

Unit 7
Developing the
writing skills-3



Unit 7 : Developing the writing skills - 3

Lesson 7.1 Writing reports - 1

Objective: *After you have studied the lesson you will be able*

- to tell why you are going to write a report,
- to evaluate who you are going to write the report for,
- to identify the sources of necessary information and data and collect them.

- A. You can write a report on an event, on a situation, on almost anything. Yesterday, for example, there was a clash between two football teams. Your school team and the AB School team were playing the final match in the Inter-School League Cup. Immediately after half-time something happened with a penalty and the supporters of both the teams were found running into the field. They started pushing each other. For about half an hour it was a complete chaos. The play had to be abandoned. Now your headteacher has asked you and two of your colleagues to write a report on the incident. Let's call it case 1.

Again, a researcher, asked by an NGO or a government department, may come to a thana and spend a few days talking to the children, parents and teachers. He has got an assignment to write a report on the causes of Primary Schools Dropouts in Trisal. Let's call it case 2. In both the cases the report writers have got reasons why they are writing their reports. In case1, they were asked by the headteacher to write the report, and this assignment is part of their job. In case 2, the researcher must have a written contract or a TOR (terms of reference) in which the following things are specified:

- Deadline for submitting the report
- Length of the report
- Amount of money the writer will receive for writing the report, (etc.)

Notice, in case 1 there may be no written TOR. They might have been just asked by the headteacher to write the report.

- B. Once you know why you are going to write a report, the next thing for you is to try to evaluate the reader(s) of your report. In case 1 above, the headteacher has asked for the report. But even other teachers and outsiders like managing committee members and police authority may be its readers. In case 2, the report is likely to have

even wider readership. So the writer as he/she goes on writing the report must ask himself/herself, “How much does the reader already know? How much does he/she need to know? How best can I give him/her the information/facts he/she needs?”

- C. After you have known your reader(s), you have to identify the sources of information and collect it for writing the report. There are various ways of collecting information or data. You can observe events, situation, you can interview people (for both cases 1 & 2), you can also study reports, journals, documents, books, etc. and prepare a questionnaire. But remember all the information, facts you have collected for your report, may not be true or may be biased. So before you use any information in your report, test its reliability. This you can do by taking into account the status and position of the person you are going to interview and the reputation of the writers/publishers of reports, journals, books, etc. you are going to study. Perhaps, the easiest way of assessing the value of some information is to ask more than one person about its reliability.

Thus equipped with all the necessary information, facts, etc., you are now ready to start writing the report.

D. Note these words and phrases.

- readership (n)** - The readership of a newspaper, journal, magazine or book is the number and type of people who read it.
- questionnaire (n)** - A questionnaire is a set of questions circulated among a lot of people. They fill in the questionnaire (i.e. answer it). The sender collects the filled in questionnaire, analyzes the answers and finds information, facts for his/her report or survey.
- reliability (n)** - If some information is reliable it is likely to be correct. So reliability of the information is its correctness.
- by taking into account** - by considering



- E. **Activity** : Survey at least 10 secondary schools in your area write a report on “How Agricultural Education is taught in the schools of your area.”

(Clues : Mention why you are writing the report, who will be its reader(s), how you are going to collect information, etc. Make a list of the information, facts you have collected.)



F. Self-assessment

Choose the best answer.

1. Which is the correct statement?
 - a. A report is always written for somebody/some people.
 - b. A report can be written by a writer only for his/her own satisfaction.
 - c. Report writing is hard work and the writer must always be paid for it.
 - d. Report writing is always an additional assignment.

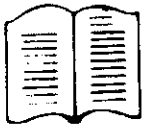
2. A report writer evaluates his/her readers in order to
 - a. tell them beforehand that he/she is going to write a report for them.
 - b. collect information from them.
 - c. test the reliability of the information he/she has collected.
 - d. provide them with the information they need.

Lesson 7.2 Writing reports - 2



Objective: *After you have studied the lesson you will be able*

- to make an outline of a report on the simple format: (a) introduction, (b) body, (c) conclusion and (d) recommendation,
- to write the first draft of the report,
- to write the title (on the title page), Foreword, Abstract/Summary and Contents lists (all coming before the Introduction;) and Appendices and Bibliography if necessary, (coming after Recommendations),
- to edit and finalise the report.



A. For case 2, for example, in Lesson 7.1 above, the writer may prepare the following outline for his report.

Causes of primary school dropouts in 'X' thana

It is assumed that the writer has collected information about the number of primary schools, population, their occupation, literacy rate, teachers, their qualifications and commitment to their profession, enrolment rate, dropout rate, causes of dropouts as reported by the teachers, parents, the thana education officer, student themselves. He/she has got all the necessary data through interviews, discussions, TEO office, questionnaire, etc. Now he/she gets down to writing an outline for his/her report.

Outline

- Introduction :** Purpose of the report (TOR) — size and population of the union
- Body :** Number of schools — size of the catchment area for each school — food for education — dropout rate — causes of dropouts — people's attitude — their occupations — poverty — children's help
- Conclusion :** Education to be meaningful to their life — students going to schools willingly
- Recommendations :** Training of teachers — practical components to be included in the curriculum — school hours to be convenient — community involvement — education for the parents — academic supervision — physical structures with greater facilities

B. Note these words and expressions

- it is assumed that** - it is taken to be true that; it is supposed that-----
- assume (v)** - to take as true; to suppose
- literacy rate** - number of people in a country (or a region) who can do simple reading, writing and counting, e.g. The present literacy rate in Bangladesh is about 40%. This means about 40 people out of 100 can read, write and count at the basic level.
- enrolment rate** - number of children per 100 who get admission to a class, e.g. The present enrolment rate at the primary level in Bangladesh is about 70%. This means out of 100 children 70 are admitted or enrolled.
- dropout rate** - number of students who do not continue their studies for various reasons, e.g. The present dropout rate at the end of the primary cycle (i.e. at the end of class 5) is more than 50%.
- dropouts (n)** - students who drop out (i.e. who leave school without finishing their studies)
- commitment (n)** - strong belief; responsibility
- profession (n)** - occupation (here teaching)
- get down to (phrase)** - If you get down to something, you begin doing it.
- catchment area** - The catchment area of school is the area (i.e. the village/ town or city area) from where the students come to school.

C. Write the report on

**Causes of primary school dropouts in..... (your)..... thana union
(based on the outline in A above)**

Remember, for writing this report you will have to go to the thana education office or Directorate of Primary Education and visit as many schools as possible in your area for collecting necessary information. Once you have got enough materials, facts, information, write your report using the format: Introduction, Body, Conclusion and Recommendations. Put charts, fact sheets, etc (if you have collected) in relevant places within the body of the report or put them at the end as appendices. Also give a bibliography if you have made use of any documents, books, journals, etc.

This report should be in about 2500 words (10 pages or so). So give a summary or abstract in about 250 words before Introduction. But write the summary after you have written the report and add it to the final draft.



D. Self-assessment

Choose the best answer.

1. Before I got down to writing a reply to my friend's letter
 - a. I was going outside.
 - b. I was walking to the post office.
 - c. I was reading the letter he wrote to me.
 - d. I was driving to my friend's house.

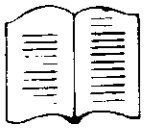
2. A report usually suggests some recommendations because
 - a. they are part of the format of report writing.
 - b. they help to identify and solve the problem on which a report is usually written.
 - c. they are the only things in which the boss is interested.
 - d. they add to the beauty and technicality of the report.

Lesson 7.3 Writing a description



Objective: After you have studied the lesson you will be able


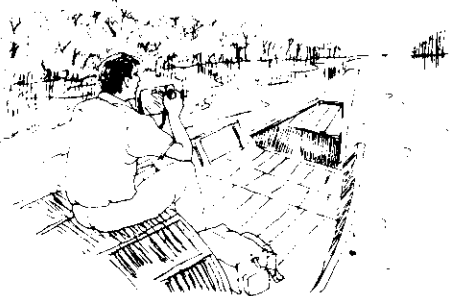

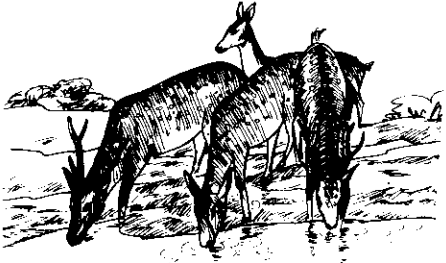
■ to describe a place of tourist interest in writing.



When you describe a place, an activity, a problem or an idea fairly elaborately, you need to write more than one paragraph. Each paragraph will have one point only. The paragraphs should be developed and arranged in logical order.

- A. Look at these pictures and write the numbers of the pictures in the appropriate blanks below.



Picture 1	Picture 2
	
Picture 3	Picture 4
	

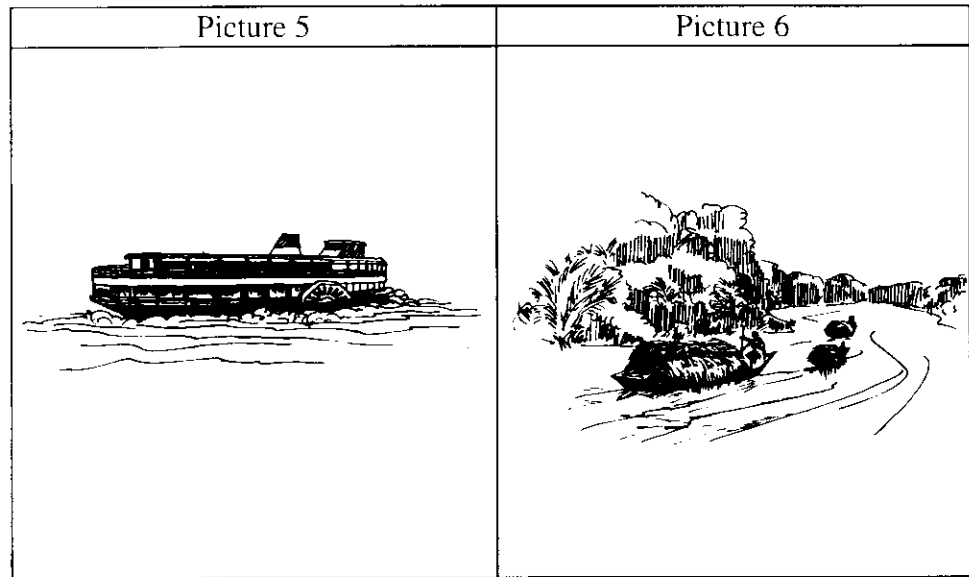


Fig 7.1 : At the Sundarbans

1. ----- Some tourists are walking inside the Sundarbans.
2. ----- Local people are carrying 'golpatta' (used for making house roofs) in their boats.
3. ----- Spotted deer are drinking water.
4. ----- This paddle steamer ferries between Dhaka and Khulna.
5. ----- The Royal Bengal Tiger is swimming in a creek.
6. ----- A tourist is enjoying the scenic beauty of the mangroves and the river in the Sundarbans.

B. Look at the pictures and write a short paragraph for each question in Column A. Develop the paragraph using the points given in Column B against each question. No 1 is done for you.

Column A	Column B
1. Where is the Sundarbans?	in southwest part of Bangladesh along Bay of Bengal —
2. How big is it?	about 6000 sq km — largest coastal forests in the world
3. Describe the trees in the Sundarbans	mangroves — lofty treetops — largest coastal foresty — golpatta — fuel wood
4. Describes the animals in the Sundarbans	the Royal Bengal Tiger — crocodiles basking on the river banks — herds of spotted deer — monkeys — wild boars — a variety of beautiful birds — ducks, snipe, herons and coots

5. What are the main attractions for the tourists?	wild life photograph — wild life viewing — wild call recording — boating inside the forests — thousands of streams, creeks, rivers and estuaries — meeting local people: fishermen, woodcutters, honey collectors
--	---



Example : Where is the Sundarbans?

The Sundarbans is in the southwestern part of Bangladesh. It is spread in the southern coast of three districts — Satkhira, Khulna and Bagerhat along the Bay of Bengal.

C. Note these words.

- paddle steamer (n)** - a large steamer. It is pushed through the water by the movement of large wheels which are attached to its side
- creek (n)** - a narrow strip of water that goes from a sea or lake into the land
- mangroves (n)** - trees that grow along coasts or on the banks of large rivers in hot countries
- bask (v)** - to enjoy the warmth and light (of the sun), e.g. Crocodiles bask on river banks. Too much of basking in the sun is not good for your skin.
- herd (n)** - a herd is a large group of animals of one kind. All the animals in a herd live together. e.g. herds of deer
- in southwestern part** - 'in' indicates 'inside'/'within'. e.g. Rangpur is in the north of Bangladesh.

[Notice the use of 'on' and 'to' to indicate locations. e.g. The river Dauki is on the north of Tamabil (on the border). Meghalaya is to the north of Bangladesh (outside).]

- boar (n)** - a wild male pig
- snipe (both sing and pl)** - a type of bird with a long beak. It normally lives in wet land.
- coot (n)** - a type of bird that usually swims and dives
- estuaries (n)** - An estuary is a river mouth into which the tide flows.



D. Activity : Describe the sea beach at Cos'x Bazar.

Use **these clues?**

1. Where is it?
(Give location — 160 km from Chittagong)
2. How big is it?
(World's largest natural sand beach — 120 km — wide beach stretching up to 330 meters at low tide)
3. What are the main attractions for the tourists?
(scenic beauty: rolling waves — boats at a distance moving slowly — sunset, sunrise on the waters — bathing, swimming — walking along the beach collecting shells, taking photographs or just viewing the scenic beauty sitting under a beach umbrella — staying at picturesque motels, cottages along the beach, enjoying fried and grilled sea-fish — shopping at the beach shopping centres)

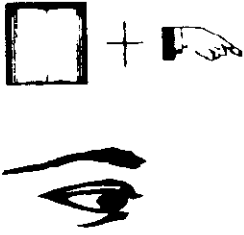


E. Self-assessment

Choose the best answer.

1. — — was found drinking from a stream.
 - a. Herds of deer
 - b. Deers
 - c. Deer
 - d. A deer
2. Bay of Bengal is — the south of Bangladesh.
 - a. on
 - b. in
 - c. to
 - d. by

Lesson 7.4 Writing a description (elaborate)



Objective: *After you have studied the lesson you will be able*

- to describe the processes of manufacturing tea.

A. Look at this picture and try to think about these questions and then write answers to them.



Fig 7.2 : A tea garden

1. What is the woman doing? (pluck)
2. In which district or districts can you find this scene?
3. What will she do with the leaves when her basket is filled up? (deliver to the factory or to the vehicle used for carrying them to the factory)
4. How do we get made or manufactured tea out of these leaves? (leaves prepared in the factory.....)

B. Read the following description of tea manufacture.

- (1) Fresh tea shoots are plucked from a garden. Each shoot usually has two leaves and a bud.
- (2) These leaves are **then** taken to the factory for manufacture. **There** in the factory these leaves are treated in various methods and style.
- (3) The leaves are first made to pass through a process called **withering**. **As a result** of a 12-18 hour-withering, loss of moisture and some chemical changes take place in the leaves.



- (4) The **next stage** in the tea manufacture is distortion of the withered tea leaves, known as **processing**. The leaves are loaded into a rolling machine where they are ruptured, crushed, torn and curled. It is here where the tea gets flavour, colour and aroma.
- (5) **Immediately after** the leaves are crushed and bruised, **fermentation** begins. In this process, through a series of chemical reactions, green colour turns into coppery black.
- (6) The well-fermented leaves **then** are passed through the dryer for **drying**. During drying more than half the weight of the withered leaves is evaporated. Drying is required to make the leaves suitable for storage and transportation.
- (7) The **last stage** in the tea manufacture is **sorting**. After the leaves are dried, they are quickly cooled off. Then the tea particles of different sizes are separated through a mechanically operated sieve with meshes of varying sizes. As the leaves are sorted. They are packed according to a number of grades.

C. Read each of the paragraphs in B above in which an action or a sequence of actions has been described. Notice how a bold-printed word in a paragraph helps to express the sequence of actions within the paragraph or between two paragraphs. These words are: **first, next, after, then, as a result, last**, etc. Since they connect one action or idea with the other or since they indicate the sequential progression of actions/ideas, they are called **connectives**. Now write how these connectives are linking two or more activities in the whole text.



Example

The word **then** in the second para shows how the action of plucking tea shoots (para 1) leads to the action of taking these shoots to the factory for manufacture (para 2).



D. **Activity** : Describe the process of making sugar from the sugarcane.

Clues:

Farmers grow sugarcane — ripe sugarcane stalks sold to the sugar mills — stalks are shredded (cut) — soft pith (spongy substance) is put into crushers — juice is extracted — boiled — decolourised (made colourless) — crystallised (made into crystals) — packed — marketed

Use different paragraphs for different activities, showing the use of connectives in describing the whole process. Some other connectives are: *but, so, therefore, though, consequently, this, that, however, etc.*



E. Self-assessment

Choose the best answer.

1. The tea leaves lose moisture for the first time after
 - a. they are taken to the factory.
 - b. they are dried.
 - c. they are withered.
 - d. they are crushed.

2. During fermentation some chemical reactions take place in the leaves. — results in the change of colour in the tea leaves.
 - a. But
 - b. This
 - c. So
 - d. Then

3. After the tea leaves are sorted they are
 - a. sold.
 - b. taken to the market.
 - c. graded.
 - d. dried.

Lesson 7.5 Writing a description (advanced)



Objective: After you have studied the lesson you will be able

■ to describe women's role in our agriculture.

A. What do you know about the role of rural women in the following agricultural activities? Write a short paragraph on each activity (5-7 sentences). No 1 is done for you.

1. Rice cultivation

(sowing/planting, weeding, harvesting, threshing, winnowing, storing, marketing, etc.)

2. Animal husbandry

(feeding and milking cattle and goats, fattening cattle, keeping poultry, etc.)

3. Homestead forestry

(fruit trees— mango, jackfruit, lemon, guava, banana, bamboos, palms, plums, etc.)

4. Use of agricultural residues

(rice husks, rice stalks, bagasse, coconut pith, banana trees/plants, dry leaves, etc.)



Example answer :

1. **Rice cultivation**

Our rural women play a major role in rice cultivation. They can sow aus rice or plant aman seedlings after the field is prepared. They can also do the weeding when weeds grow with the young plants. Most harvesting and post-harvesting work is done by them. After threshing the grains either by hand or by using cattle or a machine, they winnow the dust, pieces of grass, leaves etc away by the winnowing fan (kula). Then they dry the grains and put them in the store. Or they make them ready for husking or for marketing.

B. Think about the following questions and write answers to them.

1. a) Are the rural women involved in agricultural activities skilled workers? (Mostly no)
- b) If no, how can they carry out all the four types of activities mentioned in the example answer above? (experience, learned by doing, etc.)

- c) Make a list of activities which rural women have learned to do by doing over time. Also make another list of activities which could be effectively carried out only by skilled workers.
- d) How can the rural women increase their efficiency through skills training?

Now combine all the answers to the above questions (a-d) so that they make a well-planned composition.

C. Note these words and expressions.

- thresh (v)** - beat the grain out of the plants. Threshing is usually done by hand or by turning 3-5 head of cattle round and round on the spread-out plants. Threshing can also be done by a threshing-machine.
- market (v)** - to prepare the rice by threshing, winnowing, drying, etc. for sale. Also to organise its sale by taking it to a market place, shop, etc.
- husbandry (n)** - farming/management
- cattle (n pl)** - cattle are bulls and cows. ('head' is used with cattle to mean a unit of a flock or herd. Twenty head (not heads) of cattle are grazing in the field.
- fatten (v)** - make a cow/bull fat usually by giving the animal special feed. The livestock officer at the thana instructs rural women about how to fatten a cow or a bull.
- poultry (n pl)** - chickens, ducks and other birds that are kept for their eggs and meat
- residue (n)** - unused part or portion. Rice husks, stalks are agricultural residues. They remain after the use of rice.
- husks (n)** - Husks are the outer covering of grains (rice, wheat) or seeds.
- husk (v)** - to remove husks from rice by a 'dheki' or machine
- stalks (n)** - short plants which are left standing in fields after rice or wheat has been harvested.
- bagasse (n)** - dry pulp that remains after the extraction of juice from sugarcane or similar plants. Bagasse is used as fuel or for making fibreboard.



D. Self-assessment

Choose the best answer.

1. Animal husbandry means.
 - a. a cattle market.
 - b. raising domestic animals.
 - c. cows and bulls of a farmer.
 - d. both husband and wife who care for animals.

2. Harvesting work includes
 - a. cutting the crop.
 - b. sowing or planting the field.
 - c. selling the crop.
 - d. preparing the field well.

3. Learning by doing means you learn as you
 - a. read the right books/journals.
 - b. receive training at a training college.
 - c. see others working efficiently.
 - d. work yourself with or without training.



Answer Key Unit -7

Lesson 7.1

F. 1. a, 2. d

Lesson 7.2

D. 1. c, 2. b

Lesson 7.3

A. 1. Picture 3 2. Picture 6 3. Picture 4
4. Picture 5 5. Picture 1 6. Picture 2

E. 1. d, 2. a

Lesson 7.4

E 1. c, 2. b, 3. c

Lesson 7.5

D. 1. b, 2. a, 3. d