

## BJ (MC) - 101

### WRITING FOR MEDIA

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## Unit -I

### **Topic1. Is writing an art or a craft?**

#### **Writing as Craft**

First of all, let's think about the definition of craft. A quick trawl through the dictionaries reveals one of my favorite definitions. Princeton WorldNet describes craft as 'the skilled practice of a practical occupation'. It's a trade, with skills that can be learned, refined and passed on.

We have no argument with that. Just as I learned how to write news stories, feature articles, blog posts and eBooks, so can anyone else. There are rules that you can follow to turn out a competent piece of writing, whether you are writing a novel or a sales letter.

It takes skill to create a piece of writing one word after another and one sentence after another. It takes skill to put the whole together in a way that makes people want to read. It takes skill to paint a verbal picture or create a particular atmosphere with your words.

#### **Writing as Art**

However, some of those same qualities also contribute to the artistic nature of writing. Going back to Word net, we see that art involves 'the creation of beautiful or significant things'. Painting a picture or creating an atmosphere is as much artistic as it is skilful.

When we think about the things that move us, that stir us emotionally, many of these are pieces of writing. Even if these are hundreds of years old, they still have the power to elicit a powerful, even visceral response.

Think of any of Shakespeare's sonnets, the Declaration of Independence, Martin Luther King's 'I Have a Dream' speech. Those words are no less powerful today than the day they were first heard - and there are hundreds of similar examples. Some are beautiful, some are significant, some are both; all are art.

### **Topic2. Kinds of Media Writing**

**Writing to inform** : A form of communication right from opening of a new coffee shop to writing a movie review to new amendment in the constitution

Statement of facts, figures which have an impact on readers and holds their interests

Example- Notices. In general all writing is informative.

**Writing to describe** : Details and reasoning the why and how's of the message being sent out through writing Verbose and substantiated.

#### **Writing to Persuade**

- Editorial or the quotes of a motivational book to advertising in print
- Creates interest and awareness and finally an action for the subject taken
- Creativity unleashed

### **Topic3. The ABCD of Media Writing (PPT)**

### **Topic4. Writing Simply**

Writing is an innate talent of putting ideas, views and thoughts together in a logical and interesting manner. It is primarily done to communicate be it writing a project report or your daily diary or scribbling a few lines to your beloved or writing for a newspaper. Have something to say and say it as clearly as you can that is the only secret of effective writing. If you impress write to the reader you may precisely fail to impress your reader but you may just hook him to your writing by expressing what you want.

The best style is clear and plain. This does not mean dull style: plain style allows a great of variety, a fair amount of wordplay and metaphor. But the background remains fairly simple, as it always must and distinctively as possible. The best style is one that seems effortless rather than labored-thought it often takes a great effort to produce that effect. A good style should show no sign of effort. What is written should seem a happy accident. It is a style that focuses squarely on the contents, and serves the cause of clear communication, rather than drawing attention to itself. Take care not to slip into such florid style-especially in everyday letters or reports. If you do have a tendency to indulge in 'stylish, style, edit your first draft rigorously to tone it down. If you write to impress the reader, you will precisely fail to impress him. If you write to express yourself and you very probably will impress the reader. Ideas, clearly and sincerely, then It transpired that a superannuated adult woman was domiciled in an item of foot wear.

### **Topic: 5 Vocabulary (Practical exercise)**

- iv. Vocabulary Building: Using Dictionaries and Thesauri
- v. Understanding the Misunderstood Word
- vi. Rules of Spelling

### **Vocabulary Building:**

If we know more words we can communicate better. A systematic and step by step approach needs to be adopted to build and expand vocabulary.

The main steps in this approach are as follows:

- Learn Derivatives
- Prefixes and suffixes
- Pairs or group of words
- Synonyms and antonyms
- One word substitutes
- Common idioms

Just like empty calories have the form of food but offer no nourishment to the eater, empty words take the form of verbiage, but offer no substance to the listener – leaving them hungry for meaning and details.

While “uh’s” and “um’s” can be eliminated altogether, empty words need to be replaced with heartier fare.

It seems like the only people who think about building their vocabulary are young adults who are preparing for standardized tests. Which is a shame, as expanding our vocabularies should be a lifelong pursuit.

<b>VOCABULARY</b>
<b>Basic Vocabulary</b>
People and family
School
Numbers
Months, days, and times of the day
Seasons and the weather.
Food
Parts of the Body
Animals
Bugs and Insects
Home
Places in the city
<b>Adjectives</b>
Synonyms
Opposites
Adjectives
Compound adjectives
Base and strong adjectives

Besides this there are few other ways to improve vocabulary.

#### **Four basic steps to a better vocabulary**

While there are not any magic shortcuts to learning words, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus

remember its meaning. So your learning speed, or pace, should increase as your vocabulary grows. There are four basic steps to building your vocabulary:

**1. Be Aware of Words:** Many people are surprised when they are told they have small vocabularies. "But I read all the time!" they protest. This shows that reading alone may not be enough to make you learn new words. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know.

Instead of avoiding these words, you will need to take a closer look at them. First, try to guess at a word's meaning from its context—that is, the sense of the passage in which it appears; second, if you have a dictionary on hand, look up the word's meaning immediately. This may slow down your reading somewhat, but your improved understanding of each new word will eventually speed your learning of other words, making reading easier. Make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.

**2. Read:** When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning.

What should you read? Whatever interests you—whatever makes you want to read. If you like sports, read the sports page of the newspapers; read magazines like Sports Illustrated; read books about your favorite athletes. If you are interested in interior decorating, read a magazine like House Beautiful—read it, don't just look at the photographs.

**3. Use a Dictionary:** Most people know how to use a dictionary to look up a word's meaning. Here are some pointers on how to do this as a part of a vocabulary-building program.

**4. Study and Review Regularly:** Once you have begun looking up words and you know which ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory. This is best done by setting aside a specific amount of time each day for vocabulary study. During that time you can look up new words you have noted during the day and review old words you are in the process of learning. Set a goal for the number of words you would like to learn and by what date, and arrange your schedule accordingly.

### **Understanding the Misunderstood Word:**

"**Misunderstood**" or "Not-understood" are used to describe any troubles with understanding words, symbols, etc. There can be a lack of understanding of a word, concept, or symbol. Most people think of a misunderstood as something they don't know - a "not-understood." A

"not-understood" is a misunderstood but there is more to it. It is fully described in the 10 categories below.

A Misunderstood Word or Symbol can be:

**1. A false definition:** This is where a person has a definition that has no relationship to the actual meaning of the word.

Example: The person reads or hears the word "dog" and thinks that "dog" means "pillow".

They couldn't get more wrong of course.

Example: A person sees a multiply sign (x) and thinks it means to cross something out.

**2. An invented definition:** An invented definition is a type of a false definition. The person made it up himself or he was given somebody else's idea. This can be difficult to find as he is certain he knows it - after all he invented it himself. But usually it does read one Meter.

Example: A gang talks about 'goop' all the time. A new member does not know what it means, but take it to mean 'beer'. To the gang it means 'drugs'. The new member is very confused.

**3. An incorrect definition:** This is a definition that is not right but may have something to do with the word or symbol.

Example: A student reads the word 'image' (like how an actor is perceived by the fans) and takes it to mean painting or drawing. The two meanings are related but failure to distinguish between them lead to MU's and confusion in the students mind.

**4. An incomplete definition:** A definition that is neither precise enough or insufficient.

Example: The person reads the word "office" and thinks it means "room." The definition of the word "office" is: "a room or building which holds an administrative business activity."

**5. An unsuitable definition:** A definition that by itself is correct, but does not fit in the context it is used. It causes the student not to be able to understand the sentence correctly.

Example: The person hears the sentence: "he is dressing a turkey." The person understands "dressing" as "putting clothes on." That is one definition of "dressing" but it is not the definition used in the sentence. The definition of "dressing" that applies is: "making ready to cook."

**6. A homonymic definition:** One word that has two or more clearly different meanings. A homonym can also be two (or more) words that sound the same ("piece" and "peace" for example). This can cause the student not to understand the text.

Examples: to box (sport); a box (container). Piece (a part of something). Peace (opposite of war).

**7. A Substitute Definition:** A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word "portly" and thinks the definition of the word is "fat." "Fat" is a synonym for the word "portly." But "portly" means: "of a stately appearance; impressive, especially because of size." The student needs to learn the full definition for a word as well as its synonyms.



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**8. An omitted (missing) definition:** An omitted definition is a definition of a word that the person is missing; it can be omitted from the dictionary he is using. In other words, the word is used in a meaning the student doesn't know, but he thinks he does. This can often have to do with slang or humor.

Example: to 'borrow' something may mean to steal it.

**9. A No-definition:** A no-definition is a "not-understood" word or symbol.

Example: The person reads the sentence "The business produced no X%&\$." The student obviously doesn't have a definition for 'X%&\$' as it simply is a misprint and can't be understood in the sentence.

**10. A rejected definition:** A rejected definition is a definition of a word which the person will not accept. This can be based on emotional reactions to it. The person finds the definition degrading to himself or his group, etc. He may have a total misunderstanding on the word and still refuse to have it explained or look it up in a dictionary.

Example: A person runs into the musical expression "C Minor", but knows that belongs to classical music and he finds people with that interest too intellectual and the type that look down on him. He is totally unwilling to look it up. "C minor" is a musical key, meaning the musical scale the piece of music is written in. The scale starts on the note 'C'.

### Rules of Spelling:

Everyone who has difficulty with spelling words correctly can derive some comfort from knowing that some very good writers have been notoriously bad spellers. It's also comforting to bad spellers to know that this business of spelling seems to have little to do with intelligence. It has more to do with how we remember things. Some people, once they've seen a word spelled correctly, will never misspell that word again. Those are the people who, if you ask them how to spell a word, will first say, "Wait a second. Let me write it down." If you are not a strong visual learner, but learn in other ways, you will have to learn some other tricks to become a strong speller.

The following suggestions about spelling are only that—suggestions. Spelling, like vocabulary building, is ultimately a personal matter, and only a planned and sustained effort to improve spelling will have the desired results.

- Plurals of nouns
- i before e except after c
- Words containing the letter q
- Comparative and superlative adjectives
- Forming adverbs
- Adding -ful or -fully
- -ize, -ise, or -yse?
- Adding endings to words that end in -our
- Adding endings to words that end in -y
- Adding endings to words that end in a double 'l'
- Verb tenses: adding -ed and -ing
- Using capital letters



## **Topic 6: Overcoming Grammar Problems (Practical exercise)**

Practice makes perfect so over come with grammar problem we should practice more and more and should remember the grammar rules. Writing is a craft, not an inborn talent, and anyone can overcome grammatical errors with a bit of perseverance and determination. Here is list a number of common grammar mistakes by focusing on these you can overcome with Grammar Problems.

### **Common Grammatical Problems:**

- Run-on sentences
- Sentence fragments
- Passive Voice
- Comma Splices
- Idiomatic Expressions
- Pronoun Reference
- Ellipsis
- Parallel Structure
- Dash

## **Topic 7: Punctuation**

Punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.

The rules of punctuation vary with language, location, register and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice.

### **Punctuation Marks**

<u>apostrophe</u>	( ' ' )
brackets	( [ ], ( ), { }, < > )
colon	( : )
comma	( , , ‘ , ’ )
dash	( —, —, —, — )
ellipsis	( …, …, … )
exclamation mark	( ! )
full stop	/( . )
period	
hyphen	( - )
hyphen-minus	( - )



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question mark ( ? )

quotation marks ( ' ', " ", " " )

semicolon ( ; )

slash / stroke ( / , / )  
/solidus

## Unit –II

### Topic 1: The Sentence

In simple terms, a sentence is a set of words that contain. A sentence is a grammatical unit consisting of one or more words that are grammatically linked. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion. A sentence can also be defined in orthographic terms alone, i.e., as anything which is contained between a capital letter and a full stop.

For instance, the opening of Charles Dickens' novel Bleak House begins with the following three sentences: London. Michaela's term lately over, and the Lord Chancellor sitting in Lincoln's Inn Hall. Implacable November weather.

The first sentence involves one word, a proper noun.

The second sentence has only a non-finite verb.

The third is a single nominal group.

Only an orthographic definition encompasses this variation.

### TYPES OF SENTENCE

SIMPLE SENTENCE: A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

1. **Simple** (one independent clause):  
We drove from Connecticut to Tennessee in one day.

COMPOUND SENTENCE: A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: for, and, nor, but, or, yet, so. (Helpful hint: The first letter of each of the coordinators spells FANBOYS.) Except for very short sentences, coordinators are always preceded by a comma.

1. **Compound** (more than one independent clause):  
We were exhausted, but we arrived in time for my father's birthday party.

COMPLEX SENTENCE: A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which. In the following complex sentences.

1. **Complex** (one independent clause and at least one dependent clause):  
Although he is now 79 years old, he still claims to be 65.

### COMPLEX COMPOUND SENTENCE

1. **Compound-complex** (more than one independent clause and at least one dependent clause):

After it was all over, my dad claimed he knew we were planning something, but we think he was really surprised.

## Topic 2: Emphasis

Emphasis in writing is important not only to create variety and maintain interest but also to help readers easily glean the main points from the text.

- **Total Emphasis:** (That applies to the Whole Sentence)

Ex: You are right! I must apologize!

- **Partial Emphasis :** (That Applies to a word or Group of Words)

Ex: She! Oh! You mean she! Is here

## Topic 3: Rhythm - Words and How they Sound

This is practical exercise to be done in the class.

Rhythm is both a feature of and product of the phonological structure of English. The phonology of any language is a system, so that a change in one part of the system will affect some or all of the other parts.

- Sentence stress
- Connected speech
- Teaching rhythm
- Recognition
- Production
- Conclusion

English is a very rhythmical language, so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. The two components of the system which have the greatest influence on rhythm are sentence stress and the various features of connected speech, i.e. what happens to words when we put them in an utterance.

**Sentence stress:** In any sentence, some words carry a stress. These are the 'strong' or 'lexical' words (usually nouns, verbs, adjectives and adverbs). The remaining words are 'grammatical' words and are unstressed or 'weak' (conjunctions, pronouns, prepositions, auxiliaries, articles).

'It's the **worst thing** that you could **do**'

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a **stress-timed language**. In stress-timed

languages, there is a roughly equal amount of time between each stress in a sentence, compared with a **syllable-timed language** (such as French, Turkish and West Indian English) in which syllables are produced at a steady rate which is unaffected by stress differences. Sentence stress is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm, sounds unnatural and does not help the listener to distinguish emphasis or meaning.

**Connected speech:** Speed is also a factor in fluency. When we speak quickly, we speak in groups of words which are continuous and may not have pauses between them. This causes changes to the 'shape' of words. Unstressed words always sound different when used in a sentence as opposed to being said in isolation.

The most common features of connected speech are the weak forms of grammatical and some lexical words (and, to, of, have, was, were) and contractions, some of which are acceptable in written English (can't, won't, didn't, I'll, he'd, they've, should've). However, we often ignore other features which preserve rhythm and make the language sound natural. The most common of these are:

- **Elision** (losing sounds)
- **Linking** (adding or joining sounds between words)
- **Assimilation** (changing sounds)

Added to these is the use of the **schwa**, the most common vowel sound in English. Many unstressed vowel sounds tend to become schwa, and because it is an important feature of weak forms, learners should be able to recognise and produce it. There is a temptation to try to teach the rules associated with these features, using phonemic script to write examples. An awareness-raising approach is often more profitable, starting by asking students what happens to certain words when we put them in a sentence:

listen it's upstairs one or two right kind	Why did you? unpopular first girl Christmas	ask them four o'clock blue apple last Monday
---	--	---

This might be followed by a categorisation task, from which rules or guidelines could be elicited.

**Teaching rhythm:** Rhythm, then, is a product of sentence stress and what happens to the words and sounds between the stresses. Unfortunately, learners are often introduced first to written forms and the complexities of spelling. Learners whose mother tongue is phonemic or syllable-timed have particular problems. Teachers should remember to:

- Provide natural models of new target language before introducing the written form.
- Use natural language themselves in the classroom.
- Encourage learners to listen carefully to authentic speech.
- Teach recognition before production.
- Integrate rhythm and other aspects of phonology into grammar, vocabulary and functional language lessons as well as listening and speaking activities.

A number of useful teaching techniques are listed here, focusing either on rhythm as a whole or on contributing aspects, and divided into recognition and production activities.

### Recognition

- Speed dictations (the boys are good / the boy is good / the boy was good).
- Dictogloss and other variations on dictation.
- Ask students how many words they hear in a sentence ( to practise recognising word boundaries).
- Ask; "What's the third / fifth / seventh word?" in the sentence.
- Teaching weak forms and contractions at the presentation stage, and highlighting these on the board.
- Matching phrases to stress patterns.
- Using tape scripts. Marking stresses and weak forms.
- Using recordings of deliberately 'unnatural' English.
- Authentic listening.

### Production

- Drills (especially back chaining).
- Physical movement (finger-clicking, clapping, tapping, jumping) in time to the rhythm of the sentence.
- Focus on stress in short dialogues (kn you? Yes I can).
- Making short dialogues, paying attention to stress and rhythm (How often do you speak English? Once in a while).
- Headlines, notes and memos (build the rhythm with content words, then add the rest).
- Reading out short sentences with only the stressed words (How...come...school?), then add the other words without slowing down.
- Reading aloud (with plenty of rehearsal time).
- Focus on short utterances with distinctive stress and intonation patterns and a specific rhythm (long numbers, 'phone numbers, football results).
- Jazz chants.
- Poems, rhymes and tongue-twisters (limericks are good at higher levels).
- Songs (the rhythm of English lends itself to rock and pop music, while rap involves fitting words into distinct beat).

### Conclusion

because phonology is a system, learners cannot achieve a natural rhythm in speech without understanding the stress-timed nature of the language and the interrelated components of stress, connected speech and intonation. Attention to phonology begins at lower levels and builds up as learner's progress towards fluency. There are specific phonology courses available, while most integrated syllabuses include pronunciation activities which run in parallel to structural, functional and skills development. Above all it is important to remember that there is a place for phonology in nearly every lesson

#### Topic 4: Variety

Sentence (noun): a group of words that expresses a thought and is complete in it (starting with a capital letter and ending with a full stop or question/exclamation mark)

Variety (noun): the quality of being different; not having uniformity or sameness.

**How to add Sentence Variety:** There are a number of ways to add variety to your writing. You lay out your sentence and experiment. You can make two sentences out of one and can put your sentence back to front. Try turning your sentence into a question. Or, if you think your sentence is too short, you may want to add another sentence to it. There may be a quote you can use to strengthen your writing.

#### **Sentence Types**

Before we look at sentence variety, let's review the 4 main types of simple sentences. Simple sentences contain one clause:

1. Declarative sentence (most common): The sky is blue.
2. Interrogative sentence: Why is the sky blue?
3. Exclamatory sentence: The sky is blue now! (It was black just a minute ago.)
4. Imperative sentence: Don't go outside! (It's pouring rain.)

More advanced types of sentences are "compound" (combining two sentences with a conjunction) and "complex" (using at least one dependent clause and one independent clause). To create these sentences you need to know how to use conjunctions, adverbial phrases, prepositional phrases, conditionals and noun phrases.

**Simple sentences:** The boy wanted to go outside. He had to eat his pizza first.

**Compound:** The boy wanted to go outside but he had to eat his pizza first.

**Complex:** Although the boy wanted to go outside, he had to eat his pizza first.

**Sentence Patterns:** The most common sentence pattern that writers use is subject-verb-object (SVO). This is how beginners write. For example:

- The boy ate pizza.
- I play soccer.
- Homework is boring.

There are many ways to rewrite SVO sentences. Let's play with this sentence:

- **The boy ate pizza.**
  1. Turn it into a question:  
**Do you know what the boy ate? Pizza.**
  2. Turn it into a passive sentence:  
**The pizza was devoured by the boy.** (You could use "eaten" but here "devoured" gives a better reason for placing the pizza first.)



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3. Turn it into an exclamatory sentence:  
**The boy ate pizza again!**
4. Combine it with your next sentence:  
**The boy wolfed down the pizza and then ran outside to play.**
5. Use a transitional phrase:  
**Even though the boy ate the pizza, you could tell that he wanted to be outside playing.**
6. Start with a participle:  
**Eating the pizza, the boy watched his friends playing outside.**
7. Place modifiers in different places:  
**The pizza, which was a huge pepperoni slice, was devoured by the boy.**  
**Wolfing down his pizza, the boy barely noticed the pepperoni on it.**  
**The boy ate the large pepperoni pizza as quickly as possible.**  
**Although he wanted to keep playing, the boy rushed in and wolfed down his pizza lunch.**  
**As fast as he could, the boy ate the pizza.**

**Sentence Length:** Avoid using sentences that are all the same length. Short sentences are powerful. Combine short sentences with long sentences to make your writing flow more naturally. Your most important sentences should be clear and concise. Keep them short. Descriptive sentences can have more length, but you should read them out loud to make sure that they flow naturally.

**Example of a paragraph with poor sentence length:**  
The boy's mother called him inside for dinner. The boy ate his pizza. He was very hungry. He didn't want to eat, though. He wanted to play outside with his friends.

**Example fix:** The boy's mother called him inside for dinner. It was pizza. Even though the boy was hungry and pizza was his favorite meal, he wanted to stay outside and play. He wolfed the pizza down and ran back outside.

**Sentence Variety: Writing Challenge:**

How many ways can you rewrite, expand, reorder, reword these ten boring sentences?

1. The sky is blue.  
Example:  
**Blue skies like these make my day.**  
**There isn't a cloud in the sky.**  
**It's a clear day.**  
**You won't get a finer day than today.**  
**The sky is as blue as the sea.**  
**Have you ever seen such a blue sky?**  
**What a fine day!**

**Topic 5: Changing Sentence Length & Pattern**

This is practical exercise to be done in the class.



### **Topic 6: Breaking Monotony**

In writing any piece, the writer should have varied his style of writing and having good command on language besides wide vocabulary. When we write an essay, we should bear in mind our readers. They are the ones who will decide whether to read your written work or not. As such, variation of the style of writing, using different expressions to put the same message across is what you need to do. In this respect, mastery of the language in terms of grammar, idioms, synonyms and so on should not be overlooked.

To put it in a nutshell, using various sentence structures, putting different words bearing the same meaning in your writing and inventing clear but interesting expressions will do the tricks of drawing readers to peruse what you have written. In writing, we do not want our readers to get bored after reading our works. To avoid this from happening, we have to vary the way we write our sentences. We should not stick to one sentence pattern. Hence, it is worth experimenting with various ways of expressing the same intended meaning in a sentence. Here are some points with a few examples.

Sentence 1: We had a picnic near the beach.

We can express this sentence in two more ways, that is:

- a) We went for a picnic by the beach.
- b) We were picnicking on the beach.

Sentence 2: The boy looked very thin.

This sentence can be rendered in other ways such as:

- a) The boy was a bag of bones.
- b) How skinny the boy was!
- c) The boy had a skeletal look.

With practice, we can surely coin unique sentences in your writing.

**Topic 7: Varied Openings (PPT)**- It is tempting for writers, especially those who are beginners and/or uncomfortable with their writing skills, to use the same pattern for every sentence in a piece of work. This tendency to avoid straying from “the norm” can cause boredom for readers. Writers can use a variety of different sentence opening strategies in order to avoid monotony and add some variety to their work.

**Prepositional Phrases**- One way to open a sentence is with a prepositional phrase. Prepositional phrases often tell the reader where something takes place. Check out the following example:



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**Out of the clear, blue sky, Joanna decided she wanted to become an actress.**- The italicized phrase in the sentence above tells readers where Joanna's decision came from.

### Adverbs

Another strategy writers can use to vary sentence openings is to use adverbs. Adverbs often tell readers how, when, where, etc. an action is done. The following example demonstrates the use of this strategy:

**Suddenly, Joanna decided she wanted to become an actress.**-The adverb, which is italicized in the sentence above, tells readers how Joanna decided to become an actress—suddenly.

**Conjunctive Adverbs**- Yet another sentence opening strategy is using a conjunctive adverb, such as however, moreover, or therefore. Conjunctive adverbs indicate relationship. For instance, therefore indicates a conclusion or result follows, however indicates contrast or exception, etc.

**Joanna decided she wanted to become an actress. Therefore, she began attending drama school.**

### Appositives

Using an appositive is another effective strategy for writers to use for sentence openings. An appositive at the beginning of a sentence is a phrase that describes the subject of a sentence. It is usually set off with a comma when it is placed at the beginning of the sentence.

**A drama queen at heart Joanna decided she wanted to become an actress.**

## Unit - III

### Topic 1: The Paragraph

**What is a paragraph?**- A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece of writing. You can have fantastic ideas, but if those ideas aren't presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing).

**The Basic Rule: Keep one idea to one paragraph-** The basic rule of thumb with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. There are some simple ways to tell if you are on the same topic or a new one. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

### Topic 2: Concise Ideas (Concise Ideas Dissected into Elements)

1. Eliminate redundant pairs
2. Delete unnecessary qualifiers
3. Identify and reduce prepositional phrases
4. Locate and delete unnecessary modifiers
5. Replace a phrase with a word
6. Identify negatives and change them to affirmatives
7. Writing concise papers
8. Think about your argument
9. Think about your readers

### Topic 3: Elements as Paragraphs & Sub Paragraphs

**Putting Paragraphs Together - Logical Sequencing-** To be as effective as possible, a paragraph should contain each of the following: Unity, Coherence, A Topic Sentence, and Adequate Development. Using and adapting them to your individual purposes will help you construct effective paragraphs.

**Unity-**The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.

**Coherence-**Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

**Logical bridges**-The same idea of a topic is carried over from sentence to sentence

Successive sentences can be constructed in parallel form

**Verbal bridges**-Key words can be repeated in several sentences Synonymous words can be repeated in several sentences Pronouns can refer to nouns in previous sentences Transition words can be used to link ideas from different sentences.

**A topic sentence**-A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

**Adequate development**-The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should be wary of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

**Sub Paragraphs**-Subparagraphs are generally pieces of text that do not deviate from the subject of the paragraph in which they appear, but do need to be distinguished, for example, because the perspective on the information changes, a different part of the subject is addressed or because the author wants to elucidate his argument.

#### **Topic 4: The Complete Picture - The First Draft**

**Farewell Report:** The most awaited event for the FIMTians was held on 24<sup>th</sup> May 2013. The farewell party where more than 400 students came together to wish good luck to the passing out batch was enjoyed by one and all. All the students were dressed in traditional wear and looked ravishing. The event was cheered by Chairman Mr. V. K. Nangalia and Mrs. Nalini Nangalia with Mr. O.P. Kapoor, vice chairman and Dr. R. K. Garg. Dr. Manju Singh, Dr. L. Vishwanadham, Dr. Saroj Vyas and Mr. M. P. Singh graced the ceremony with their presence. The event was started with lamp lighting ceremony marked the invocation of the event which was complemented with a soothing "Saraswati Vandana". The anchoring of the event was done by the students of the college named Mr. Hamraj Singh to bid goodbye to the seniors. Thereafter, Dr. R. K. Garg presented the opening speech which motivated and inspired the students to perform their best in the future.

The students had been longing to get their titles, the passing out students were awarded interesting title which were based on their personality trait. Mr. and Ms. FIMT were selected from the sixth semester students. There was a good number of participation from the girls and the boys of various courses collectively. The students were judged on the basis of their introduction round in the Fashion Parade. The rocking performances were also presented by the students and enjoyed by all. The students were excited to bring out the nostalgic memories of their three year journey. This was followed by a dance number.

In all, the event wrapped up with delicious and sumptuous lunch. The students pulled their hair down and put their best foot forward to dance on the DJ floor. Everyone was filled with tears in their eyes as the teachers and the management wished good luck to the students to perform their best in their future.

### **Topic 5: Aloud For Further Changes**

This is practical exercise to be done in the class.

### **Topic 6: Revise – Re-revise-Edit**

**Importance of Revision:**-Once a writer has completed the writing portion of an essay, it is often considered to be done. However, no one, even a professional writer, writes a perfect draft on the first attempt; in fact, it is often this revision stage of writing where a good writer separates himself from other, less experienced writers. A good writer understands the importance of revision and spends as much time as possible during this stage to craft the essay into the ideal state.

What, exactly, is revision? Revision refers to the changes that occur in an essay once a draft has been completed. Revision is not simply busywork, and while most people tend to think of revision as looking specifically for grammar and punctuation errors, true revision involves more than that.

**Few things for revision:**-Do not revise the essay immediately after the writing is finished. Instead, wait a while so that the essay can be approached with a fresh mind and fresh eyes for better revision. The longer a writer can wait, the better, but any amount of time helps.

Read through the essay more than once and focus on a specific portion of the essay during each read. For instance, focus on transitions between sentences during the first revision. Then, during the next read-through, focus on overall organization, then something else, etc.

**Read the essay aloud to help catch mistakes:**-Read the paper one sentence at a time, beginning from the end and working towards the beginning to focus on each sentence individually and spot specific grammar errors.

A few grammatical errors should certainly be fixed, but a few grammatical errors are often common and generally less harmful than the lack of a central thesis, poor organization, and/or lack of proper development. As such, focus more on these larger issues during revision, particularly during the beginning stages, and wait until the very end to address smaller concerns such as grammar and punctuation.

**EDITING:** -Good writing is critical because small mistakes such as grammatical errors or missed words can break the flow of your readers and make the whole experience much less enjoyable than you have intended it to be. .

**WHEN SHOULD YOU EDIT:**-The process of writing is not neatly divided into separate steps. It is natural to do some editing as you draft and revise. As you write a sentence, you



probably constantly consider different words, organizations and types of punctuation. This kind of editing can get out of hand if, for example, you are still drafting and you get stuck on finding the precise word to use and end up losing the rest of the thought. Some writers have to discipline themselves to turn off their “internal editors” while they draft. When you speak of editing as a step, then, what you mean is the time when the activity of editing is your main focus.

## **Topic 7: Writing Formats : Journals, Letters, Essays & Reports**

### **Journal Writing**

You can use your journal as a general record of your daily life. Or you might prefer to focus on a certain topic such as your garden or your reading or current events. You can write about your experiences, your thoughts, your memories. You can use it to collect material to use in fiction writing and poems. Some people keep notebooks next to their beds and write down their dreams.

■ At the top of your journal page write down the date. You may also choose to include the time, place and location for each day’s entry.

■ Leave space at the top, so that after finishing a particular entry you can go back and give it a title (optional).

■ Write with whatever you feel most comfortable with – a favorite pen, pencil, marker, colored pencils or other writing instrument. Use a blank journal or notebook that is acid-free for long-life and one that is just the “write” size and fits right where you want it – a purse, pocket, briefcase, book bag or at home.

■ Don’t be concerned with grammar, spelling, punctuation, etc. Write so that you get your thoughts out as quickly as possible.

■ Set a specific time and place where you will be alone and able to be comfortable and at peace for journaling.

■ Write as often as you can. Don’t feel pressured to write on a daily basis, but the more often you can, the better.

■ To add variety to your journaling; consider drawing what you want to say instead of writing.

■ Keep special mementos in your journal..

Each item in your list is a topic that you can write about in your journal. With this system, in less than an hour, you can come up with enough writing topics for a whole year of journaling.

**Report Writing:** A report is highly structured form of writing often following conventions that has been laid down to produce a common format. Structure and convention in written reports stress the process by which the information was gathered as much as the information itself.

The following stages are involved in writing a report:

- clarifying your terms of reference
- planning your work



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- collecting your information
- organizing and structuring your information
- writing the first draft
- Checking and re-drafting.

There are a number of questions that writer need to ask:-

- What is the information you need?
- Where do you find it?
- How much do you need?
- How shall you collect it?
- In what order will you arrange it?

**Write a formal letter:** Letter is very important for ones. Either it is formal or informal. There are certain conventions that writer should follow before report writing.

- It is very important, therefore, that your letters have the desired effect on the reader. In order to achieve this, they should be:
  - in the correct format
  - short and to the point
  - relevant
  - free of any grammatical or spelling mistakes
  - polite, even if you're complaining
  - well presented
- This guide will give some general advice on letter writing and includes some sample letters.
- If you are replying to a letter it can be a good idea to note how that letter has been formatted and expressed.

## Unit-IV

### **Topic 1: Concept & Definition of Translation**

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature.

### **Topic 2: Nature & Norms of Translation**

There are many skills which translators should possess for good writing. Thorough understanding of the source language, versatility in the target language, knowledge of both



source and target cultures, being generally well-informed and skilled in acquiring new information are well established as requirements. For good writing, there is always scope for improvement. Translational activity has cultural significance. Since culture involves norms, translation is a norm governed activity. Norms are constraints, and these constraints are not static, they change over time. "Each type of constraint may, and often does move into its neighbouring domain(s) through processes of rise and decline. Thus, mere whims may catch on and become more and more normative, and norms can gain so much validity that they become as binding as rules" or stop being deemed rules, and if the former is realized, in the course of time these constraints become norms.

In translation, "initial norm" is constituted in two ways: translator's subjecting herself/himself to the norms of the original text (adequacy), or subscription to those of the target culture (acceptability). Even if the translator wants her/his translation to be as adequate as possible, "shifts from the source text will be inevitable".

Preliminary norms are the norms regarding the translation policy (which source texts to be selected for translation) and the directness of translation. It can be said that norms affect the preparation period for the translation process, the translation process itself, and last but not least the product which is the result of such process. Preliminary norms are priceless for shedding light on asymmetric relations between languages.

In the case of translation, only products, which are translated texts ("textual sources") give information about the nature of norms. There are also other kinds of texts, which is called "extra textual sources" such as Meta texts on translations.

#### **Norms of Translation:**

- The norm of understanding:
- The norm of accuracy, reliability, loyalty: a question of equivalence
- .The norm of Text Language quality
- The norm of rhythm

#### **Topic 3: Types of Translation**

- Word to Word Translation
- Literal Translation
- Summarized Translation
- Free Translation
- Translation based on appropriate reference
- Translation according to pronunciation (Translation of words & sentences from the source language as it is)
- Paraphrased Translation (Using Synonyms)

**Word to Word Translation:** Word-for-word translation, A form of literal translation which seeks to match the individual words of the original as closely as possible to individual words of the target language. The translator seeks to translate an original word by the same target word as much as possible (this is technically called concordance). In addition, the order of words of the original language will be followed as closely as possible. No English translation,





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except for some interlinear translations, is a true word-for-word translation, but those who prefer this form of translation typically promote formally literal versions.

When we are doing translation word by to word translation, it still follows the main rules of translation. Sometime it seems awkward.

In this type of translation we can put content from our imagination, according to the incident, event or accident.

Example: "Radha burger khati hai."

Radha eats burger.

**Literal Translation:-** Literal translation, or directed translation, is the rendering of text from one language to another "word-for-word" rather than conveying the sense of the original.

Literal" translation implies that it is probably full of errors, since the translator has made no effort to convey, for example, correct idioms or shades of meaning.

**Examples-**A literal English translation of the German word "Kindergarten" would be "children garden," but in English the expression refers to the school year between pre-school and first grade. Literal translations in which individual components within words or compounds are translated to create new lexical items in the target language are called calques,e.g., "beer garden from German "Biergarten."

Literal translation of the Italian sentence, "So che questo non va bene" ("I know that this is not good"), produces "Know(I) that this not goes(it) well," which has English words and Italian grammar.

**Summarized Translation:** Summary translations are ideal for situations where the turnaround time is extremely short. A certified linguist will read through the document, assessing the most important elements of the text as they go. This information is then summarized and translated into the target language, providing readers with a concise and accurate summary translation of the essential content. As with draft translation, the resulting summary translation is not optimized for publishing or distribution.

Summary translation is regularly applied to create target language summaries of newspaper articles, press releases, and other published materials. In this way, essential information can be transmitted to the necessary parties as soon as possible after publication.

For example, "The signal was red" might be paraphrased as "The train was not allowed to pass because the signal was red".

**Free Translation:** A free translation is one which preserves the meaning of the original but uses natural forms of the target language, including normal word order and syntax, so that the translation can be naturally understood. Free translation is a kind of idiomatic translation.

For example:

**Literal Translation**      **Free Translation**

Sir, are you well?      How do you do?

**Translation based on appropriate reference:** Translations achieve even worse results due to the lack of an appropriate reference. Translation is where the meaning of the original is translated with appropriate reference. It is translated accurately and naturally preserves the meaning of the original forms.

**Translation according to pronunciation:** Practical exercise to be done in the class

**Paraphrased Translation (Using Synonyms):** Using synonyms is the easiest a way adding variety in translation. Hence, learners of English should make it a point to know as many synonyms as possible so that they will come in handy when we need them in our writing.

For example: One of the connectors that we use very often is 'say'. The words similar in meaning or which can be used to replace this word are 'utter', 'articulate', 'voice', 'state', 'mention', 'murmur', and 'whisper'. Let us look at a paragraph using the above words:

One day, when I paid a visit to John, he said that I should have gone more often to his house. I ignored what he had uttered because whenever I wanted to voice my opinion against we will be engaging in verbal war. Thus, I usually mention this to my wife in the hope that she will excuse me for not visiting her cousin. My better half loves to whisper to me when we talk in public and sometimes I miss most of what she has murmured. She will feel offended and give me her cold shoulder there and then until I offer my apologies to her

#### **Topic 4: The need and importance of Translation in Journalism**

Journalism translation is a field of expertise that presents unique features, tempered by the way in which journalism works and by the channels that circulate its texts, as the field of expertise imposes certain ways of translating. To approach it, it is necessary to be aware of and analyze the specific techniques of the text in hand.

At the same time journalism texts have their own textual conventions. The journalism translator, as a user of this type of text, should be aware of these conventions and possess the necessary textual competence so that these texts work in a new linguistic and cultural context. On occasions the translator needs to work like a journalist. And in some cases journalism translators are journalists themselves.

Journalism translations are only carried out by professionals with expert knowledge in the field of journalism as well as in translations. News and journalism translation from one language to another is important for various journals, publications, websites, and other media that specialize in both general and specific topics. Publishers of medical journals often need translators with specific knowledge or general medical terminology knowledge, to provide medical journal translation from global sources. Likewise with science, information technology, art and even fashion and design. Whether topics and niches are specific or broad, news and journalism translation in any industry is important in order to stay informed and relay industry news to professionals as well as the general public.

#### **Topic 5: The process of Translation and How to maintain its originality:**

There are few process of translation that we should keep in mind while translating the content

to maintain its originality.

Moreover this is practical exercise for to be done in the class.

- Source Material Perception (Comprehending the Source Language)
- Analyzing the text or Source Material
- Transfer of Language(Translation Process)
- Revision of the Translated Text
- Co-ordination & Comparison of Source Language with Original Text and Thus Final Text in Target Language

**Source Material Perception (Comprehending the Source Language):-** While doing translation we should keep it in that what content is going to be translated we make a perception according to the source and material. We should keep it in our mind that whatever content we are translating that content must be original.

**Analyzing the text or Source Material -** When we do translation the text first we should analyze it and should go through the source that weather it is authentic or not.

**Transfer of Language (Translation Process)-** While doing translation we should follow the translation process.

**Revision of the Translated Text-** After doing translation we should always do revision of the piece. Revision refers to the changes that occur in an essay once a draft has been completed. Revision is necessary for given information, facts, grammar and punctuation errors, true revision involves more than that.

**Co-ordination & Comparison of Source Language with Original Text and Thus Final Text in Target Language**

This rule of translation says that whenever we do translation of a text, first we should maintain the coordination and properly compare the text with its source. There should no difference between original text and translated text. So that we can keep the originality of text.

#### **Topic 6: Guidelines for Translation-**

Points to be kept in mind while doing Translation:

- Don't Opinionate
- KISS rule
- Maintaining Originality
- Summarize with Clarity
- Adhere to Norms of Translation

**Don't Opinionate:** We should never be Opinionate while translation, means whenever you are translation something just writes it as it is saying. Do not put your opinion about the matter or topic.

**KISS rule:** KISS stands for keep it simple and short. While translation we should keep the content simple and short so that reader can easily read and understand.



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**Maintaining Originality:** When we write a piece or do translation, we should always remember about originality of content. Never avoid the originality of issue. Either it belongs to the person, place, thing or a related to the any subject, just put down as it is.

**Summarize with Clarity:** In translation Summarize with Clarity is very important. It is ideal for situations where the turnaround time is extremely short.

Summary translation is regularly applied to create target language summaries of newspaper articles, press releases, and other published materials. In this way, essential information can be transmitted to the necessary parties as soon as possible after publication.

**Adhere to Norms of Translation:** It is very basic norm of translation. You should translate the text in that way that it says.

### **Topic 7: Practice of Translation from Hindi to English & Vice – Versa**

(Practical Exercise to be done in the class)

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