and metaphors are employed to develop an analogy.

Examples of Analogy in Everyday Life

We commonly use analogy in our everyday conversation. Some common analogy examples are given below:

- Life is like a race. The one who keeps running wins the race, and the one who stops to catch a breath loses.
- Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.
- How a doctor diagnoses diseases is like how a detective investigates crimes.
- Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone.
- You are as annoying as nails on a chalkboard.

Examples of Analogy in Literature

Example #1: *Night Clouds* (By Amy Lowell)

The white mares of the moon rush along the sky
Beating their golden hoofs upon the glass Heavens.

Here, the poet constructs an analogy between clouds and mares. She compares the movement of the white clouds in the sky at night with that of the white mares on the ground.

Example #2: *A Hanging* (By George Orwell)

The lines below were taken from George Orwell’s [narrative essay](#) *A Hanging*, which exhibits an analogy between a prisoner and a fish.

They crowded very close about him, with their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was

there. It was **like** men handling a fish which is still alive and may jump back into the water.

The people are taking a prisoner to the gallows to be hanged. They are holding him firmly, as if he were a fish which might slip away and escape.

Example #3: *The Day Is Done* (By Henry Wadsworth Longfellow)

Henry Wadsworth Longfellow uses analogy in the following lines taken from his [poem](#) *The Day is Done*:

Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start.

He relates his poems to the summer showers and tears from the eyes. He develops the similarity to show spontaneity of art when it directly comes out from the heart of an artist.

Example #4: *Romeo and Juliet* (By William Shakespeare)

These lines are taken from William Shakespeare's *Romeo and Juliet*, Act II, Scene 2:

What's in a name? That which we call a rose
By any other word would smell as sweet.
So Romeo would, were he not Romeo called...

Juliet is indirectly saying that, just like a rose that will always smell sweet by whichever name it is called, she will [love](#) Romeo even if he changes his name.

Example #5: *The Flea* (By John Donne)

John Donne, in his poem *The Flea*, uses analogy of a flea to describe his love with his beloved:

This flea is you and I, and this
Our marriage bed, and marriage temple is...

In the quoted lines, he tells his darling that, as a flea has sucked blood from both of them, and their blood has mingled in its gut, so the flea has become their "wedding bed."

Function of Analogy

Writers use analogy to link an unfamiliar or a new idea with common and familiar objects. This makes it is easier for readers to comprehend a new idea, which may have been difficult for them to understand otherwise. In addition, by employing this literary tool, writers catch the attention of their readers. Analogies help increase readers' interest as analogies help them relate what they read to their life.

Collocations

When you eat at a quick-service restaurant, you are eating fast food. You wouldn't say you went and got 'quick food.' That is because fast food is a **collocation**, or a pair or set of words that are commonly put together. In a collocation, if you replace one of the words with a synonym, it sounds unnatural to native English speakers. Knowing and recognizing common English collocations is an important aspect of learning English, which is why it is often tested on English exams such as the CAE.

Examples

English has a number of common collocations. Some of them depend on the context of the sentence. For example, 'put on' and 'put away' are both common collocations, but which one you use depends on the sentence. You would 'put on' a new outfit, but you would 'put away' a book you took off the shelf. Let's take a look at a few examples of collocations.

- The company's success has taken everyone by surprise.

'Taken by surprise' is a very common collocation that is typically broken up by a noun or pronoun, as you can see with 'everyone' in the sentence above. You might also say 'it took him by surprise,' or 'everyone was taken by surprise,' without changing the collocation itself.

- I'm sure your glasses will turn up.

'Turn up' is a collocation meaning that the missing object will reappear at a later date.

- She decided to seek legal action.

'Legal action' is a collocation used when a person is seeking help through the legal system, usually if they are suing somebody or trying to bring someone to court.

- Don't hesitate to call if you need anything.

'Don't hesitate' is a very common collocation, and it is typically used with 'to call,' or 'to let me know.' As with other collocations, if you were to substitute a different word, it sounds very odd to a native speaker. For example, 'Don't wait to call' has a different meaning, implying more of a command as opposed to an offer of help.

Spotting Errors

[Home](#) » [Verbal Ability](#) » [Spotting Errors](#) » [Section 1](#)

Exercise :: Spotting Errors - Section 1

[Spotting Errors - Section 1](#)

[Spotting Errors - Section 2](#)

Directions to Solve

Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'D'. (Ignore the errors of punctuation, if any).

1. (solve as per the [direction](#) given above)

- [A.](#) We discussed about the problem so thoroughly
- [B.](#) on the eve of the examination
- [C.](#) that I found it very easy to work it out.
- [D.](#) No error.

2.

- [A.](#) An Indian ship
- [B.](#) laden with merchandise
- [C.](#) got drowned in the Pacific Ocean.
- [D.](#) No error.

3. (solve as per the [direction](#) given above)

- [A.](#) I could not put up in a hotel
- [B.](#) because the boarding and lodging charges
- [C.](#) were exorbitant.

D. No error.

4. (solve as per the direction given above)

A. The Indian radio

B. which was previously controlled by the British rulers

C. is free now from the narrow vested interests.

D. No error.

5. (solve as per the direction given above)

A. If I had known

B. this yesterday

C. I will have helped him.

D. No error.

6. (solve as per the direction given above)

A. A lot of travel delay is caused

B. due to the inefficiency and lack of good management

C. on behalf of the railways.

D. No error.

7. (solve as per the direction given above)

A. One of the members

B. expressed doubt if

C. the Minister was an atheist.

D. No error.

8. (solve as per the [direction](#) given above)

- [A.](#) I have got
- [B.](#) my M.Sc. degree
- [C.](#) in 1988.
- [D.](#) No error.

9. (solve as per the [direction](#) given above)

- [A.](#) Having received your letter
- [B.](#) this morning, we are writing
- [C.](#) to thank you for the same.
- [D.](#) No error.

[View Answer](#) [Discuss](#) in Forum [Workspace](#) [Report](#)

-
- [A.](#) If you lend him a book
 - [B.](#) he will lend it to some one else
 - [C.](#) and never you will get it back.
 - [D.](#) No error.

11. (solve as per the [direction](#) given above)

- [A.](#) According to the Bible
- [B.](#) it is meek and humble
- [C.](#) who shall inherit the earth.
- [D.](#) No error.

12. (solve as per the [direction](#) given above)

- [A.](#) Do the roses in your garden smell
- [B.](#) more sweetly

C. than those in ours?

D. No error.

13. (solve as per the [direction](#) given above)

A. Block of Residential flats

B. are coming up

C. near our house.

D. No error

14. (solve as per the [direction](#) given above)

A. You can get

B. all the information that you want

C. in this book.

D. No error.

15. (solve as per the [direction](#) given above)

A. The students were

B. awaiting for

C. the arrival of the chief guest.

D. No error.

A. Sixty miles

B. Are

C. a good distance.

D. No error.

17. (solve as per the [direction](#) given above)

- A. They have been
 - B. very close friends
 - C. until they quarrelled.
 - D. No error.
-

18. (solve as per the [direction](#) given above)

- A. When the dentist came in
 - B. my tooth was stopped aching
 - C. out of fear that I might lose my tooth.
 - D. No error.
-

19. (solve as per the [direction](#) given above)

- A. It is the duty of every citizen to do his utmost
 - B. to defend the hardly-won
 - C. freedom of the country.
 - D. No error.
-

20. (solve as per the [direction](#) given above)

- A. No sooner did I open the door
 - B. when the rain, heavy and stormy, rushed in
 - C. making us shiver from head to foot
 - D. No error.
-

21. (solve as per the [direction](#) given above)

- A. If a man diligently seeks to come into the contact

- B. with the best that has been thought and said in this world
 - C. he will become simple and unselfish.
 - D. No error.
-

22. (solve as per the direction given above)

- A. You must
 - B. remember me
 - C. to post this letter.
 - D. No error.
-

23. (solve as per the direction given above)

- A. I shall certainly
 - B. write you
 - C. when I shall reach NewDelhi.
 - D. No error.
-

24. (solve as per the direction given above)

- A. On the busy Ring Road
 - B. we witnessed a collusion
 - C. between a truck and an auto.
 - D. No error.
-

25. (solve as per the direction given above)

- A. Mr. Praful Patel
- B. is not attending his office
- C. for the last one month.

D. No error.

26. (solve as per the direction given above)

- A. He couldn't but help
 - B. shedding tears at the plight of the villagers
 - C. rendered homeless by a devastating cyclone.
 - D. No error.
-

27. (solve as per the direction given above)

- A. He will certainly help you
 - B. if you will ask him
 - C. in a pleasant manner.
 - D. No error.
-

28. (solve as per the direction given above)

- A. The brand proposition now therefore had to be that Keokarpin Antiseptic Cream is more effective
 - B. because it penetrates deepdown (beinglight and non-sticky) and works from within
 - C. (because of its ayurvedic ingredients) to keep skin blemish, free and helps cope with cuts nicks, burns and nappy rash.
 - D. No error
-

29. (solve as per the direction given above)

- A. Will you please buy
- B. some jaggery for me
- C. if you go to the market?
- D. No error.

30. (solve as per the [direction](#) given above)

- A. Most of the members at the meeting felt
- B. that the group appointed for investigating the case
- C. were not competent to do the job efficiently.

No error.

Sentence improvement exercise

Fill in the blanks.

1. *The traveler asked me if I.....the way to the nearest inn.*

know

knew

had known

2. *The doctor a holiday.*

suggested me to take

suggested that I should

suggested to take

D. 3. *He was.....his rheumatism by a specialist.*

cured of cured from

cured with

4. *He threatened that he would shoot me I didn't obey his instructions.*

if

unless

if not

whether

5. *There is.....she broke it.*

no question of denying the fact that

no denying the fact that

no denial the fact that

Answers

1. The traveler asked me if I **knew** the way to the nearest inn.
2. The doctor **suggested that I should take** a holiday.
3. He was **cured of** his rheumatism by a specialist.
4. He threatened that he would shoot me **if** I didn't obey his instructions.
5. There is **no denying the fact that** she broke it.

Cloze Test Important Questions Practice Sets

Introduction

A **Cloze test** or a cloze detection test is an exercise in which a portion of the language with certain items are removed. The test participant is then asked to fill in the missing portions of the language. The word Cloze from closure as described in Gestalt Theory. **W.L. Taylor** first touched upon the cloze test exercise in the year 1953. The words may be deleted either mechanically (every nth word) or selectively, depending upon what aspect of language it seeks to assess. This methodology has been extensively described in many pieces of literature.

The article [Cloze Test Important Questions Practice Sets](#) presents the list of Cloze Test questions which helps the aspirants to prepare for different exams. The **Cloze Test Important Questions** are very useful for different exams such as **IBPS PO, Clerk, SSC CGL, SBI PO, NIACL Assistant, NICL AO, IBPS RRB, Railways, Civil Services** etc.

Quiz

Cloze Test Important Questions - Practice Set 1

Direction (1-5): In the passage given below there are blanks which are to be filled with the options given below. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.

The 28th session of the Standing Labour Committee held__1__ yesterday concluded without any agreement being reached on the question of automation. Representatives of employers and of labour____2____after the meeting, asserting that the session did not impose any commitments on them. At the

afternoon meeting of the session the Union Labour Minister, Mr.Jaisukhlal Hathi,_3 spokesmen of both labour and employers to sum up their conclusions. The labour point of view was put__4__ by Mr.Bagaram Tulpule, who said that labour was definitely against automation in the country which was short of technological and capital resources and with a huge human potential. Exceptions may be made in the cases where there is some kind of “compulsion” but what constitutes a compulsion must be spelt__5__in great detail.

Q1.

- | | |
|----------|--------|
| A. | Before |
| B. | At |
| C. | On |
| D. | Here |
| E. After | |

Answer: Option

D

Explanation: In the given question, all the choices other than ‘here’ are grammatically unfit. Hence, (D) is the correct answer.

Q2.

- | | |
|------------------|-----------|
| A. | Shouted |
| B. | Hugged |
| C. | Dispersed |
| D. | Laughed |
| E. None of these | |

Answer: Option

C

Explanation: Here, ‘dispersed’ is the best fit as the meeting didn’t impose any commitments on them. Also, since no common point could be reached on the question of automation, there is no point that they could be happy. So, ‘Laughed’ and ‘hugged’ are ruled out. Plus, ‘shouted’ is a transitive verb and would take a direct object (for ex – he shouted at him; they shouted him down) with it – which is absent in the given sentence – and hence cannot be used in isolation. So, option (C) is the correct answer.

Q3.

- | | |
|-----------|------------|
| A. | Introduced |
| B. | Invited |
| C. | Applauded |
| D. | Criticised |
| E. Warned | |

Answer: Option

B

Explanation: In the given question option (B) is the correct choice as (C), (D) & (E) are out of context and, since, spokesmen were called to sum up their conclusions, 'introduced' cannot be the correct choice as introduction happens at the start of something and not at the end(conclusion). Hence, option (b) is the correct answer.

Q4.

- | | | | | | | |
|------------|------|-----|------|-----|---|-------|
| A. | (A) | All | (B), | (C) | & | (E) |
| B. | | | | | | Up |
| C. | | | | | | Forth |
| D. | Both | | (C) | | & | (E) |
| E. Forward | | | | | | |

Answer: Option

D

Explanation: Here the sentence talks about representing one's views on something. Hence, both 'put forward' & 'put forth' are correct as they both mean the same. 'put up' is out of context. Hence, option (D) is the correct answer.

Q5.

- | | |
|------------|-----|
| A. | Out |
| B. | In |
| C. | Of |
| D. | On |
| E. Forward | |

Answer: Option

A

Explanation: **Spell out** – to write or print in letters and in full (detail); to clarify/demonstrate. Hence option (A) is the perfect choice for this question.

Direction (6-10): In the passage given below there are blanks which are to be

filled with the options given below. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.

The Secretary of the Bengal___6___of the Anglo-Indian Empire League, in a letter to the Governor, says that on the whole, his Council are ___7___ the opinion that the reform scheme is suited to the present needs of India. After thanking H.E. the Viceroy and the Secretary of State, the Council asked that a progressive ___8___ in public service, appointments are definitely earmarked for Indians who are qualified for the same and expressed their gratitude for the kind references made by the distinguished_9_of the scheme and for their consideration of Anglo-Indian community as evidenced in paragraphs 155 and 346 of the report. Dealing with paragraph 155 they hold that it is a distinct advantage that the community is ___10___ representation in the legislatures.

Q6.

- | | | | | | |
|----|-------------------|----|-----|--|-----------|
| A. | | | | | Team |
| B. | | | | | Branch |
| C. | | | | | Community |
| D. | All | of | the | | above |
| E. | None of the above | | | | |

Answer: Option

B

Explanation: Here the sentence talks about an organisation named ‘Anglo-Indian Empire League’. Hence, ‘branch’ is the only suitable choice.

Q7.

- | | | | | | |
|----|-----------|--|--|--|----------|
| A. | | | | | Offering |
| B. | | | | | Have |
| C. | | | | | Of |
| D. | | | | | On |
| E. | Realising | | | | |

Answer: Option

C

Explanation: In the given sentence, The secretary of the Bengal branch of the Anglo-Indian Empire League is expressing the opinion of his council on the reform scheme. Hence, option (C) is the only grammatically correct choice.

Q8.

- | | | | | | |
|----|--|--|--|--|------------|
| A. | | | | | Increment |
| B. | | | | | Proportion |

- C. Rise
- D. Increase
- E. All of the above

Answer: Option B

Explanation: The given statement talks about ‘earmarking’ public service appointments for IndiAns. Hence only option (b) is contextually correct here as some ‘portion’ or ‘share’ of something can only be earmarked.

Q9.

- A. Members
- B. Framers
- C. Jury
- D. Judges
- E. All of the above

Answer: Option B

Explanation: In the context of the whole article, it is very clear that the sentence talks about the makers, or ‘framers’, of the reform scheme. Hence, option (B) is the correct answer here.

Q10.

- A. Denied
- B. Hindered
- C. Graced
- D. Offered
- E. Requested

Answer: Option D

Explanation: Here the sentence talks about a ‘distinct advantage’, hence negative words in option (A) & (B) are ruled out. Further, among other three options, only ‘offered’ fits in, both, grammatically as well as contextually.

Direction (11-15): In the passage given below there are blanks which are to be filled with the options given below. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.

Since the beginning of the year, the Indian rupee “has lost about 11 per cent of 11 value in nominal terms viz-a-viz the US dollar”, the International

Monetary Fund (IMF) spokesperson, Gerry Rice said. He was ___12___ to a question on the fall of the Indian currency in the last few months. He, ___13___, said the currencies of many of India's trading partners, including those in the emerging markets, too ___14___ depreciated against the dollar. "As a result, so far this year the real effective depreciation of the Indian rupee compared to December 2017, by our estimates, is between six and seven per cent," Mr. Rice said. Observing that India is a relatively closed economy, he said the ___15___ of the net exports to growth in the April to June quarter was again stronger than expected.

Q11.

- | | |
|-------------------|-------|
| A. | Their |
| B. | Its |
| C. | His |
| D. | It's |
| E. Both (B) & (C) | |

Answer: Option

B

Explanation: The sentence talks about the downfall of Indian rupee and the appropriate possessive pronoun for it (Indian rupee) is "its". Hence (B) is the correct answer. it's – is not a pronoun, rather it simply means, " it is".

Q12.

- | | |
|----------------------|----------------|
| A. | Returning |
| B. | Responding |
| C. | Answering |
| D. | Both (B) & (C) |
| E. None of the above | |

Answer: Option

B

Explanation: Here only option (B) is the correct answer as in the context of the article, Gerry Rice is replying to a question. Hence, 'responding' is the most appropriate choice here. Further, 'answer' is directly followed by the 'object' and never by 'to'.

Q13.

- | | |
|----|------------|
| A. | Obviously |
| B. | Shockingly |
| C. | However |

- D.
- E. None of the above

Surprisingly

Answer: Option

C

Explanation: For the given sentence, in the context of the article, only option (C) makes sense. Hence (C) is the correct answer.

Q14

- A. Has
- B. Were
- C. Had
- D. Have
- E. Is

Answer: Option

D

Explanation: Here, if the sentence is read carefully, 'currencies' of many of India's trading partners is the subject and the helping verb in perfect agreement with it is 'have'. Hence, option (D) is the correct answer.

Q15.

- A. Share
- B. Combination
- C. Contribution
- D. Part
- E. None of the above

Answer: Option

C

Explanation: Here, apart from option (A) & (C) all others do not make any grammatical sense. Further, option (A) is ruled out because 'share' is followed by 'in' and never by 'to', whereas, 'contribution' can be followed by 'to'. Hence, 'contribution of the net exports to growth' is the correct statement.

F.

- ☐ A
Detestable
- ☐ B

Tenable

☐ C

Interesting

☐ D

Surprising

☐ E

No replacement required

» Explain it

7

G.

☐ A

Proposition

☐ B

Certification

☐ C

Assumption

☐ D

Attention

☐ E

No replacement required

» Explain it

8

H.

☐ A

Premise ☐ B Data ☐ C Information ☐ D Logic ☐ E No replacement required

» Explain it

9

I.

☐ A Playful ☐ B Fragmental ☐ C Judgmental ☐ D Categorical ☐ E No replacement required

» Explain it

10

J.

A

Interestingly

B

Tantalizingly

C

Invariabl

Carefully

Characteristics of a Report

The characteristic of the report must have

1. Precision
2. Factual details
3. Relevance
4. Reader-orientation
5. Objectivity of recommendations
6. Simple and unambiguous language
7. Clarity
8. Brevity
9. Special format
10. Grammatical accuracy
11. Illustrations
12. Homogeneity
13. Documentation

CATEGORIES OF REPORTS

1. Informative, analytical report (Purposes)
2. Periodic, special (frequency)
3. Oral, written (mode of presentation)
4. Long, short (length)
5. Formal, informal (Approach)
6. Individual, group (target audience)

FORMATS

- Manuscript

- Letter
- Memo
- Pre-printed form

Purpose and Scope

Audience

Back-ground knowledge, experience and training

Needs and interest

Other demographic characteristics

Mixed audience

Wide variability in an audience

Unknown audience

Source of information

Organizing the Material

Order of occurrence

Order of importance

Combination of orders

Interpreting Information

Making an outline

Introduction of the Report

Introduction is a section where a broad, general view of the report, rather than a specific and analytical one, can be presented.

An introduction include the following information

- . Background of the report
- . Purpose and scope
- .Authorization
- .Basic principles or theories involved
- .Methods of gathering data
- .General plan in developing the solution(brief outline of methodology) adopted in the analysis should be outlined
- .General structure of the report (organization of various section)

Ending the Introduction with the explanation of the general plan of the report will provide a logical transition to the next section of the report. It can also be ended with the discussion of the procedures used to gather

data, and then the next section would present the results. A brief outline of the results or main conclusions may also provide a logical transition to the first part of the discussion of the report.

At last the conclusion.

TYPES OF REPORT

Introductory reports

Progress report

Incident report

Feasibility report

Marketing report

Laboratory test report