SATHYABAMA
INSTITUTE OF SCIENCE AND TECHNOLOGY
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SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

GENERAL ENGLISH LANGUAGE LEARNING – SHSA1103

SHSA1103	GENERAL ENGLISH LANGUAGE LEARNING (NON-SEMESTER PATTERN)	L	T	P	Credits	Total marks
		3	0	0	3	100

COURSE OBJECTIVES:
- To develop the four basic skills of listening, reading, speaking, and writing, through an integrated approach.
- To improve the comprehension and critical thinking skills.

UNIT I Language at the word level
Parts of Speech – Kinds of sentences- Tense- Voice-Impersonal Passive – Reading: Comprehension passages – Writing: Letter writing – Job Application with CV- Speaking: Self Introduction, Listening: Introduction to Internet & World Wide Web - Creating and Managing Email Accounts

UNIT II Language at the sentence level
Concord- Phrases and Clauses-Adjectives and adverbs-Modals - Prefix-Suffix–Identifying topic sentence, Connectives and discourse markers - Writing: Paragraph Writing- Compare/ contrast paragraphs, Bar diagrams- Tabular columns– Listening: Using audio and video to learn vocabulary and grammar.

UNIT III Writing for the screen
Reported Speech, Compound nouns, Abbreviations/ Acronyms- Types of Sentences-Simple,Compund,Complex-Transformation of sentences- Flow chart-Writing process descriptive paragraphs/drawing diagram from the paragraph –Creating and writing online quiz tests using Kahoot application- E-mail writing- letters inviting dignitaries-Accepting and Declining

UNIT IV Language at discourse level
Cloze reading exercises- Developing dialogues- Question tags- Instructions- Recommendations-Group Presentations-Preparing a checklist-Posting Online feedback for any article- Writing classified Advertisements- Argumentative Essay writing- Creating Blogs using wordpress.com

UNIT V Social Media Strategies
Editing the passage with respect to spelling, grammar and punctuation-Rearranging Jumbled sentences -Writing effective headlines – Giving feedback online-Letter to the editor- Problems and Solutions- Campaign Leaflet and Writing Film Review

UNIT VI Language Focus
WH questions-Framing open ended questions -Auxiliaries - Finites - Non – finites: Modal auxiliaries: Verbs: use of Transitive, Intransitive verbs - Phrasal verbs – Quantifiers- Identifying the odd word out-Collocations- Writing informal mails to friends and relatives

UNIT VII Professional Writing
Simile, Metaphor- Connotations- denotations- Idioms and Phrases-Letter to the editor with solutions to current problems –Essay writing- Paragraph writing – Line Graph- Creating Accounts - On line Groups - Twitter- Face book - Skype- Linked in - Research Gate-You Tube - Flicker.

UNIT VIII Creative Writing for Interactive Media
Report Writing- Letter writing- Request for practical training-Projects – Creating PowerPoint
Presentation and uploading – Creating Blogs and uploading data – Creative writing -stories and poems
– article writing and presentation

Text / Reference Books
1. Bhattacharya, Indrajit. An Approach to Communication Skills, Dhanpat Rai Co. Pvt Ltd; New Delhi.
2. Jones, Leo. Cambridge Advanced English: Student's Book New Delhi: Cambridge University Press, 1998
3. Mohan, Krishna and Meenakshi Raman. Advanced Communicative English. New Delhi: Tata McGraw Hill Company Ltd., 2010
4. Rajendra, Pal and Korlhalli. Essentials of Business Communication. J.S.Sultan Chand & Sons, 2007
5. Seely, John. The Oxford Guide to Writing and Speaking Oxford: Oxford University Press, 1998
6. English for Science and Technology (2013) by Department of English, Sathyabama

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UNIT- 1- LANGUAGE AT THE WORD LEVEL

PARTS OF SPEECH

Distinct words used in a sentence perform different functions. In English Grammar, Words are divided into eight different classes according to their use. Under this classification of words according to the work they do in a sentence, they are called Parts of Speech. There are total eight parts of speech in English Grammar.

The Noun

A noun is a word used for the name of a person, or thing, quality, state or an action. For example;

Ashoka was a great king.

Here the noun is 'Ashoka' which refers to a particular king, hence, it is known as proper noun. While 'king' is also known as noun referring to any king in general , hence called as common noun.

Other types of nouns are – Collective, Abstract, Countable, Uncountable noun.

Other examples,

Jaipur is known as pink city.

The sun shines bright.

Adjective

An adjective is a word that is used to add something to the meaning of a noun. it adds quality to a noun, or a pronoun. For instance;

She is a **brave** girl

The dog is **lazy**.

Kabir gave me **five** apples.

Some cats like cold water.

This car is faster than others.

Which way shall we go?

There are different types of adjectives.

Descriptive adjectives

Numerical adjectives

Quantitative adjectives

Demonstrative adjectives

Interrogative adjectives

Emphasizing adjectives

Exclamatory adjectives

Pronoun

A pronoun is a word used instead of a noun or phrase in order to avoid its repetition. For instance,

The oranges is where you left **them**.

I then hurt **myself**.

These shirts are mine.

The climate of Delhi is like **that of** Jaipur.

Do good to **others**.

Any fool can do that.

They respected **one another**.

What is it all about?

I asked **who** was farting?

The Verb

A verb is a word that is used to express a state or an action. Hence, it is also considered a doing word. For instance;

Delhi **is** a big city.

Gold and silver are **useful** metals.

He **spoke** the truth.

He **enjoys** good health.

He **burnt** with shame.

An Adverb

A pronoun is a word that adds something to the meaning of a verb, adjective, or even another adverb and other parts of speech, except nouns and pronoun. For instance;

She worked the problem **quickly**.

A dark little boy sat **under** a bridge.

Govinda reads **quite** clearly.

She was **agreeable** disappointed.

Preposition

A preposition is word that is placed before a noun or a pronoun to show its relationship to some other words in a sentence. For instance;

The boy is fond **of** music.

There is a fox **in** the jungle.

What are you looking at?

The cat jumped **off** the chair.

Conjunction

A conjunction is used to join words, clauses or sentences. For instance;

Billa **and** Ranga are cousins.

Shila is fat **but** she is beautiful.

Balu looks **as if** he was waery.

Take this **and** give that.

I read the magzine **because** it interests me.

Interjection

An interjection is a word that shows a sudden feeling or sentiment or emotion. For instance;

Alas! She is wounded.

Hurrah! We have won the prestigious match.

Well done! I am proud of you.

KINDS OF SENTENCES

Upon reading the following group of words, you would understand some meaning conveyed:-

An aeroplane flies in the sky.

The Sun rises in the East.

Honesty is the best policy.

from the above, we can conclude that **a group of words which makes complete meaning is called a sentence.**

The formation of sentence causes difference in meaning. Sentences are classified on basis of their uses in English language. To introduce English grammar, it is essential to understand the usefulness of sentences along with their kinds. The types of sentences are described in brief in the following part.

Kinds of sentences:

Let us first discuss the purpose served by different sentences. A sentence is used for following purposes.

1. to make a statement
2. To ask a question.
3. To give a command, request, entreaty or wish
4. Express some strong or sudden feeling

The above mentioned purpose of sentences point towards four distinct types of functions performed by sentences. Therefore, sentences can be of following four types:

1. **Declarative / Assertive Sentence:** That makes statement or assertion.

For instance,

Radha is a good student.

Ram is going to New York.

Shahrukh plays cricket.

2. **Interrogative Sentence:** these are sentences that asks a question.

For instance,

Where do you live?

What did she say?

Where are the kids?

3. **Imperative Sentence:** these are sentences that expresses a command or an entreaty.

For instance,

Mind your own business.

Please let me dance.

Be quiet.

4. **Exclamatory sentence:** these are sentences that expresses strong feeling.
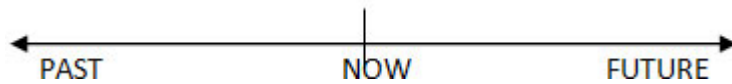
For instance,

What a fool you are!

How hot the day is!

May God help us!

TENSES

Tenses play a crucial role in the English language. It denotes the time an action takes place, whether sometime in the past, in the present or will take some time in the future.

12 Types of Tenses

PAST TENSE

1) Simple Past Tense-

Indicates an action took place before the present moment and that has no real connection with the present time.

For example, "He danced in the function." (The action took place in the past, is finished and is completely unrelated to the present)

"He flew to London yesterday."

Note

a. **The verb** 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

b. The form of **Simple Past Tense** is - verb + ed

2) Past Perfect Tense-

Indicates an action in the past that had been completed before another time or event in the past.

For example, "He had exercised before it started to rain."

"He had slept before I came back from the market."

Note

a. The form of **Past Perfect Tense** is- had + verb (past participle form or the 3rd form of the verb)

3) Past Continuous Tense-

Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example, "It was getting darker."

"The light went out while theywere reading."

Note

a. The form of **Past Continuous Tense** is- was/were + verb + ing

4) Past Perfect Continuous Tense-

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example, "At that time, he had been writing a novel for two months."

"He had been exercising when I called."

Note

a. The form of **Past Perfect Continuous Tense** is- had + been + verb + ing

PRESENT TENSE

1) Simple Present Tense-

Indicates an action that is generally true or habitual. That is, it took place in the past , continue to take place in the present, and will take place in the future. This tense is used to denote

-a habitual action- for instance, "He walk to school."

-general truths- for instance, "The sun rises in the east", "Honesty is the best policy."

-a future event that is part of a fixed timetable- for instance, "The match starts at 9 o' clock."

Note

a. The form of **Simple Present Tense** is- verb (infinitive without 'to' and agreeable with the subject)

2) Present Perfect Tense-

Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example, "He has finished the work."

Note

a. The form of **<u>Present Perfect Tense</u>** is- has/have + verb (past participle form or 3rd form of the verb)

3) Present Continuous Tense-

Indicates an action that is taking place at the moment of speaking.

For example, "She is walking."

"I am studying."

Note

a. the form of **<u>Present Continuous Tense</u>** is- is/am/are + verb + ing

4) Present Perfect Continuous Tense-

Indicates an action that started in the past and is continuing at the present time.

For example, "He has been sleeping for an hour."

Note

a. The form of **<u>Present Perfect Continuous Tense</u>** is- has/have + been + verb + ing

1) Simple Future Tense-

Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, "She will visit her ailing grandmother soon."

"He will walk home."

Note

a. the form of **<u>Simple Future Tense</u>** is- will/shall + verb

2) Future Perfect Tense-

Indicates an action in the future that will have been completed before another time or event in the future.

For example, "By the time we arrive, he will have studied."

Note

a. The form of **<u>Future Perfect Tense</u>** is- will/shall have + verb (past participle form or 3rdform of the verb)

3) Future Continuous Tense-

Indicates an action in the future that is longer in duration than another action in the future.

For example, "He will be walking when it starts to rain."

Note

a. The form of **<u>Future Continuous Tense</u>** is-will/shall be + verb + ing

4) Future Perfect Continuous Tense-

Indicates an action in the future that will have been continuing until another time or event in the future.

For example, "He will have been exercising an hour at 2:00."

Note

a. The form of **<u>Future Perfect Continuous Tense</u>** is- will/shall have been + verb + ing

ACTIVE / PASSIVE VOICE

Active voice

In most English sentences with an action verb, the subject performs the action denoted by the verb.

These examples show that the subject is *doing* the verb's action.

> The man must have eaten five hamburgers
>
> > The **man** *(subject)* is doing the **eating** (verb).
>
> Marilyn mailed the letter.
>
> > **Marilyn** (subject) is doing the **mailing** (verb).
>
> Colorful parrots live in the rainforests.
>
> > **Parrots** (subject) are doing the **living** (verb).

Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice.**

Passive voice

One can change the normal word order of many active sentences (those with a direct object) so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb - or *passive.*

Note in these examples how the subject-verb relationship has changed.

> Five hamburgers must have been eaten by the man.
>
> > **Hamburgers** (subject) *are being* **eaten** (verb).
>
> The letter was mailed by Marilyn.
>
> > The **letter** (subject) *was being* **mailed** (verb).

Because the subject is being "acted upon" (or is *passive*), such sentences are said to be in the **passive voice**.
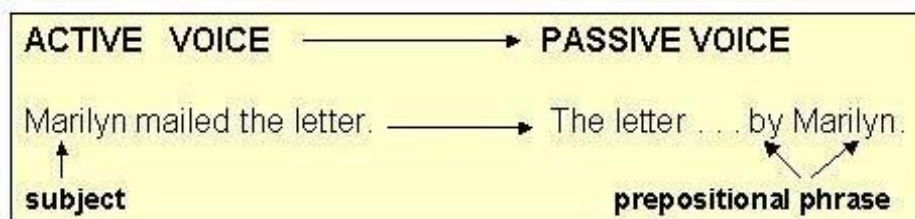
NOTE: *Colorful parrots live in the rainforests* cannot be changed to passive voice because the sentence does not have a direct object.

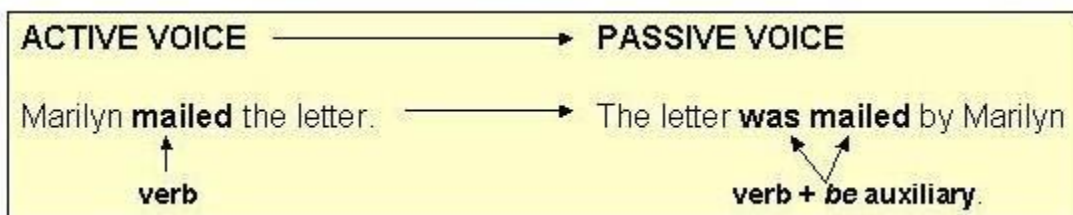To change a sentence from active to passive voice, do the following:

1. Move the active sentence's direct object into the sentence's subject slot
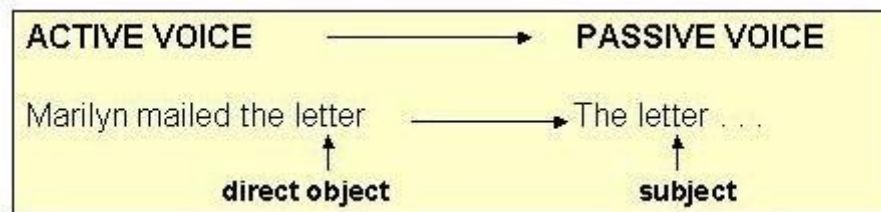
2. Place the active sentence's subject into a phrase beginning with the <u>preposition</u> *by*

3. Add a form of the <u>auxiliary verb</u> *be* to the main verb and change the main verb's form

Because passive voice sentences necessarily add words and change the normal ***doer-action-receiver of action*** direction, they may make the reader work harder to understand the intended meaning.

As the examples below illustrate, a sentence in active voice flows more smoothly and is easier to understand than the same sentence in passive voice.

ACTIVE VOICE

At each concert, the soprano sang at least one tune from a well-known opera.

           doer of action   **action**   **receiver of action**

PASSIVE VOICE

At each concert, at least one tune from a well-known opera was sung by the soprano.

         receiver of action   **action**   **doer of action**

ACTIVE VOICE

Asbestos abatement teams will remove large chunks of asbestos-laden material from the hallways on the second and third floors.

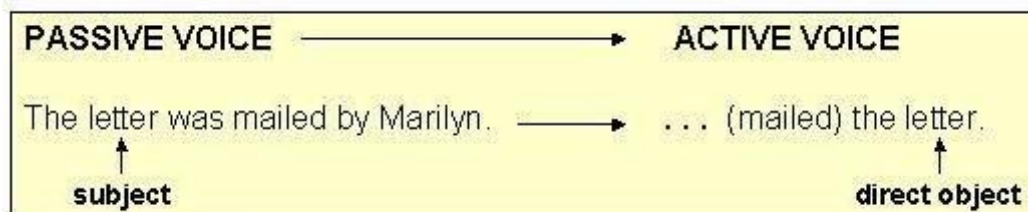   **doer of action**   **action**   **receiver of action**

PASSIVE VOICE

Large chunks of asbestos-laden material will be removed from the hallways on the second and third floors by asbestos abatement teams.

   receiver of action   **action**

           doer of action

It is generally preferable to use the ACTIVE voice.

To change a passive voice sentence into an active voice sentence, simply reverse the steps shown above.

1. Move the passive sentence's subject into the active sentence's direct object slot

PASSIVE VOICE   ⟶   **ACTIVE VOICE**

The letter was mailed by Marilyn. ⟶ . . . (mailed) the letter.

    subject   **direct object**

2. Remove the auxiliary verb *be* from the main verb and change main verb's form if needed

PASSIVE VOICE ⟶ ACTIVE VOICE

The letter was mailed ... ⟶ ... mailed the letter

be auxiliary
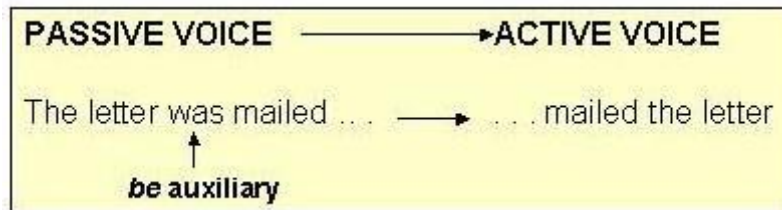
3. Place the passive sentence's object of the preposition *by* into the subject slot.

PASSIVE VOICE ⟶ ACTIVE VOICE

...by Marilyn. ⟶ Marilyn mailed ...

object of preposition by   **subject**
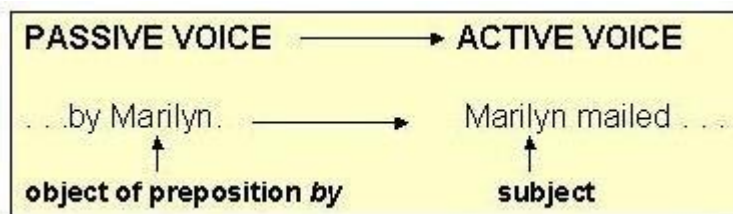
Because it is more direct, most writers prefer to use the active voice whenever possible.

The passive voice may be a better choice, however, when

- the doer of the action is unknown, unwanted, or unneeded in the sentence

  Examples

  The ballots have been counted.

  Sometimes our efforts are not fully appreciated.

- the writer wishes to emphasize the action of the sentence rather than the doer of the action

  Examples

  The high-jump record was finally broken last Saturday.

  A suspect was questioned for sixteen hours by the police.

- the writer wishes to use passive voice for sentence variety.

READING COMPREHENSION

Passage 1 with answers

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics,

music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1.What is the difference between the approaches of Socrates and Aristotle?

1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned

2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning

3) There was no difference

4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2.Why do educationists consider philosophy a 'weak and woolly' field?

1) It is not practically applicable

2) Its theoretical concepts are easily understood

3)It is irrelevant for education

4)None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3.What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
1)It refers to something which is of ceaseless importance

2)It refers to something which is quite unnecessary

3)It refers to something which is abstract and theoretical

4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word 'perennial' – which means ceaseless.

Q4.Were Plato's beliefs about education democratic?
1)He believed that only the rich have the right to acquire education

2)Yes

3)He believed that only a select few are meant to attend schools

4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato's beliefs were democratic but not his suggested practices

Q5.Why did Aquinas propose a model of education which did not lay much emphasis on facts?

1) Facts are not important

2) Facts do not lead to holistic education

3) Facts change with the changing times

4) Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

Passage 2 with answers

A hybrid vehicle is a vehicle which uses two or more kinds of propulsion. Most hybrid vehicles use a conventional gasoline engine as well as an electric motor to provide power to the vehicle. These are usually called hybrid-electric-vehicles, or HEVs. Hybrids use two types of propulsion in order to use gasoline more efficiently than conventional vehicles do. Most hybrid vehicles use the gasoline engine as a generator which sends power to the electric motor.

The electric motor then powers the car. In conventional vehicles, the gasoline engine powers the vehicle directly. Since the main purpose of using a hybrid system is to efficiently use resources, most hybrid vehicles also use other efficient systems. Most hybrid vehicles have regenerative braking systems. In conventional vehicles, the gasoline engine powers the brakes, and the energy used in braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle. Some hybrid vehicles use periodic engine shutoff as a gas–saving feature. When the vehicle is in idle, the engine temporarily turns off.

When the vehicle is put back in gear, the engine comes back on. Some hybrids use tires made of a stiff material which rolls easily and prevents drag on the vehicle. Hybrid vehicles save up to 30% of the fuel used in conventional vehicles. Since hybrid vehicles use less gasoline, the cost of operating them is less than the cost of operating conventional vehicles. Therefore, hybrid vehicles are gaining in popularity. According to a recent study, over the five years it typically takes for a person to pay for a car, a typical hybrid car driver would save over $6,000 in gasoline costs. Almost all the world's major automakers are planning and producing safe and comfortable hybrid vehicles to meet the demand for these increasingly popular vehicles.

Although hybrid vehicles do represent a marked improvement in environmentally conscious engineering, there still remains one significant potential drawback: battery disposal. Batteries are difficult to dispose of in an environmentally safe manner. To properly dispose of the battery in a hybrid car requires substantial effort. If the battery is not disposed of properly, the environmental impact of a hybrid car can be equal, if not greater than, that of a regular gas only car.

Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do. As hybrids become more popular,

conventional vehicles are being used less, and the level of emissions being put into the air is decreasing. Hybrid vehicles are an example of an energy-efficient technology that is good for both consumers and the environment.

Questions

1. According to the passage, which of the following statements is/are true?

I) Two braking systems are used in most hybrid vehicles.

II) Approximately 30% of vehicles on the road are hybrid vehicles.

III) Some HEVs have engines which turn off when the vehicle is not moving.

A) I only

B) II only

C) III only

D) I and II only

E) II and III only

2. According to the passage, HEVs use two types of propulsion mainly in order to

A) go faster.

B) use gasoline efficiently.

C) provide a comfortable ride.

D) provide a safe driving experience.

E) put fewer emissions into the atmosphere.

3. regenerative most closely means

A) electric

B) gasoline

C) powerful

D) restorative

E) second–generation

4. In the context of the passage, which of the following best articulates how the author regards the topic?

A) Conventional vehicles may be more powerful than hybrid vehicles, but hybrid vehicles are the more socially responsible vehicles to operate.

B) Since hybrid vehicles use less gasoline and put fewer emissions into the atmosphere than conventional vehicles, they are better for drivers and for the environment.

C) Conventional vehicles are faster than hybrid vehicles, but hybrid vehicles are better for the environment than conventional vehicles.

D) Since hybrid vehicles are much less expensive to purchase and operate than conventional vehicles, they are a smarter buy than conventional vehicles.

E) Two sources of propulsion provide more power to a hybrid vehicle, making it more powerful and faster than a conventional vehicle, so it is more socially responsible to buy a conventional vehicle.

Answers and Explanations

1. The correct answer is C.

I) Incorrect. "A hybrid vehicle is a vehicle which uses two or more kinds of propulsion," not braking systems. While line 9 states that "Most hybrid vehicles have regenerative braking systems," there is no mention that they use any additional type of braking system.

II) Incorrect. "Hybrid vehicles save up to 30% of the fuel used in conventional vehicles," there is no mention of the percentage of hybrid vehicles on the road.

III) Correct. Some HEVs have engines which turn off when the vehicle is not moving.

"When the vehicle is in idle, the engine temporarily turns off."

A) I only

B) II only

C) III only

D) I and II only

E) II and III only

2. The correct answer is B.

A) Incorrect. There is no mention of the vehicles' speed anywhere in the passage.

B) Correct. According to line 8, "the main purpose of using a hybrid system is to efficiently use resources," "hybrid vehicles use less gasoline," and since the fuel source, or resource, of conventional vehicles is gasoline, this is the correct answer.

C) Incorrect. "automakers are planning and producing safe and comfortable hybrid vehicles," line 8 states that "the main purpose of using a hybrid system is to efficiently use resources."

D) Incorrect. "automakers are planning and producing safe and comfortable hybrid vehicles," line 8 states that "the main purpose of using a hybrid system is to efficiently use resources."

E) Incorrect. hybrid vehicles "put fewer emissions into the atmosphere than conventional vehicles do," "the main purpose of using a hybrid system is to efficiently use resources."

3. The correct answer is D.

A) Incorrect. "In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicles." If the braking systems were electric, the

energy would come from the electric system; it would not be sent to the electrical system. So regenerative cannot mean electric.

B) Incorrect. "In conventional vehicles, the gasoline engine powers the brakes, and the energy used in braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle." Since gasoline engines are compared to systems which use regenerative braking, gasoline cannot mean the same as regenerative.

C) Incorrect. "most hybrid vehicles also use other efficient systems.

Most hybrid vehicles have regenerative braking systems." Although it is possible that an efficient system could be powerful, power is not its main attribute – efficiency is. So it is unlikely that regenerative means powerful.

D) Correct. "In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle." So the energy puts back or restores the electrical battery's power, which means that the word regenerative is likely to mean restorative.

E) Incorrect. Since the word regenerative contains the prefix re– and the root word generative, it seems logical that it could mean second–generation, especially coupled with the idea that hybrid vehicles are a new type or new generation of vehicles. However, "In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle" seems to indicate that the word regenerative describes the action or function of the braking system rather than its place in vehicular genealogy.

4. The correct answer is B.

A) Incorrect. While it may be true that conventional vehicles are more powerful than hybrid vehicles, there is no mention in the passage that conventional vehicles are more powerful than hybrid vehicles.

B) Correct. In the last paragraph, the author makes all of these points. Lines 16-17 state that

"Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do." "Hybrid vehicles are an example of an energy–efficient technology that is good for both consumers and the environment." The author does mention the potential drawbacks in improper battery disposal, but this does not contradict their overall view regarding the benefit of hybrid vehicle usage.

C) Incorrect. While it may be true that conventional vehicles are faster than hybrid vehicles, there is no mention in the passage that conventional vehicles are faster than hybrid vehicles.

D) Incorrect. "Since hybrid vehicles use less gasoline, the cost of operating them is less than the cost of operating conventional vehicles," there is no mention of the cost of purchasing hybrid vehicles.

E) Incorrect. There is no mention in the passage that two sources of propulsion make the hybrid vehicle either more powerful or faster.

LETTER WRITING

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Now that E-mails (Advantages and disadvantages) and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. However, even today a lot of our communication, especially the formal kind, is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. Which is why it is important that we know the intricacies of letter writing.

Types of Letters

Let us first understand that there are broadly two types of letter, namely Formal Letters, and Informal Letters. But then there are also a few types of letters based on their contents, formalities, the purpose of letter writing etc. Let us have a look at the few types of letters.

- **Formal Letter**: These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.

- **Informal Letter**: These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

- **Business Letter**: This letter is written among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims, letters for collections etc. Such letters are always strictly formal and follow a structure and pattern of formalities.

- **Official Letter**: This type of letter is written to inform offices, branches, subordinates of official information. It usually relays official information like rules, regulations, procedures, events, or any other such information. Official letters are also formal in nature and follow certain structure and decorum.

- **Social Letter**: A personal letter written on the occasion of a special event is known as a social letter. Congratulatory letter, condolence letter, invitation letter etc are all social letters.

- **Circular Letter**: A letter that announces information to a large number of people is a circular letter. The same letter is circulated to a large group of people to correspond some important information like a change of address, change in management, the retirement of a partner etc.

- **Employment Letters**: Any letters with respect to the employment process, like joining letter, promotion letter, application letter etc.

Sample Letter Format

Contact Information *(Include your contact information unless you are writing on letterhead that already includes it.)*
Your Name
Your Address
Your City, State Zip Code
Your Phone Number
Your Email Address

Date

Contact Information *(The person or company you are writing to)*
Name
Title
Company
Address
City, State Zip Code

Greeting *(*Salutation Examples)

Dear Mr./Ms. Last Name:
Use a **formal salutation**, not a first name, unless you know the person well. If you do not know the person's gender, you can write out their full name. For instance, "Dear Pat Crody" instead of "Dear Mr. Crody" or "Dear Ms. Crody." If you do not know the recipient's name, it's still common and acceptable to use the old-fashioned "To Whom It May Concern."

Body of Letter

- **The first paragraph of your letter** should provide an introduction as to why you are writing so that your reason for contacting the person is obvious from the beginning.
- Then, in the **following paragraphs**, provide specific details about your request or the information you are providing.
- The **last paragraph** of your letter should reiterate the reason you are writing and thank the reader for reviewing your request. If appropriate, it should also politely ask for a written response or for the opportunity to arrange a meeting to further discuss your request.

Closing

Best regards**,** *(*Closing Examples*)*

Signature

Handwritten Signature *(For a hard copy letter, use black or blue ink to sign the letter.)*

Typed Signature

Professional Letter Example

Nicole Thomas
35 Chestnut Street
Dell Village, Wisconsin 54101
555-555-5555
nicole@thomas.com

August 3, 2020

Jason Andrews
Manager
LMK Company
53 Oak Avenue, Ste 5
Dell Village, Wisconsin 54101

Dear Jason,

I'm writing to resign from my position as customer service representative, effective August 14, 2020.

I've recently decided to go back to school, and my program starts in early September. I'm tendering my resignation now so that I can be as helpful as possible to you during the transition.

I've truly enjoyed my time working with you and everyone else on our team at LMK. It's rare to find a customer service role that offers as much opportunity to grow and learn, as well as such a positive, inspiring team of people to grow and learn with.

I'm particularly grateful for your guidance while I was considering furthering my education. Your support has meant so much to me.

Please let me know if there's anything I can do to help you find and train my replacement.

Thanks, and best wishes,

Nicole Thomas (signature hard copy letter)

Nicole Thomas

JOB APPLICATION WITH

- Write Your Resume
- Create Your Cover Letter
- Know When to Use a Curriculum Vitae (CV)
- List of References and Recommendation Letters

Write Your Resume

A resume and cover letter are your marketing tools to make an impact on a potential employer and secure an interview. There are literally hundreds of books on the market with good advice about how to write effective resumes and cover letters, each with a different opinion on style and content. We believe that writing a quality resume and cover letter for internship and full-time job opportunities begins with a targeted, one-page summary of your skills and experiences that convinces the employer you would be successful in that position. The goal is to make your materials so engaging that the reader cannot wait to meet you. Not sure what experience you have? Check out our list of activities to get you started!

Resume Format Guidelines

The most acceptable and readily used format for college students is the chronological resume, in which your most recent experience is first. How you choose to construct your resume, in terms of style, is up to you. For example, placing dates on the left or right or whether your contact information should be centered or on the left-hand column is your choice. Remember consistency is the name of the game. Always maintain the same style throughout your resume.

- Contact Information: Put your contact information at the top of your resume. It should include your name, address (optional), phone number, and email address. If you plan to relocate soon it is acceptable to list a permanent address.
- Objective: For most college students seeking internships or entering the professional job market, stating an objective on your resume is not necessary. Instead, bring out your interests in a cover letter that is customized for the specific job.
- Education: List your degrees in reverse chronological order, with the most recent degree first as well as any study abroad experiences. Include relevant coursework to highlight your specific skills and knowledge. If your GPA is 3.0 or above, you may list it in this section.
- Experience: List your most recent experience first and do not overlook internships, volunteer positions, and part-time employment. Use action verbs to highlight accomplishments and skills.
- Leadership and Activities: List leadership positions in university or community organizations. Highlight activities including community service, athletics (which could be a separate heading), or volunteer experience.
- Academic Projects: If you have specific academic projects that qualify you for the position, include them in their own section with details on what you accomplished.
- Additional Information: This section may stand alone under the "Additional Information" heading and highlight relevant information that may include computer skills, language skills, professional associations, university and community activities (including any offices held), and interests.

- Other Headings: Choosing to highlight information such as interests and professional associations as separate headings is acceptable if relevant to the position. Personal information (e.g., religious and political affiliations) should be omitted unless relevant to the job.
- References: Do not list your references on your resume. A prepared list of 2-4 references should be printed on a separate sheet of paper that matches your resume format. Bring a hard copy (or multiple copies, if needed) of your resume and references with you to the interview.

My Resume Checklist

- No spelling, grammar, or punctuation errors
- Makes clear, concise, and positive impression in 30 seconds or less
- One page (more if writing a curriculum vitae/CV for an academic or research position)
- Organized, easy to read, and has a balance between content and white space
- Uses standard fonts including Times New Roman, Arial, Century, Helvetica, or Verdana in sizes 10, 11, or 12; do not use a font size smaller than size 10.
- Highlights skills and accomplishments that match keywords found in the job description
- Quantifies accomplishments, if possible (e.g., how much $ raised, # of people served and % of time saved)
- Utilizes accomplishment statements
  - Action verb stating what you did
  - How you did it
  - Result (quantify when possible)
- Cites relevant publications and presentations using the bibliographic style of your field
- Do not use graphics, tables, or columns in your resume; Applicant Tracking Systems cannot read them
- NO GENERIC RESUMES!

Tressa Traveler

3601 Trousdale Parkway | Los Angeles, CA | 90089 | (213) 555-5555
tressat@usc.edu | Tressa.BlogSpot | LinkedIn.com/TressaTraveler

← Notice they included their blog address. Adding a LinkedIn address is suggested as well

EDUCATION

| University of Southern California, Los Angeles, CA | May 2023 |
| Bachelor of Arts, Communication | GPA 3.67 |

← Mention the month and year for graduation date, even if it is in the future

| **Mira Costa High School** | Manhattan Beach, CA |
| California Scholarship Federation, Scholar Athlete | June 2019 |

← It is fine to mention high school if you are a first-year student. Otherwise, omit

SKILLS

Languages: Conversational Spanish
Technical: Microsoft Office, Adobe Creative Suite
Social Media: Twitter, Snapchat, Facebook, Instagram, Vine

← Mention tangible skills that are directly related to the position you are applying to based on the job description

WORK EXPERIENCE

Target, Manhattan Beach, CA   July 2019 – Present
Presentation Team Member
- Use company guidelines to set new merchandise displays
- Create signs and labels to drive sales by 10%
- Ensure shelves are stocked with current products

← Notice that each bullet starts with an action verb and focuses on results

Manhattan Beach Recreation Department, Manhattan Beach, CA   Summers 2016, 2017
Camp Counselor
- Taught volleyball fundamentals and sportsmanship to 20 middle school-aged girls
- Met with parents to set expectations and review progress
- Attended weekly training sessions with 5 camp administrators

← Whenever possible, include ways to quantify your work to help provide context to the reader

PROJECT EXPERIENCE

Content Analysis of Popular Films: Examining Character Portrayals, USC   Fall 2019
Team Member
- Coded films for 8 hours per week in laboratory
- Assessed conflicts in coding sheets with 3 team members

← Class projects are a great way to demonstrate job-related skills you are building as a student

ATHLETICS

University of Southern California, Los Angeles, CA   August 2019 – Present
Member, Division 1 Women's Beach Volleyball Team
- NCAA Beach Volleyball Champions, 2019
- 12-time starter on National Championship Team
- Competed in 24 events over a three-month period

← Share team accomplishments and your level of engagement with the team's activities

Tiffany Traveler

813 Johnson Dr. · Los Angeles, CA 90089 · (213) 123-4567 · ttravel@gmail.com

EDUCATION

University of Southern California, Los Angeles, CA   May 2025
Marshall School of Business
Bachelor of Science, Business Administration
Emphasis in Marketing and Public Relations
Major GPA 3.61, Cumulative GPA 3.41

Copenhagen Business School, Denmark, Study Abroad   Spring 2024

California State University, Long Beach, Long Beach, CA   May 2023
Business Administration coursework

WORK EXPERIENCE

University of Southern California, Los Angeles, CA   August 2023 - Present
Athletic Department, Customer Service Assistant
- Respond to 100-150 customer inquiries daily
- Provide administrative support to 20 professionals

Discovery Channel, Bethesda, MD   Summer 2023
Alternative Programming Development, Intern
- Supported three producers during pitching, production and board meetings
- Researched creative ideas and materials for programming

Town and Gown Mortgage, Los Angeles, CA   Summer 2022
Marketing Department, Administration Assistant
- Marketed services to existing customers, increasing qualified loan applicants by 10%
- Verified employment and financial data for loan applicants

LEADERSHIP

Sigma Kappa Sorority, USC   2023 - Present
Philanthropy Chair (January 2024 -Present)
- Planned, organized, and developed event raising $25,000 for Alzheimer's Research

USC Entrepreneur Club   2023 - Present
Vice President of Membership (January 2024 - Present)
- Increased new member enrollment by over 25% through
  self-designed marketing plan

ADDITIONAL INFORMATION

American Marketing Association, Student Member   2023 - Present
USC Dance Force   2023 - Present

Computer: Microsoft Office, QuickBooks, LexisNexis; PC and Mac platforms
Languages: Fluent Spanish, Conversational Italian
Interests: Cooking, USC Athletics, Marketing, Golf

Create Your Cover Letter

Your resume is your marketing brochure. Your cover letter is your introduction or 'executive summary' to your resume. The main point of a cover letter is to tie your experience directly to the job description. Look at the description and be sure the words relate directly to those in your cover letter and resume. If the employer is looking for teamwork, highlight a team experience in your resume, and be sure to include a team-related accomplishment in your cover letter. Your cover letter should be:

- Concise: Your cover letter should be three to four paragraphs. Any longer might lose the interest of the reader. We suggest the following format:
  - Opening paragraph: Four or five sentences maximum. Mention the position you are applying to/interested in, briefly introduce yourself, and indicate where you learned of the opportunity.
  - Body of letter: Usually one or two paragraphs. Share detailed examples of your qualifications for the position's specific requirements. Many students choose to use one paragraph to discuss previous work experiences and another to discuss academic or leadership experiences, etc. Choose whichever combination communicates your most relevant qualifications.
  - Closing: Three to four sentences maximum. Summarize your qualifications, restate your enthusiasm for the position, and include your preferred contact information for the employer to follow-up with you.
- Clear: Articulate your qualifications in words that mirror what the employer-provided in the job description. Do not try to impress with a long list of accomplishments.
- Convincing: An employer will make a decision on your candidacy based on the combined letter and resume package. You have to articulate the connection to the job description and sell your skills. Why should the employer hire you?

My Cover Letter Checklist

- The words and action verbs in your cover letter should be reflective of the job description
- Always be professional
- Use proper grammar
- Check for spelling and punctuation errors
- Know to whom the resume/cover letter package is going to
- Call the organization to see if they can provide you the correct name and title of the person to whom you should be addressing the letter
- Do not use "To Whom It May Concern"; address the letter to a specific Recruiter or Hiring Manager whenever possible, or write Dear Sir/Madam
- Use paragraph form, not bullet points
- Do not copy and paste content directly from your resume to your cover letter
- Do not be forward in requesting an interview
- Keep to one page (no more than three to four paragraphs)
- When emailing a recruiter or hiring manager directly, use the body of the email to write two to three sentences that introduce yourself and mention to which position you are applying. Include your cover letter and resume as PDF attachments. Do not cut and paste your cover letter into the body of the email.

Sample Cover Letter

It is OK to use either of these types of headers for your cover letter.

(traditional block:)

Tiffany Traveler
813 Johnson Drive
Los Angeles, CA 90089

(match your resume:)

Tiffany Traveler
813 Johnson Drive * Los Angeles, CA 90089 * (213) 123-4567 * ttravel@usc.edu

March 3, 2024

Emily Annenberg
Marketing Coordinator
Focus Marketing, LLC
1391 Tweet St.
Los Angeles, CA 90089

Dear Ms. Annenberg, (or use full name is pronoun is uncertain)

March 3, 2024

Emily Annenberg
Marketing Coordinator
Focus Marketing, LLC
1391 Tweet St.
Los Angeles, CA 90089

Dear Ms. Annenberg, (or use full name if pronoun is uncertain)

It was great meeting you during the University of Southern California (USC) Internship Week marketing panel on February 13. I am very interested in the Focus Marketing, LLC internship position advertised through the USC connectSC portal. I am a junior at USC majoring in Psychology and am very excited about this opportunity to combine my skills in social media and marketing to customize services for Focus Marketing, LLC's clients.

One desired strength mentioned for the Focus Marketing, LLC internship is motivation. As a leader and Marketing Chair of OUTreach, a USC community service organization, I coordinate and write articles for our weekly newsletter and maintain three social media pages, including Facebook, Twitter, and Pinterest. I increased our social media audience by 50% within 12 months by developing strategic partnerships across campus and customizing updates for each social media account daily. Part of my success is attributed to my passion for marketing our organization to the USC community. I am confident my high motivation level, strong social media and marketing skills make me an excellent match for this internship position.

I understand that creativity is a very important asset to successful product launches. Recently, I worked closely with four team members to propose a new product line of beverages during a marketing class. I designed a 3D product rendering, a print brochure and a social media ad using Photoshop. As part of the final project, our team presented the product line to a panel of marketing professionals. The panel ranked the project first place among eight groups nationally. Remarks from the panel included mention of my innovative designs. Using my creative skills to benefit the Focus Marketing, LLC team would be a great experience in my future career as a Public Relations professional.

I am highly motivated to contribute my creative, social media and marketing skills through the internship. Thank you for your time and consideration. I look forward to discussing my qualifications with you in the near future. I can reached at (213) 123-4567 or by email at ttravel@usc.edu.

Best regards,

Tiffany Traveler

Know When to Use a Curriculum Vitae (CV)

If you are considering positions in academia (teaching and research), you are generally asked to provide a curriculum vitae (CV) in lieu of a resume.

The CV provides a complete summary of your academic achievements. The length of your CV will grow along with your academic successes. It is important to highlight accomplishments that are relevant to the opportunity of your interest.

Purpose: To highlight your scholarly and professional experiences when applying for academic (faculty), research positions, academic postdoctoral research opportunities, grants, and fellowships. Keep in mind the purpose is also to interest a committee in interviewing you. Therefore, be selective on your accomplishments that will show you are a strong candidate for the job, department, and institution.

CVs vary from discipline to discipline. It is recommended to reference CV's of others in your field (fellow grad students, postdocs in your lab, new faculty in your department) and have your advisor review it as well.

Length: 2-3 pages (additional pages can be added as you further your career)

Content: is focused on expertise – what makes you an expert in your field? Tailor experiences to highlight fit with a specific role, department, or institution. Standard CV sections include: Education, Teaching Experience, Research Experience, Honors and Awards, Professional/Volunteer Experience, Publications, Presentations, Scholarly/Professional Affiliations, Research Interests, Extracurricular Activities, Licensing/Registration/Certifications, Grants/Fellowships, University Service, Technical Skills, and References.

Always keep in mind that every CV should include information about your education and relevant professional experience. The organization or layout of your CV should reflect your experience in reverse chronological order (list most recent experience first, and then go back in time) and put the most important information on the first few pages. As a general rule, whatever is most important merits the most space. Make sure your CV is clear and concise. Lastly, if you are applying for positions in different types of institutions or departments, you will probably need more than one version of your CV.

Write Your CV

Getting Started:

- It is a good practice before drafting your CV to review your qualifications and the qualifications listed on the job/announcement of your interest. Using the categories suggested (i.e. Research Experience, Publications, and Presentations, etc.), list everything that will connect your experience to the qualifications of the job. This is a great time to inventory your expertise, skills, and accomplishments that are relevant and connect them to the needs of the job at hand. The organization of your CV will depend on each application/job and the experience you want to highlight right away.
- Once you have found the job you want to apply to, it is important to understand the conventions of the field (i.e. industry/institution terminology).

- Review the job description/announcement thoroughly and note the requirements/qualifications the employer/hiring institution is seeking. This is a time to be mindful and get into the practice of using keywords mentioned throughout the job description.
  - In today's employment market your CV may be screened with an Applicant Tracking System software (ATS) by HR professionals. These systems manage high volumes of job applications. For recruiters, it streamlines the recruiting/hiring process and helps to identify quality applicants. ATS will electronically scan your CV, score your qualifications based on the description for that position, and rank your application.

CV Layout

The simpler the layout or format, the easier it is to read. The use of standard fonts such as Times New Roman, Arial, Century, Helvetica, or Verdana in sizes 10, 11, or 12 is recommended. Avoid using a font size smaller than size 10.

- Tips:
  - Include your name on every page and add a page number on your CV.
  - Highlight areas you want to emphasize by indenting, capitalizing, spacing and bolding.

Categories:

- Contact Information: It includes your name, address (listing only City and State is acceptable), phone number, and email. Contact information always comes first and is placed at the top of your CV.
- Education: As a Ph.D. student you will want to list the education category first in reverse chronological order (listing your most current program back to your undergraduate experience). Items to include: Name of institution and date degrees were awarded. If you are currently in a degree program, list the date you expect to receive the degree. If you will not be completing your degree for a while, highlight completion dates of important objectives such as passing qualifying exams and coursework completed. If you are a Postdoctoral student, you may want to reflect relevant experience first before listing education.
  - Additional details to consider adding in this category: academic focus and title of dissertation or thesis
- Experience: This category is the space where you will want to highlight experience relevant to the job or announcement. Keep in mind the audience of employers you want to attract to your skills and expertise.
  - For faculty positions, typical categories: "Teaching Experience" or "Research Experience". Provide an overview of the accomplishments you attained in each category.
  - For industry positions, typical categories: "Professional Experience" or "Relevant Experience". Provide an overview of the accomplishments you attained. Use action verbs to highlight skills and accomplishments that match keywords found in the job description.
    - Accomplishment bullet format: Action verb(stating what you did) + How you did it + Result (Quantify if possible $, #, %)

- Honors and Awards: Depending on how significant or prestigious your award and/or the number of awards you have, you may include them under the "Education" section. Otherwise, you can create a separate section and include a brief explanation.
- Publications and Presentations: List information in this section in reverse chronological order. Publications may include books, book chapters, articles, and book reviews. Include all of the information about each publication, including the title, journal title, date of publication, and (if applicable) page numbers. It is recommended to have separate sections if you have a long list. Consider subdividing by topic as needed: peer review papers, reviews, poster presentations, conferences, and invited talks.
- Scholarly/Professional Affiliations: List memberships in societies and professional organizations in your discipline. You might include your active involvement in the organization even if you do not hold a leadership role. For example, highlight your contribution to specific projects and events. In addition, you may want to reference your participation in moderating a panel.
- Grants/Fellowships: This category is where you list significant funding you have received. Include the funding agency and the project(s) that were funded. The work performed in support of the grant can be noted in detail under "Experience". List internships and fellowships, including organization, title, and dates.
- Research Interests: This category answers the "What's Next" question
- Extracurricular Activities: List your involvement in student organizations, alumni groups, and charity organizations to name a few.
- Licensing/Registration/Certifications: List type of license, certification, or accreditation, and date received.
- University Service: Include any service you have done for your department, such as serving as a student advisor, acting as chair of a department, or providing any other administrative assistance/projects.
- Technical Skills: This category highlights your knowledge in software programs, foreign languages, social media, etc.
- References: Depending on your field, you might include a list of your references at the end of your CV. Always include your contact information on your reference sheet and it is recommended to title it, for example, "References for Tommy Trojan". Make sure you ask permission of the person you intend to use as a reference. Always provide complete information about the person on your reference and note their preferred use of post-nominal letters (Ph.D., MD, CPA, etc.) or a title (Mr., Mrs., Ms.). In your list make sure you include the following: full name, title, department, institution, address, phone, and email.

List of References and Recommendation Letters

A list of references should include three to five people who can speak to your education, work, and/or professional background related to the position you are applying to. You should tailor the list according to whom you believe knows your unique qualifications for the position the best. Please ask potential references if they are comfortable serving as a reference and give them information (including the job description) about the positions you are applying to before you submit their name and information on your reference list. Your list of references should have the same heading as your resume and cover letter.

Chris McCarthy

3601 Trousdale Parkway Los Angeles, CA 90089

chrisdmc@usc.edu   (213) 555-5555

REFERENCES

Robert Bovard, Ph.D.
Associate Professor
University of Southern California
Dornsife College of Letters, Arts and Sciences
University Park Campus
Los Angeles, California 90089
(123) 456-7890
xxxxx@xxxxxxx

Sandra Levy
Senior Project Coordinator
Levy Construction Services
Los Angeles, California 90089
(123) 805-9115
xxxxx@xxxxxxx

Donna Doheny
President
The Doheny Group
1880 Trousdale Parkway
Los Angeles, California 90089
(123) 405-6010
xxxxx@xxxxxxx

Thomas Trojan, CFA
Director of Investment Advisory
Trojan Investments
1923 Childs Way
Los Angeles, CA 90089
(123) 210-5705
xxxxx@xxxxxxx

A recommendation letter should describe your personal traits, education, work, and/or professional background in relation to the scholarship, graduate school, or position you are applying to. Recommendation letters are generally provided for scholarship and graduate school applications, but some employers will ask on occasion. Usually, the letters are written by people on your reference list. You will want to send the person writing the letter any important information that should be included in the letter. This helps ensure the

recommendation letter covers what the reader wants to know about you to help make a decision on your candidacy.

A list of references and recommendation letters should NOT be included with application materials unless requested by the employer.

INTRODUCTION TO THE INTERNET AND THE WORLD WIDE WEB

What is the Internet?

- **Network:** Communications system connecting two or more computers.
- **LAN: Local Area Network** connects, usually by cable, a group of desktop PCs and other devices, such as printers, in an office or a building.
- **MAN: Metropolitan Area Network** A data network intended to serve an area the size of a large city. Such networks are being implemented by innovative techniques, such as running optical fiber through subway tunnels.
- **WAN: Wide Area Network** A communications network that uses such devices as telephone lines, satellite dishes, or radio waves to span a larger geographic area than can be covered by a LAN.
- **Internet:** A network of networks. It is a worldwide network that connects more than 400,000 smaller indepenedent networks or WANs in more than 200 countries. It joins many government, university and private computers together and providing an infrastructure for the use of E-mail, bulletin boards, file archives, hypertext documents, databases and other computational resources.

Basic Concepts of Internet and WWW

Internet consists of:

- **Computer hosts (or servers):** providing information such as HTML pages, or services file access, email, etc.
- **Routers and switches:** specialized computers that route traffic on the Internet between clients and servers, and among different hosts.
- **Communication Channels:** Leased phone lines (such as T1, T3, etc.); Cable; Satellite; Wireless. Together these channels make the communication "backbone" for the internet.

Bandwidth by Connection

- Bandwidth: the capacity or amount of data that can be transmitted across a communication channel. The higher the capacity, the quicker web pages or files download on your computer. Usually measured in terms of bits per second (bps).
- Telephone lines - 28 Kbps (kilobits per second) to 56 Kbps
- DSL (Digital Subscriber Line) - 512 Kbps to 1.5 Mbps (megabits per second)
- Cable modems - up to 10 Mbps
- T1 leased line - 1.54 Mbps
- T3 leased line - 44.7 Mbps
- ATM (Asynchronous Transfer Mode) - 622 Mbps

Client-Server Model

- Internet is based on client / server model
- Client is end user's computer or workstation with software that sends requests to a server

- Server (or host) is remote computer with software that handles requests from clients
- In the case of the Web: client software is a Web browser (running on the client computer), and the server software is a Web (or HTTP) server, running on the host computer. Examples of browsers are Internet Explorer and Netscape. Examples of Web servers are Microsoft IIS and Apache.
- In the case of Email: client software is an email client software (such as Outlook), and the server software is a mail server.

Backbone

Computers that use information

Servers—computers that make information available
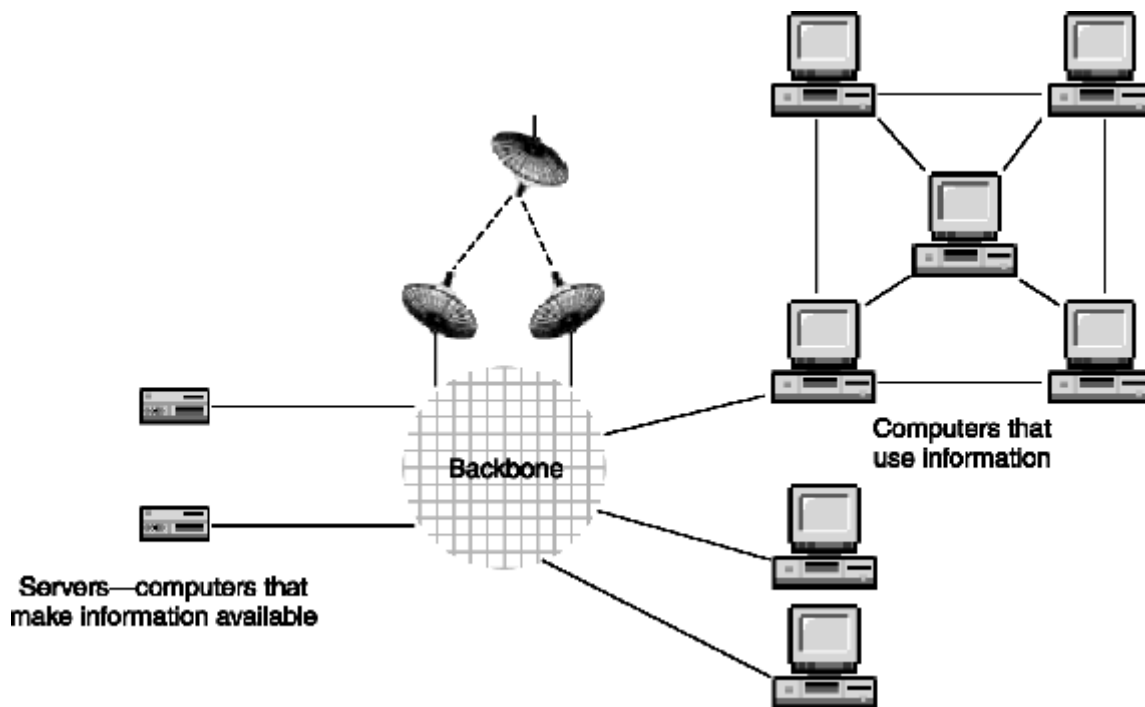
TCP/IP

- Transmission Control Protocol / Internet Protocol
- Protocol (set of rules) used for formatting, ordering and error checking data sent over a network
- TCP - divides data into packets
- IP - handles delivery of packets
- All computers connected to Internet must "speak" TCP/IP

Additional Internet Protocols

- **http** - HyperText Transfer Protocol: rules for transferring web pages
- **ftp** - File Transfer Protocol: rules for downloading files like software programs
- **telnet** - rules for logging into remote computers connected to the Internet
- **smtp** - Simple Mail Transfer Protocol: rules for transferring email messages
- **wap** - Wireless Application Protocol: used by wireless devices when they are used online
- **mailto** - used on the client-side for sending email (via mail client software)
- **file** - used for local file access (on the client computer)
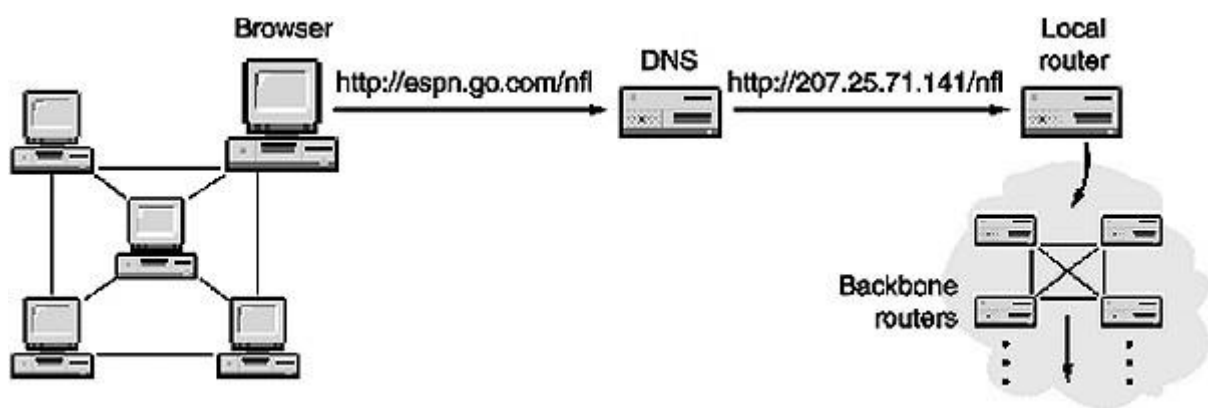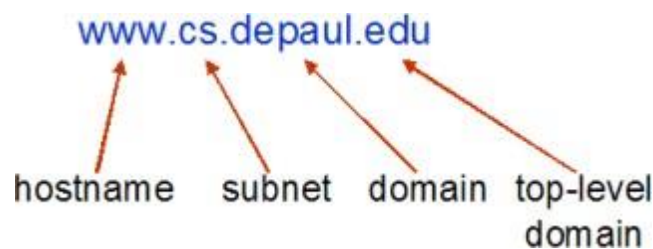
IP Addresses

- Each Internet host must have unique IP address (like a phone number)
- Consists of set of 4 numbers, each separated by a period (dot)
- Numbers range from 0 to 255
- IP address for the main CTI server is: 140.192.32.136
- The "domain name" corresponding to this address is "www.cs.depaul.edu"

Domain Name System (DNS)

- System for converting IP addresses into alphanumeric characters
- Organized as a hierarchy of domains and subdomains
- Domain names have format:

hostname.subdomain.toplevel-domain

- Hostname - name given to the host computer (often www but not always)
- Subdomain - name of a network (or subnetwork) to which the host computer belongs
- Top Level Domains:
  .edu for education
  .org for non-profit organization
  .gov for government
  .com for commercial
  .net for network
- New top level domains have been approved (.biz, .name, .info, etc.)

Packet Switching

- Basic method used for all data transmission (email, web pages, etc.) via TCP/IP
- Files and even email messages broken into small packets
- Each packet includes IP address of sender and IP address of destination

- Packets may travel different paths to destination
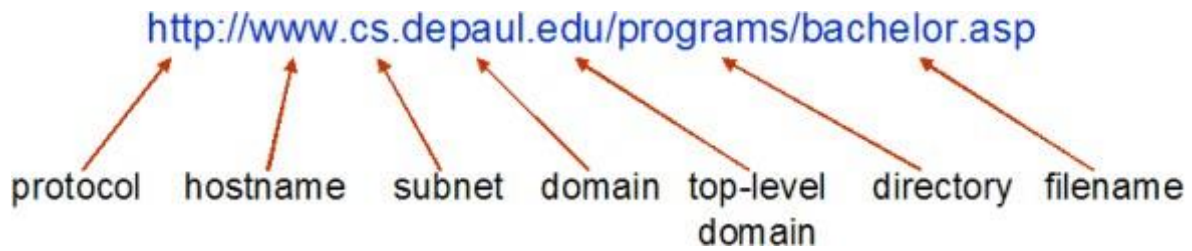- Packets are reassembled after all arrive at the destination computer
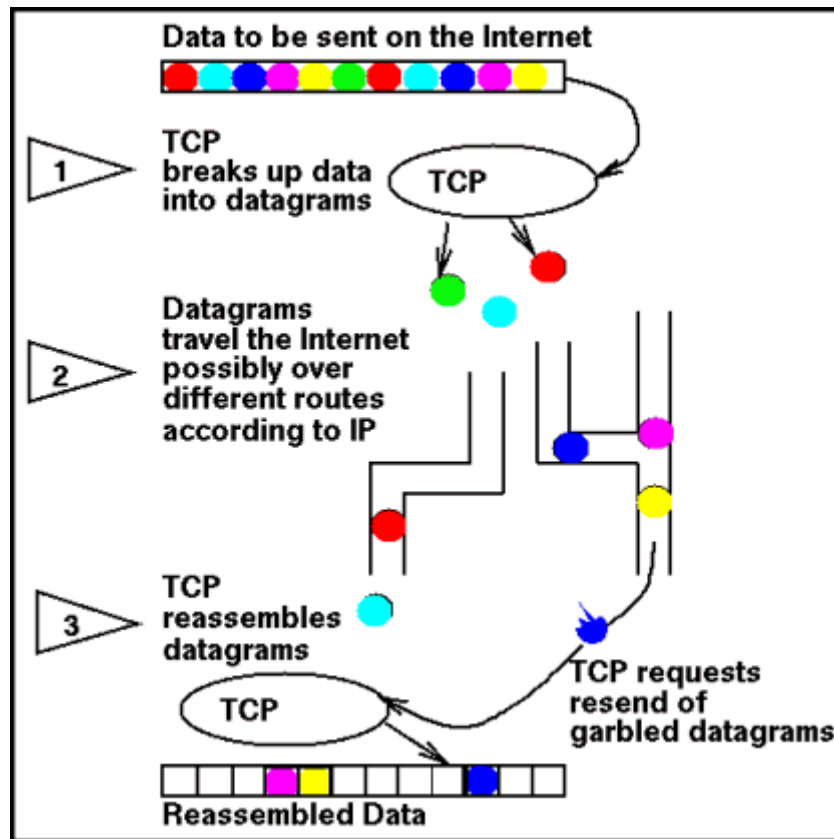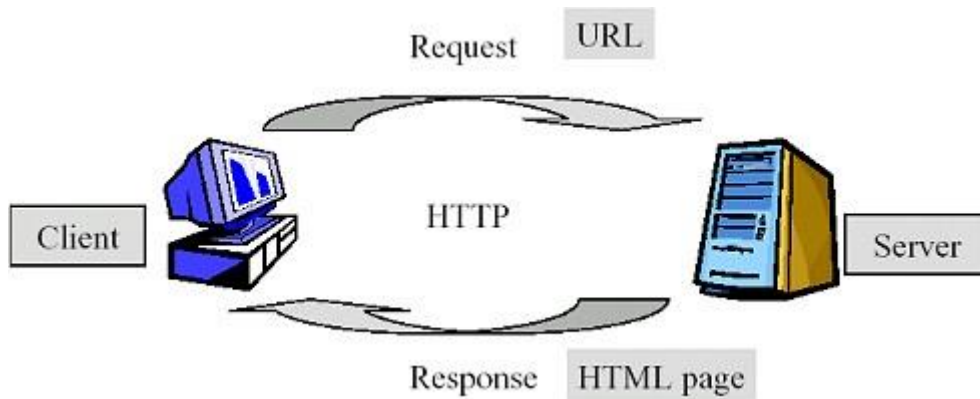

- Packet switching demo:

  http://www.pbs.org/opb/nerds2.0.1/geek_glossary/packet_switching_flash.html

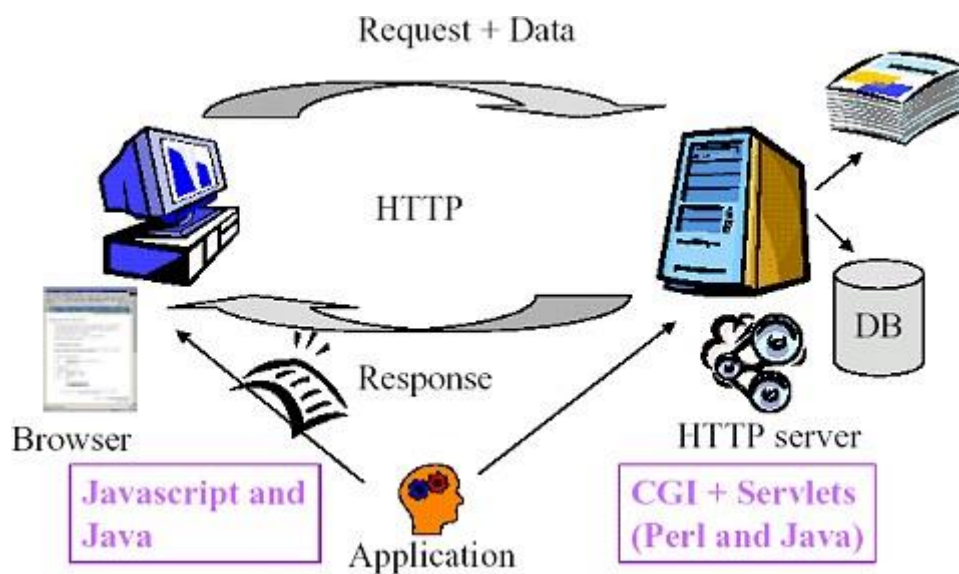**URL Uniform Resource Locator**

- Address in a format that identifies an individual object (web page, image, sound file, etc.) on the Internet
- Analogy is a phone number
- URL is unique for each object
- Must be typed exactly (often case sensitive)
- Format: protocol://server name/path/file name
- **protocol** = rules for transferring the data (for example, http for a web page)
- **server** = fully qualified domain name (or IP address) of the host computer where object is located
- **path** = folder or directory in the host computer where object will be found
- **file** = file name of the object (web page, image, sound , etc.)

http://www.cs.depaul.edu/programs/bachelor.asp

protocol   hostname   subnet   domain   top-level   directory   filename
domain

Client-Server Architecture

Request   URL

HTTP

Client   Server

Response   HTML page

OR

Request + Data

HTTP

Response

Browser   HTTP server

Javascript and Java   CGI + Servlets (Perl and Java)

Application

Short History of Internet and WWW

When Did It All Start?

-

  In 1945, **Vannevar Bush** wrote an article *"As We May Think"* describing a machine, **Memex**, containing human collective knowledge organized with *"trails"* linking materials of the same topic.

- The article revolutionized information technology before even the existence of modern computers.
- Memex is a hypothetical machine based on a dream: The information stored ought to be accessible.
- We haven't fulfilled the dream yet, but much has been achieved in 50 years.

Hypertext-Hyperlink-Hypermedia

-

  Following Memex idea, **Ted Nelson** developed the **Xanadu** project which aimed at placing the entire world's literary corpus on-line.

- Ted Nelson coined the term *hypertext* in 1965.
- A document is not contiguous but is a set of connected parts of documents. Hyperlinks are links that connect subdocuments. Hypermedia is a multimedia hypertext document.

ARPAnet

- In the heart of the cold war, ARPA (Advanced Research Projects Agency) was created (1957).
- The purpose was to outrun the Russians in the race for mastering rocket launching.
- In 1969, it was decided to link sensitive computer centers by a network in order to withstand a possible nuclear attack. The idea was to allow centers to communicate even after a centre is destroyed.
- It connected government labs, major research centers and universities.
- It existed until 1988 and was officially dismantled in 1990.
- Backbone Network speed: 64Kbits/second
- Major achievements: TCP/IP, Domain Name Service, e-mail (SMTP), FTP, Telnet, etc.

NSFnet and the Internet

- DARPA, the Defense Advanced Research Projects Agency, still exists and the military have their own network but the original ARPAnet was integrated into the current Internet.
- The National Science Foundation in the USA funded the NSFnet which was created in 1985.
- Backbone Network speed: T1 (1.5mb/sec.) to T3 (45mb/sec.)
- It originally connected 5 major universities with supercomputer centers, but rapidly included other universities, research centers and private companies.

- Replaced ARPAnet as the backbone of Internet in 1990.
- Other networks existed in North America and Europe and other places in the world.
- BitNet, for instance, connected many research centers and universities.
- Bridges connected these networks to create a larger international network: the Internet.
- Late 90s: Internet2, funded by US universities, a sequel to NSFnet with new protocols.
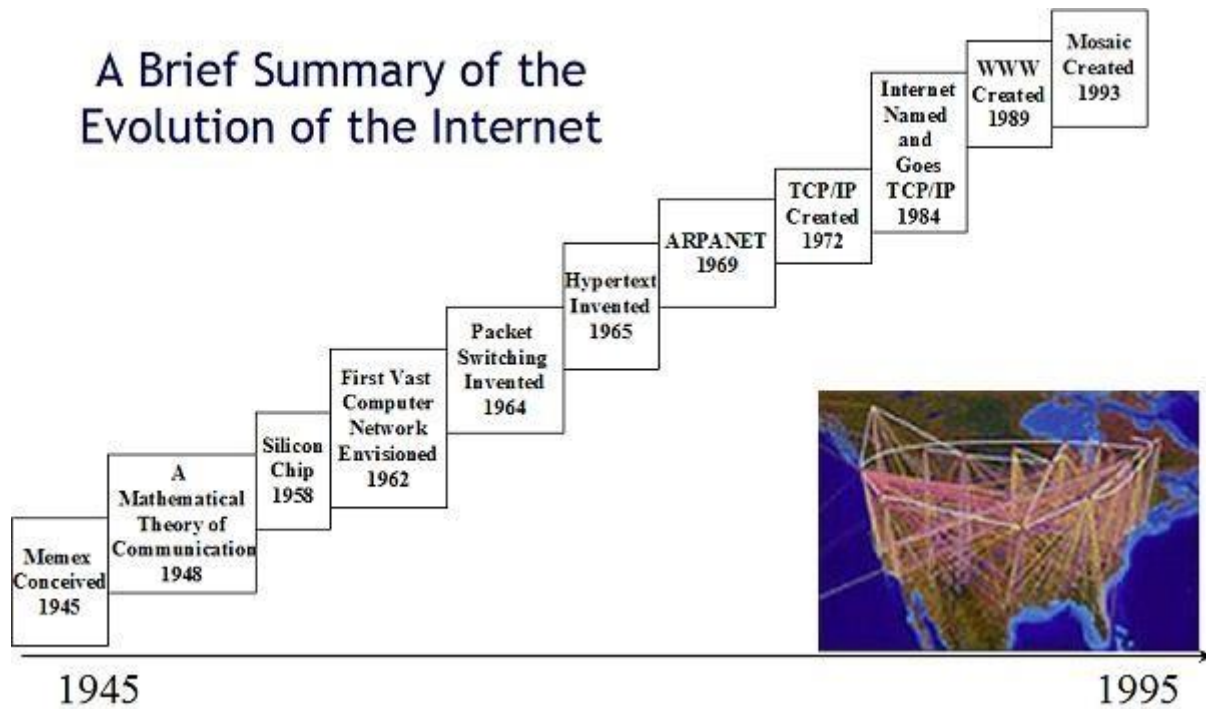
Explosive Growth of Internet

Internet Domain Survey Host Count

Source: Internet Software Consortium (www.isc.org)
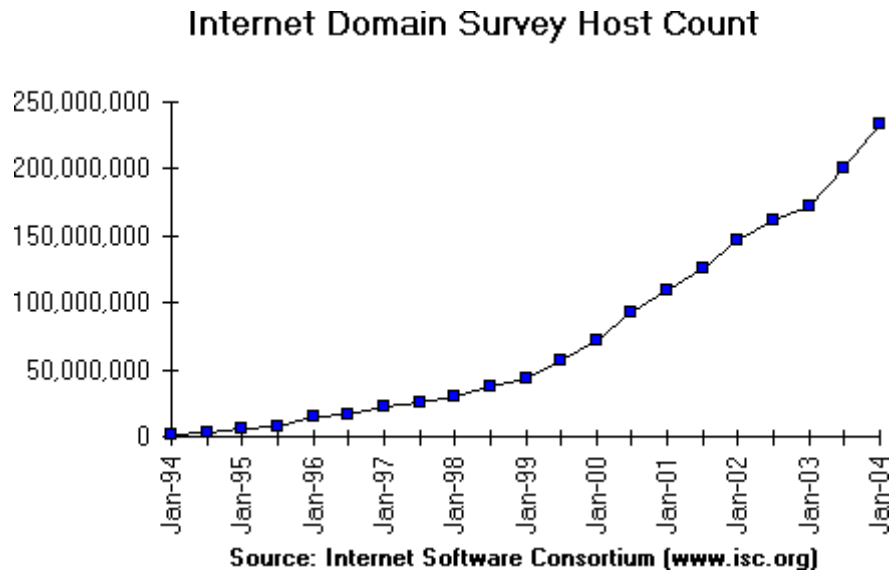
The World Wide Web (WWW)

-

  In 1990, Tim Berners-Lee developed a on-line hypertext-based system to help researchers at CERN in Switzerland share information across a diverse computer network.

- He came up with first versions of HTML (based on SGML) and the HTTP protocol.
- HTTP and HTML catapulted the Internet to new heights.
- The WWW revolutionized the use of the Internet thanks to a multimedia user friendly interface: a web browser.

Mosaic was developed in NCSA by students at the University of Illinois in 1993, among them Marc Andreessen who created Netscape in 1995.

A Brief Summary of the Evolution of the Internet

- Memex Conceived 1945
- A Mathematical Theory of Communication 1948
- Silicon Chip 1958
- First Vast Computer Network Envisioned 1962
- Packet Switching Invented 1964
- Hypertext Invented 1965
- ARPANET 1969
- TCP/IP Created 1972
- Internet Named and Goes TCP/IP 1984
- WWW Created 1989
- Mosaic Created 1993

1945 — 1995

HTTP - Hypertext Transfer Protocol

HTTP Basics

- HTTP is the protocol responsible for transferring and displaying web (HTML) pages.
- Uses the client/server model of computing. The client is the user's web browser (I.E, Netscape). The server is the web server where the page resides. (www.nyt.com).
- HTTP protocol involves the following elements:
  - Request ("I want something")
  - Response ("Here it is" or "Not found")
  - Headers
  - Body

A Typical HTTP Exchange

Netscale: http://www.nytimes.com/

Netscape's URL Window

NY Times Web Server

Client: *Please open a connection to 'www.nytimes.com' and send me the default file. I am located at IP Address 140.192.1.6.*

Server: *Let me check.... Okay, the default file at this site is of type HTML. It is 1749 bytes in size. The date is 3/28/2004 at 23:42:33.*

NY Times Web Page

HTTP Response Example

response header — HTTP/1.1 200 OK
Date: Fri, 25 May 2001 22:51:05 GMT
Server: Apache/1.3.4 (Unix)

header fields — Set-Cookie: visit=1102002283923049566;
path=/;
expires=Sat, 26 May 2001 22:51:05 GMT
Last-Modified: Mon, 21 May 2001 14:17:23 GMT
Accept-Ranges:bytes
Content-Length: 2000
Content-Type text/html

entity body —
```
<HTML>
<HEAD>
<TITLE>All About Servers</TITLE>
</HEAD>
<BODY>

...

<BODY>
</HTML>
```

CREATING AND MANAGING EMAIL ACCOUNTS

Creating an e-mail account

To create an e-mail account in cPanel, follow these steps:

1. In the **Email** section of the cPanel home screen, click **Email Accounts**.
2. Click **Create**. A new interface will appear.
3. From the **Domain** menu, select the domain on which you wish to create the email account.
   *If the desired domain does not appear in the menu, click **Manage Subdomains** or **Manage Aliases** to check your account's domain configuration. The domain menu does not appear if only one domain is present in the account.*

4. Enter a new email address in the **Username** text box.
   *You **cannot** enter cpanel as an account name when you create an email account.*

5. In the Security section, perform either of the following actions:
   -Select **Provide alternate email** and enter an email address for the system to send a password configuration link.
   -Select **Set password now.** and enter a password in the **Password** text box.
   *You can click **Generate** and cPanel generates a random, strong password for you.*

6. In the **Storage Space** section, enter a custom **Mailbox Quota** storage size or select **Unlimited** to set the amount of disk space that the account may use to store email.
7. To send a message with client configuration instructions to the account, select the **Send welcome email with instructions to set up a mail client** check box.
   *If you selected **Provide alternate email** in the **Security** section, the system will send the instructions to that alternate email address. Otherwise, the user can access the welcome message via Webmail.*

8. Select **Stay on this page after I click Create** to create another email account after you create this one (if necessary.) Otherwise, click **Create** to create the account and return to the **Email Accounts** interface.

Modifying an e-mail account

To modify an e-mail account in cPanel, follow these steps:

1. In the **Email** section of the cPanel home screen, click **Email Accounts**.
2. Click the setting that you want to change for the account:
   - To change the account's password, click **Manage**. Then type the new password into the **New Password** field under **Security**.

For security reasons, you should occasionally change e-mail account passwords. You should always change an e-mail account password if you think an unauthorized user has accessed the account. When you change an e-mail account password, make sure that you also update the password in your e-mail client application (if you are using one). Otherwise, you will not be able to access the account.

- o To change the account's quota, click **Manage**. Then allocate the storage allowed under **Allocated Storage Space** under **Storage**.
- o To access the account's webmail, click **Check Email**.

Deleting an e-mail account

You can delete an e-mail account when you no longer need it. However, you cannot delete your default e-mail account.

Deleting an e-mail account deletes all e-mail currently in the account, including new messages, sent messages, and so on. Make sure that you download any e-mail that you want to retain before you delete an account. After you delete an account, the information is unrecoverable.

To delete an e-mail account in cPanel, follow these steps:

1. In the **Email** section of the cPanel home screen, click **Email Accounts**.
2. Locate the e-mail account that you want to delete, and then click **Manage**.
3. Navigate to the bottom of the page to **Delete Email Account**. Click **Delete Email Account** to confirm.

Text / Reference Books

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2. Jones, Leo. Cambridge Advanced English: Student's Book New Delhi: Cambridge University Press, 1998

3. Mohan, Krishna and Meenakshi Raman. Advanced Communicative English. New Delhi: Tata McGraw Hill Company Ltd., 2010

4. Rajendra, Pal and Korlhalli. Essentials of Business Communication. J.S.Sultan Chand & Sons, 2007

5. Seely, John. The Oxford Guide to Writing and Speaking Oxford: Oxford University Press, 1998

6. English for Science and Technology (2013) by Department of English, Sathyabama

SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

UNIT- 2- LANGUAGE AT THE SENTENCE LEVEL

CONCORD

Agreement

Agreement is the relationship between a subject and its verb, or between a number or determiner and its noun; e.g. I look/she looks… one bell/three bells. It is also called **concord**. Agreement can also be seen as the relationship between words in gender, number, case, person, or any other grammatical category which affects the forms of the words.

Concord, as it is also often referred to, mainly focuses on subject-verb agreement. This is subdivided into three categories:

1. Grammatical concord
2. Concord of proximity
3. Notional concord

Some Rules for Grammatical Concord

The grand rule of subject-verb concord is that a singular subject takes a singular verb and a plural subject takes a plural verb. And it is needful to establish this fact that singular verbs are inflected with suffix '-s' while plural verbs maintain the base form. In other words, a singular verb ends with an 's' and a plural verb has no 's'.

Verb	
Singular	Plural
comes	come
greets	greet
prays	pray

Let's check some of the guiding rules under grammatical concord:

Rule 1: Singular subjects take singular verbs.

4. The **student advocates** for free lunch after the extra mural lesson.
5. A serious **situation calls** for a serious approach.
6. The **period** between pregnancy and childbirth **is** sometimes critical.
7. **Anxiety solves** no problem.

Rule 2: Plural subjects take plural verbs.

8. The **children wake** up late every day.
9. Serious **issues call** for serious approaches.
10. The young **boys** on the pitch **play**

11. **What you see and how you react determine** the outcome.
12. **My father and his friend believe** in corporal punishment.

Note: The focus is on the subject of the verb, not what comes in between the subject and the verb.

Rule 3: When a subject is joined to another noun by subordinator, disregard the subjoined noun or noun phrase. Focus on the first noun.

13. **The chairman** alongside other members **visits** the orphanage quarterly.
14. **The teachers** with the principal **encourage** the students to perform well.
15. **The senior prefect,** as well as, other students never **likes** the physics teacher.

From the examples above, we have two nouns in each subject slot as highlighted below:

16. The **chairman** alongside other **members** …
17. The **teachers** with the **principal** …
18. The **senior prefect**, as well as, other **students**…

The subjoined nouns are *members*, *principal* and *students*. Going by the rules, the focus of the expression is on *chairman*, *teachers* and *senior prefect*. Hence, they determine the nature of the verbs. Moreover, the sentence can be restructured thus for further clarity:

19. *Alongside other members, the chairman visits the orphanage quarterly.
20. *With the principal, the teachers encourage the students to perform well.

So, the main subject determines the status of the verb.

Other examples:

21. The **man** with his children **attends** to customers.
22. The **soldiers** as well as the vigilante team **watch** over the small community.

Rule 4: When more than one is used as a subject of a verb in simple present tense, the verb should be singular because the headword is one.

23. More than one man was asked to embark on the journey.
24. More than one mango was shared among the children.

Rule 5: When two nouns refer to one person at the subject position, the verb should be singular, of course, because it is one person.

See these:

25. **My husband and boss** never **goes** late for meetings.
    o Here the speaker's husband is also her boss. So, one pre-modifier us used for both nouns as it is one person. Compare, "My husband and my boss never go late to meeting". Here, the speaker is referring to two different people.
26. **The president and Commander-in-chief of the armed forces lives** his life fighting corruption.

27. **The class captain and best student** of our set **is** just too proud.

Note: Always check for the pre-modifier when you have two nouns in the subject slot. When the nouns refer to one person, we use one pre-modifier.

Rule 6: When an indefinite pronoun pre-modifies a subject or acts as the main subject, the verb should be singular.

28. **Everyone loves** to be respected.
29. **Every** boy and girl **loves** his or her mother.
30. **Nobody cares** for everybody's job.

Rule 7: Some nouns end with 's' but they are singular. You need to be careful because they are meant to go with singular verbs.

31. **Measles is** caused by uncleanliness.
32. **Mathematics has** been the problem of most students.
33. **Statistics was** the only course accredited in that institution.

Rule 8: When a relative/adjectival clause qualifies a noun, the verb in the relative/adjectival clause works with the noun it qualifies.

For instance, 'One of the **girls** *that sit in the front row* has been suspended'. 'sit' in the relative clause agrees with '*girls'* as the relative clause, 'that sit in the front row' qualifies the noun, 'girls'. Then, the main verb in the sentence 'has' agrees with 'one'.

Semantically, it means many girls sit in the front row only one has been suspended.

Other examples:

34. Algebra is one of the **topics** that **confuse**
35. Dr Osoba is one of the **lecturers** who **teach** well in LASU.

Rule 8: when a generic reference is used with the definite article 'the' as a subject of the verb, the verb should be plural.

Generic reference is used when you make a reference to all the members of a class of people or things.

Examples:

36. The **rich** also **cry**.
37. The **less privileged look** after one another.
38. The young dream
39. **The wise** don't talk too much.

Rule 9: When a result of a survey is issued or reported, caution should be exercised to avoid error of overgeneralization.

For instance, 'One in ten **prefer** coffee to tea'; Not, 'One in ten prefers coffee to tea'. In the real sense, more than one person prefers coffee. So, if we have thirty-two people in a group and we say one in ten, it then means at least two. Such expressions attract the plural.

Other examples: One in every five boys **go** to the local cinema.

Rule 10. When an uncountable noun is introduced with a quantifier or percentage, it attracts a singular verb. In the same vein, when a countable noun is introduced in percentage, it goes with a plural verb.

40. A quarter of the land **is** occupied by the aborigines.
41. Two cups of flour **is** enough for the cake.
42. Only ten percent of people in the world actually **believe** in self-actualization.
43. A two-third of the ECOMOG forces were involved.

Rule 11. When a modal auxiliary verb precedes a main verb, the verb maintains the base form.

44. The boy might **come**
45. He came in so that we could **discuss** the issue.
46. The matter should **go** to court.

Rule 12: Mandative Subjunctive: Mandative Subjunctive is used to express a demand, requirement, request, recommendation or suggestion. When it is used with either a the singular or the plural subject, the verb takes the base form:

47. I recommend he attend the seminar alone.
48. I pray she come early tomorrow.
49. The board suggests the chairman resign immediately.

PHRASES AND CLAUSES

Phrase and clause are the most important elements of English grammar. Phrase and clause cover everything a sentence has. Clauses are the center of sentences and phrases strengthen the sentences to become meaningful. If the clauses are the pillars of a building, the phrases are the bricks. A phrase usually is always present within a clause, but a phrase cannot have a clause in it.

The basic difference between a clause and a phrase is that a clause must have **a finite verb** and a phrase must not.

A **phrase**, therefore, is a group of words which has no finite verb in it and acts to complete the sentence for making it meaningful.

"A phrase is a small group of words that form a meaningful unit within a clause."-

Oxford Dictionary

"In linguistic analysis, a phrase is a group of words (or possibly a single word) that

functions as a constituent in the syntax of a sentence, a single unit within

agrammatical hierarchy

Types of Phrases

The phrases are generally of **six types**.
- Noun Phrase
- Adjective Phrase
- Adverbial Phrase
- Prepositional Phrase
- Conjunctional Phrase
- Interjectional Phrase

Noun Phrase

A **noun phrase** is usually assembled centering a single noun and works as a subject, an object or a complement in the sentence.
Example:
o I like to swing the bat hard when I am at the crease. (An object)
o Reading novels is a good habit. (A subject)
o The probability of happening that match is not much. (A subject)
o We are sorry for her departure.

Adjective Phrase

An **adjective phrase** is comprised of an adjective and works as a single adjective in the sentence.

Example:

o Alex is a <u>well-behaved</u> man.
o He is a man <u>of friendly nature</u>.
o Julie is a woman <u>of gorgeous style</u>.
o She leads a <u>very interesting</u> life.
o <u>A lot of</u> people do not sleep at night.

Adverbial Phrase

An **adverbial phrase** modifies the verb or the adjective and works as an adverb in the sentence.

Example:

o The horse runs <u>at a good speed</u>.
o I was <u>in a hurry then</u>.
o I ran <u>as fast as possible</u>.
o He works <u>very slowly</u>.

Prepositional Phrase

A **prepositional phrase** always begins with a preposition and connects nouns.

Example:

o He sacrificed his life <u>for the sake of</u> his country.
o <u>In the end</u>, we all have to die.
o He is <u>on the way</u>.
o <u>By working aimlessly</u>, you will not get success.
o <u>In spite of</u> working hard, he was insulted by his boss.

Note: Prepositional phrases include all other types of phrases.

Conjunctional Phrase

A **conjunctional phrase** works as a conjunction in the sentence.

Example:

o <u>As soon as</u> you got in, he went out.
o We have to work hard <u>so that</u> we can win the next match.
o I will attend the ceremony <u>provided that</u> you come.
o John started working early <u>in order that</u> he could finish early.

Interjectional Phrase

Interjections that have more than one words are called the **interjectional phrases**.

Example:

o What a pity! He is dead.
o What a pleasure! I won the first prize.
o Oh please! Don't say that again.

CLAUSES

Types of Clauses

Like a phrase, a **clause** is a group of related words; but unlike a phrase, a clause has a subject and verb. An **independent clause,** along with having a subject and verb, expresses a complete thought and can stand alone as a coherent sentence. In contrast, a **subordinate** or **dependent clause** does not express a complete thought and therefore is *not* a sentence. A subordinate clause standing alone is a common error known as a sentence fragment.

Independent clauses

He saw her. The Washingtons hurried home. Free speech has a price. Grammatically complete statements like these are sentences and can stand alone. When they are part of longer sentences, they are referred to as **independent** (or **main**) **clauses.**

Two or more independent clauses can be joined by using coordinating conjunctions (*and, but, for, nor, or, so*, and *yet*) or by using semicolons. The most important thing to remember is that an independent clause *can* stand alone as a complete sentence.

In the following example, the independent clause is a simple sentence.

> *Erica brushed her long, black hair*.

Next, the coordinating conjunction *and* joins two independent clauses.

> *Fernando left, and Erica brushed her long, black hair*.

Next, a semicolon joins two independent clauses.

> *Fernando left; Erica brushed her long, black hair*.

All sentences must include at least one independent clause.

> After she told Fernando to leave, *Erica brushed her long, black hair*.

In the previous sentence, the independent clause is preceded by a clause that can't stand alone: *After she told Fernando to leave*.

> *Erica brushed her long, black hair* while she waited for Fernando to leave.

Here, the independent clause is followed by a clause that can't stand alone: *while she waited for Fernando to leave*.

Beginning sentences with coordinating conjunctions

Any of the coordinating conjunctions (*and, but, for, nor, or, so*, and *yet*) can be used to join an independent clause to another independent clause. Can you *begin* a sentence with one of these conjunctions?

No one knew what to do. *But* everyone agreed that something should be done.

An old rule says that you shouldn't. But beginning a sentence with a coordinating conjunction is acceptable today. (Notice the preceding sentence, for example.) Sometimes beginning a sentence this way creates exactly the effect you want. It separates the clause and yet draws attention to its relationship with the previous clause.

Subordinate clauses

A **subordinate clause** has a subject and verb but, unlike an independent clause, cannot stand by itself. It *depends* on something else in the sentence to express a complete thought, which is why it's also called a **dependent clause.** Some subordinate clauses are introduced by relative pronouns (*who, whom, that, which, what, whose*) and some by subordinating conjunctions (*although, because, if*, *unless, when*, etc.). Subordinate clauses function in sentences as adjectives, nouns, and adverbs.

Relative clauses

A **relative clause** begins with a relative pronoun and functions as an adjective.

In the following sentence, the relative pronoun *that* is the subject of its clause and *won the Pulitzer Prize* is the predicate. This clause couldn't stand by itself. Its role in the complete sentence is to modify *novel*, the subject of the independent clause.

The novel *that won the Pulitzer Prize* didn't sell well when it was first published.

In the next example *, which* is the relative pronoun that begins the subordinate clause. *Celebrities* is the subject of the clause and *attended* is the verb. In the complete sentence, this clause functions as an adjective describing *ceremony*.

The ceremony, *which several celebrities attended*, received widespread media coverage.

Note that in a relative clause, the relative pronoun is sometimes the subject of the clause, as in the following sentence, and sometimes the object, as in the next sentence.

Arthur, *who comes to the games every week*, offered to be scorekeeper.

Who is the subject of the clause and *comes to the games every week* is the predicate. The clause modifies *Arthur*.

In the following sentence *, mothers* is the subject of the clause, *adored* is the verb, and *whom* is the direct object of *adored*. Again, the clause modifies *Arthur*.

Arthur, *whom the team mothers adored*, was asked to be scorekeeper.

Noun clauses

A **noun clause** functions as a noun in a sentence.

What I want for dinner is a hamburger. (subject of the verb *is*)
The host told us *how he escaped*. (direct object of the verb *told*)

A vacation is *what I need most*. (complement of the linking verb *is*)
Give it to *whoever arrives first*. (object of the preposition *to*)

Pronoun case in subordinate clauses

Who, whom, whoever, whomever. In deciding which case of *who* you should use in a clause, remember this important rule: The case of the pronoun is governed by the role it plays in its own clause, *not* by its relation to the rest of the sentence. Choosing the right case of pronoun can be especially confusing because the pronoun may appear to have more than one function. Look at the following sentence.

They gave the money to *whoever presented the winning ticket*.

At first, you may think *whomever* is correct rather than *whoever*, on the assumption that it is the object of the preposition *to*. But in fact the entire clause, not *whoever*, is the object of the preposition. Refer to the basic rule: The case should be based on the pronoun's role within its own clause. In this clause, *whoever* is the subject of the verb *presented*.

A good way to determine the right pronoun case is to forget everything but the clause itself: *whoever presented the winning ticket* is correct; *whomever presented the winning ticket* is not.

The following two sentences show how you must focus on the clause rather than the complete sentence in choosing the right pronoun case.

We asked *whomever we saw* for a reaction to the play.

We asked *whoever called* us to call back later.

In each sentence the clause is the direct object of *asked*. But in the first sentence, *whomever* is correct because within its clause, it is the object of *saw*. In the second sentence, *whoever* is correct because it is the subject of *called*.

Adverbial clauses

Many subordinate clauses begin with subordinating conjunctions. Examples of these conjunctions are *because, unless, if, when*, and *although*. What these conjunctions have in common is that they make the clauses that follow them unable to stand alone. The clauses act as adverbs, answering questions like *how, when, where, why, to what extent*, and *under what conditions*.

When Mauna Loa began erupting and spewing lava into the air, we drove away as quickly as we could.

In the preceding sentence , *when* is a subordinating conjunction introducing the adverbial clause. The subject of the clause is *Mauna Loa* and the predicate is *began erupting and spewing*

lava into the air. This clause is dependent because it is an incomplete thought. What *happened* when the volcano began erupting? The independent clause *we drove away as quickly as we could* completes the thought. The adverbial clause answers the question "When did we drive?"

In the following sentence, *because* introduces the adverbial clause in which *van* is the subject and *needed* the verb. This clause is an incomplete thought. What *happened* because the van needed repairs? The independent clause *The group of tourists decided to have lunch in the village* is necessary to complete the thought. Again, the subordinate clause as a whole acts as an adverb, telling why the tourists decided to have lunch in the village.

The group of tourists decided to have lunch in the village *because the van needed repairs*.

PREFIX AND SUFFIX

Prefixes and suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them.

Prefixes

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. For example:

word	*prefix*	*new word*
happy	un-	unhappy
cultural	multi-	multicultural
work	over-	overwork
space	cyber-	cyberspace
market	super-	supermarket

Suffixes

Suffixes are added to the end of an existing word. For example:

word	*suffix*	*new word*
child	-ish	childish
work	-er	worker
taste	-less	tasteless
idol	-ize/-ise	idolize/idolise
like	-able	likeable

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *like* becomes the adjective *likeable,* the noun *idol* becomes the verb *idolize,* and the noun *child* becomes the adjective *childish*.

Word creation with prefixes and suffixes

Some prefixes and suffixes are part of our living language, in that people regularly use them to create new words for modern products, concepts, or situations. For example:

word	prefix or suffix	new word
security	bio-	biosecurity
clutter	de-	declutter
media	multi-	multimedia
email	-er	emailer

Email is an example of a word that was itself formed from a new prefix, *e-*, which stands for *electronic*. This modern prefix has formed an ever-growing number of other Internet-related words, including *e-book*, *e-cash*, *e-commerce*, and *e-tailer*.

CONNECTIVES AND DISCOURSE MARKERS

Sentence coherence is integral to sentence effectiveness. Appropriate connectives should be used to connect words, phrases and clauses in a sentence. In order to achieve coherence, technical writers and speakers use several linking devices or connectives. There are two types of linking devices, overt and covert. Overt devices are direct and explicitly stated while covert devices are indirect and implicit. Covert devices include techniques such as repetition of the key word, the use of articles (a, an, the), pronominal forms (he,she, it, they, and so on), and the use of synonyms. However, technical communication largely uses overt linking devices or connectives to indicate the logical progression of ideas in oral discourse or writing.

Following are some examples, in which connectives (bolded) have been used:

When an object is placed on one side or the other of a converging lens **and** beyond the focal plane, an image is formed on the opposite side.

If the object is moved closer to the primary focal plane, the image will be formed farther away from the secondary focal plane **and** will be larger.

Land pollution is **due to** solid wasters.

Fresh water is a renewable source, **but** its distribution is uneven.

Asbestosis is **caused by** asbestos, **which** is used in making ceilings.

These connectives include subordinators and coordinators. They can also be classified according to their functions. The following table presents the usage of discourse markers:

1. Linking: to show connection between what we are going to say and what was said previously.	Talking about... With reference to...	To break into conversation Formal expression used mostly at the beginning of business letters	'John came to my home yesterday.' 'Oh yes, **talking about** John, do you know he is going to the States next month? **With reference to** your letter dated.
2. Focusing: used to focus attention on what we are going to say	Regarding, as regarding, as far as, is concerned	Can come at the beginning of the discourse. Normally announces a change of subject. Mostly used in formal	**Regarding** the sales of this month, you haven't achieved the target.
3.Structuring:Mostly used in formal	used to Firstly, secondly,		He passed with examples

I. Read the following paragraphs and fill in the blanks with appropriate connectives.

I. **When** Hydrogen gas escapes from a cylinder into the air, no change is visible. However, **if** the escaping hydrogen is directed at finely divided platinum, it is observed **that** the platinum glows **and** soon ignites the hydrogen. In the absence of platinum the H_2O_2 reaction is too slow to observe. In contact with platinum, hydrogen reacts with oxygen from the air to form water. **As** they react, the give off energy, **which** heats the platinum. **As** the platinum gets hotter, it heats the hydrogen and hydrogen with oxygen becomes self-sustaining.

II. Join the following pairs of sentences, using the discourse markers given in the brackets against each pair.

oney on luxurious living. (inspiteof)

In spite of earning plenty of money, my father hates spending money on luxurious living.

I switch off the fridge at night. It saves money. (to) **I switch off the fridge at night to save money.**

Asma's suitcase was lost in the transit. She got it back. (however) **Asma's suitcase was lost in the transit however she got it back.**

Water could not be supplied by a centralized system. The cost of this would be very high. (because)

Water could not be supplied by a centralized system because the cost of this would be very high.

India Mark II has built-in mechanical efficiency. Even children can operate it easily. (so

that)

India Mark II has built-in mechanical efficiency so that even children can operate it easily.

Gold is malleable. We can change its shape by pressing and hammering. (therefore)

Gold is malleable therefore we can change its shape by pressing and hammering.

Petrol has become expensive. Many people prefer to use cheaper forms of transport. (as)

As petrol becomes expensive, many people prefer to use cheaper forms of transport.

Oil is struck in the rock layers. Production wells can be drilled to extract oil. (if) If oil is struck in the rock layers, production wells can be drilled to extract oil.

III. Join the following pairs of sentences by using appropriate connectives

The maid must be very tired. She had worked the whole day.

The maid must be very tired because she had worked the whole day.

I may help you. I may not help you. You are sure to lose the contract.

I may help you but I may not help you because you are sure to lose the contract.

He said something. I did not hear it.

He said something but I did not hear it.

The robbery was committed last Tuesday. The man has been caught. Since the man has been caught, the robbery was committed last Tuesday.

He is illiterate. His parents are illiterate as well.

He and his parents are illiterate.

He has come here. He will see you.

He has come here to see you.

I could not attend the meeting. I was ill.

As I was ill, I could not attend the meeting.

She is a painter. She is a poet.

She is painter and a poet.

BAR DIAGRAMS AND TABULAR COLUMNS

Bar graphs are the pictorial representation of data (generally grouped), in the form of vertical or horizontal rectangular bars, where the length of bars are proportional to the measure of data. They are also known as bar charts. Bar graphs are one of the means of data handling in statistics.

The collection, presentation, analysis, organization, and interpretation of observations of data are known as statistics. The statistical data can be represented by various methods such as tables, bar graphs, pie charts, histograms, frequency polygons, etc. In this article, let us discuss what is a bar chart, different types of bar graphs, uses, and solved examples.

Table of Contents:

Bar Graph Definition

The pictorial representation of a grouped data, in the form of vertical or horizontal rectangular bars, where the lengths of the bars are equivalent to the measure of data, are known as bar graphs or bar charts.

The bars drawn are of uniform width, and the variable quantity is represented on one of the axes. Also, the measure of the variable is depicted on the other axes. The heights or the lengths of the bars denote the value of the variable, and these graphs are also used to compare certain quantities. The frequency distribution tables can be easily represented using bar charts which simplify the calculations and understanding of data.

Types of Bar Charts

The bar graphs can be vertical or horizontal. The primary feature of any bar graph is its length or height. If the length of the bar graph is more, then the values are greater of any given data.

Bar graphs normally show categorical and numeric variables arranged in class intervals. They consist of an axis and a series of labeled horizontal or vertical bars. The bars represent frequencies of distinctive values of a variable or commonly the distinct values themselves. The number of values on the x-axis of a bar graph or the y-axis of a column graph is called the scale.

The types of bar charts are as follows:

1. Vertical bar chart
2. Horizontal bar chart

Even though the graph can be plotted using horizontally or vertically, the most usual type of bar graph used is the vertical bar graph. The orientation of the x-axis and y-axis are changed depending on the type of vertical and horizontal bar chart. Apart from the vertical and horizontal bar graph, the two different types of bar charts are:

- Grouped Bar Graph
- Stacked Bar Graph

Now, let us discuss the four different types of bar graphs.

Vertical Bar Graphs

When the grouped data are represented vertically in a graph or chart with the help of bars, where the bars denote the measure of data, such graphs are called vertical bar graphs. The data is represented along the y-axis of the graph, and the height of the bars shows the values.

Horizontal Bar Graphs

When the grouped data are represented horizontally in a chart with the help of bars, then such graphs are called horizontal bar graphs, where the bars show the measure of data. The data is depicted here along the x-axis of the graph, and the length of the bars denote the values.

Grouped Bar Graph

Grouped bar graph is also called the clustered bar graph, which is used to represent the discrete value for more than one object that shares the same category. In this type of bar chart, the total number of instances are combined into a single bar. In other words, a grouped bar graph is a type of bar graph in which different sets of data items are compared. Here, a single color is used to represent the specific series across the set. The grouped bar graph can be represented using both vertical and horizontal bar charts.

Stacked Bar Graph

Stacked bar graph is also called the composite bar chart, which divides the aggregate into different parts. In this type of bar graph, each part can be represented using different colors, which helps to easily identify the different categories. The stacked bar chart requires specific labeling to show the different parts of the bar. In a stacked bar graph, each bar represents the whole and each segment represents the different parts of the whole.

Uses of Bar Graphs

Bar graphs are used to match things between different groups or to trace changes over time. Yet, when trying to estimate change over time, bar graphs are most suitable when the changes are bigger.

Bar charts possess a discrete domain of divisions and are normally scaled so that all the data can fit on the graph. When there is no regular order of the divisions being matched, bars on the chart may be organized in any order. Bar charts organized from the highest to the lowest number are called Pareto charts.
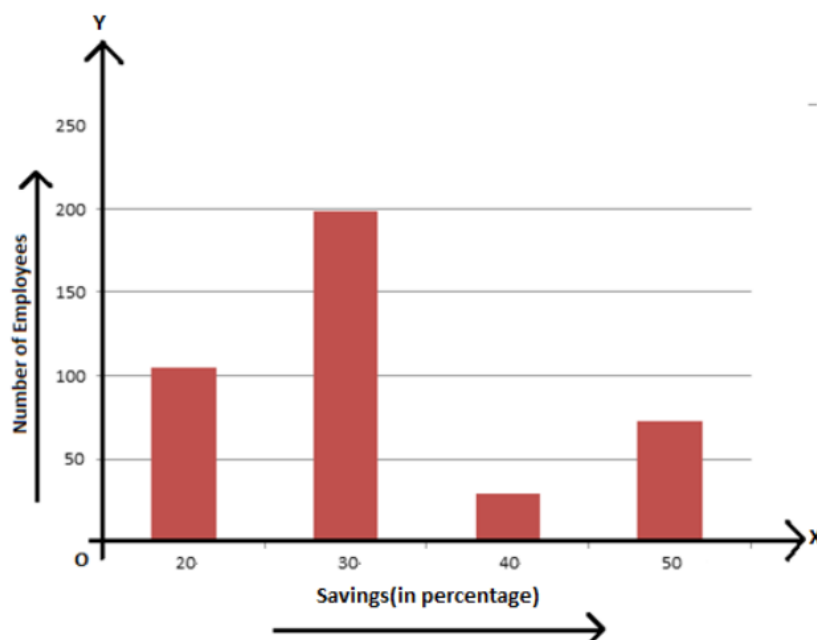
Bar Graph Examples

To understand the above types of bar graphs, consider the following examples:

Example 1: In a firm of 400 employees, the percentage of monthly salary saved by each employee is given in the following table. Represent it through a bar graph.

Savings (in percentage)	Number of Employees(Frequency)
20	105
30	199
40	29
50	73
Total	400

Solution: The given data can be represented as

Table 1 Vertical Bar Graph

This can also be represented using a horizontal bar graph as follows:
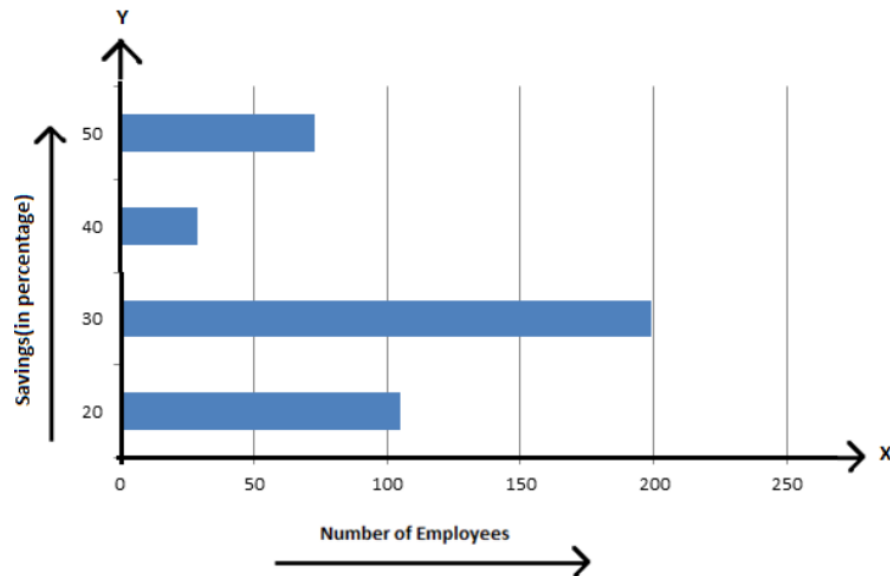
Example 2: A cosmetic company manufactures 4 different shades of lipstick. The sale for 6 months is shown in the table. Represent it using bar charts.

| Month	Sales (in units)			
	Shade 1	Shade 2	Shade 3	Shade 4
January	4500	1600	4400	3245
February	2870	5645	5675	6754
March	3985	8900	9768	7786
April	6855	8976	9008	8965
May	3200	5678	5643	7865
June	3456	4555	2233	6547

Solution: The graph given below depicts the following data
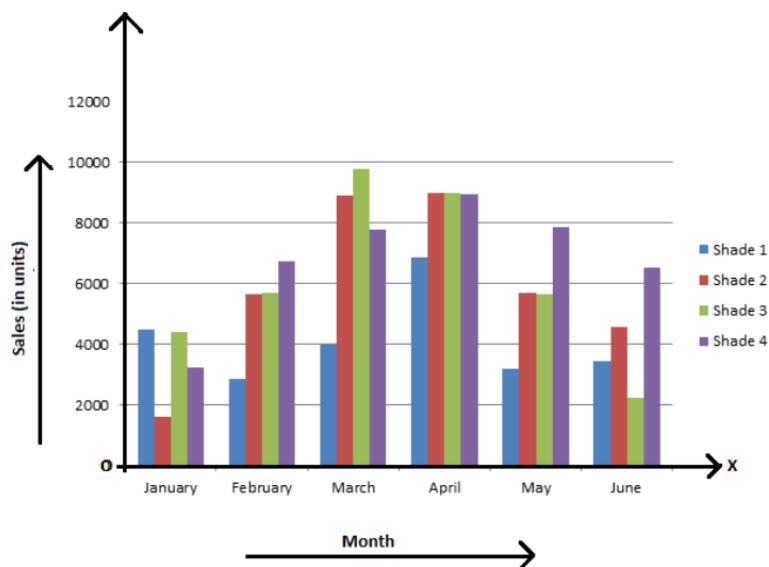
Example 3: The variation of temperature in a region during a year is given as follows. Depict it through the graph (bar).

Month	Temperature
January	-6°C
February	-3.5°C
March	-2.7°C
April	4°C
May	6°C
June	12°C
July	15°C
August	8°C
September	7.9°C
October	6.4°C
November	3.1°C
December	-2.5°C<

Solution: As the temperature in the given table has negative values, it is more convenient to represent such data through a horizontal bar graph.
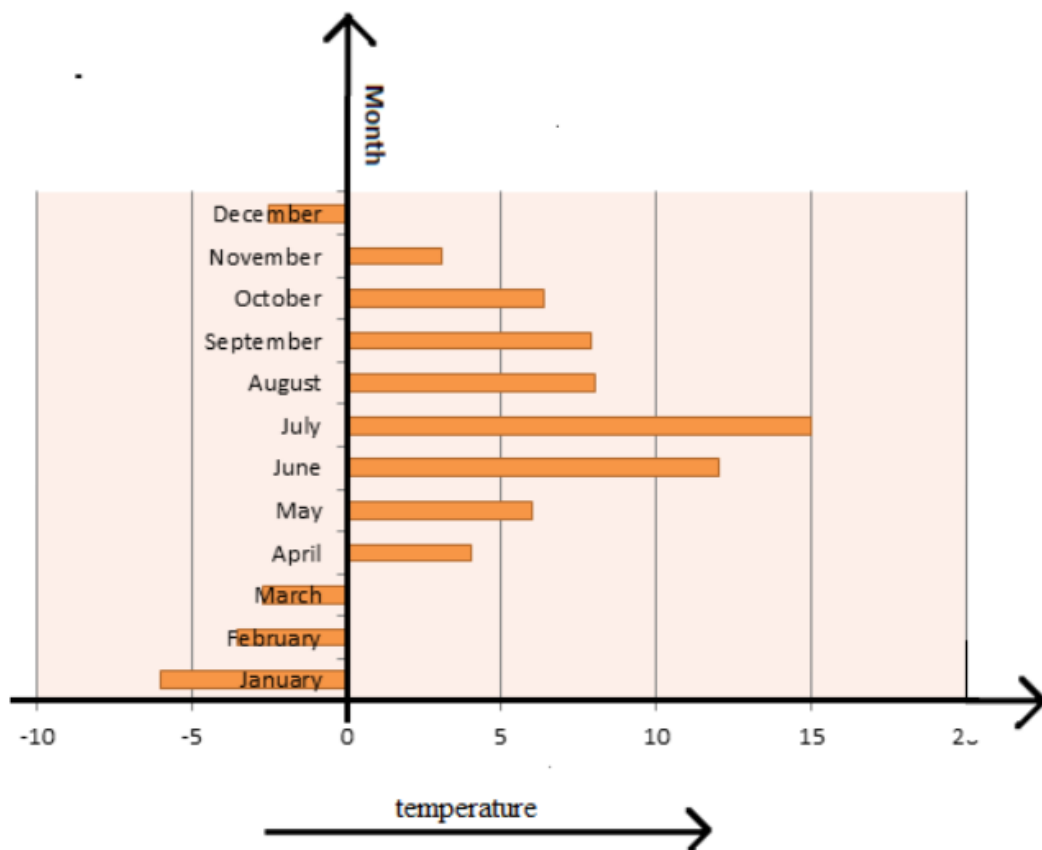
Practice Problem

Question: *A school conducted a survey to know the favourite sports of the students. The table below shows the results of this survey.*

Name of the Sport	Total Number of Students
Cricket	45
Football	53
Basketball	99
Volleyball	44
Chess	66
Table Tennis	22
Badminton	37

From this data,

1. Draw a graph representing the sports and the total number of students.

2. Calculate the range of the graph.

3. Which sport is the most preferred one?

4. Which two sports are almost equally preferred?

5. List the sports in ascending order.

What is meant by a bar graph?

Bar graph (bar chart) is a graph that represents the categorical data using rectangular bars. The bar graph shows the comparison between discrete categories.

What are the different types of bar graphs?

The different types of bar graphs are:
Vertical bar graph
Horizontal bar graph
Grouped bar graph
Stacked bar graph

When is a bar graph used?

The bar graph is used to compare the items between different groups over time. Bar graphs are used to measure the changes over a period of time. When the changes are larger, a bar graph is the best option to represent the data.

When to use a horizontal bar chart?

The horizontal bar graph is the best choice while graphing the nominal variables.

When to use a vertical bar chart?

The vertical bar graph is the most commonly used bar chart, and it is best to use while graphing the ordinal variables.

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UNIT- 3- WRITING FOR THE SCREEN

REPORTED SPEECH

Reported Statements

When do we use reported speech? Sometimes someone says a sentence, for example "I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said.

Watch my reported speech video:

Here's how it works:

We use a 'reporting verb' like 'say' or 'tell'. (**Click here for more about using 'say' and 'tell'**.) If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's optional. It's exactly the same if you use 'that' or if you don't use 'that'.)

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She **said** (that) she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.

present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
will	I'll see you later	She said (that) she would see me later.
would*	I would help, but.."	She said (that) she would help but...
can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky **is/was** blue.

Click here for a mixed tense exercise about practise reported statements.
Click here for a list of all the reported speech exercises.

Reported Questions

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

- Direct speech: Where do you live?

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence. A bit confusing? Maybe this example will help:

- Direct speech: Where do you live?
- Reported speech: She asked me where I lived.

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- Direct speech: Where is Julie?
- Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of)the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use **'if'**:

- Direct speech: Do you like chocolate?
- Reported speech: She asked me **if** I liked chocolate.

No problem? Here are a few more examples:

Direct Question	Reported Question
Do you love me?	He asked me if I loved him.
Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

Click here to practise reported 'wh' questions.

Click here to practise reported 'yes / no' questions.

Reported Requests

There's more! What if someone asks you to do something (in a polite way)? For example:

- Direct speech: Close the window, please
- Or: Could you close the window please?

- Or: Would you mind closing the window please?

  All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use **'ask me + to + infinitive'**:

- Reported speech: She asked me to close the window.

  Here are a few more examples:

Direct Request	Reported Request
Please help me.	She asked me to help her.
Please don't smoke.	She asked me not to smoke.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

To report a negative request, use 'not':

- Direct speech: Please don't be late.
- Reported speech: She asked us **not** to be late.

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

- Direct speech: Sit down!

  In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

- Reported speech: She told me to sit down.

Direct Order	Reported Order
Go to bed!	He told the child to go to bed.
Don't worry!	He told her not to worry.
Be on time!	He told me to be on time.
Don't smoke!	He told us not to smoke.

- **Click here for an exercise to practise reported requests and orders.**

Time Expressions with Reported Speech

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

It's Monday. Julie says "I'm leaving **today**".

If I tell someone on Monday, I say "Julie said she was leaving **today**".
If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".
If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".
If I tell someone a month later, I say "Julie said she was leaving **that day**".

So, there's no easy conversion. You really have to think about when the direct speech was said.

Here's a table of some possible conversions:

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

COMPOUND NOUNS

Compound Nouns

What are compound nouns? Here, we'll take an up-close look at compound nouns so you can recognize them when you see them, plus we'll provide you with some compound noun examples that will help you use them effectively.

What is a Compound Noun

Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words. Most compound nouns are made with **nouns** that have been modified by **adjectives** or other nouns.

In many compound nouns, the first word describes or modifies the second word, giving us insight into what kind of thing an item is, or providing us with clues about the item's purpose. The second word usually identifies the item.

Compound nouns are sometimes one word, like toothpaste, haircut, or bedroom. These are often referred to as closed or solid compound nouns.

Sometimes compound nouns are connected with a hyphen: dry-cleaning, daughter-in-law, and well-being are some examples of hyphenated compound nouns.

Sometimes compound nouns appear as two separate words: full moon, Christmas tree, and swimming pool are some examples of compound nouns that are formed with two separate words. These are often referred to as open or spaced compound nouns.

Compound Noun Examples

The more you read and write, the more compound noun examples you'll encounter. The following sentences are just a few examples of compound nouns. Compound noun examples have been italicized for easy identification.

Compound nouns can be made with two nouns:

Let's just wait at this *bus stop*.

I love watching *fireflies* on warm summer nights.

While you're at the store, please pick up some *toothpaste*, a six-pack of ginger ale, and some *egg rolls*.

Compound nouns can be made with an adjective and a noun:

Let's watch the *full moon* come up over the mountain.

Please erase the *blackboard* for me.

Compound nouns can be made with a verb and a noun:

Be sure to add bleach to the *washing machine*.

Let's be sure to stay somewhere with a *swimming pool*.

Compound nouns can be made with a noun and a verb:

He always gets up before *sunrise*.

I really could use an updated *hairstyle*.

Compound nouns can be made with a verb and a preposition:

Checkout is at noon.

Please remember to schedule your dog's annual *check-up*.

Compound nouns can be made with a noun and a prepositional phrase:

My *mother-in-law* is the kindest person I know.

Compound nouns can be made with a preposition and a noun:

Do you believe in *past lives*?

This city is vibrant, so it's hard to believe it has a thriving criminal *underworld*.

Compound nouns can be made with a noun and an adjective:

We need a *truckful* of mulch for the garden.

Compound Nouns Exercises

Choose the word that makes each of these nouns into a compound noun.

1. Fund_____ (A – driver, B – seat, C – raiser)

2. News_____ (A– paper, B – story, C – travels)

3. Sun_____ (A– day, B – glasses, C – heat)

4. Child_____ (A – hood, B – ren, C – play)

5. Door_____ (A– frame, B – handle, C – way)

Answer Key: 1 – C, 2 – A, 3 – B, 4 – A, 5 – C

Fill in the blanks to complete each compound noun, or with the one-word compound noun that fits best.

6. Prevent a heart_____by eating properly and getting enough exercise. (A – stroke, B – attack, C – murmur)

7. Do you prefer peppermint or cinnamon flavored _____? (A– cookies, B – toothpaste, C – applesauce)

8. The full_____looked enormous as it rose over the horizon. (A – moon, B – sun, C – sunset)

9. I'm going to the barber for a_____. (A – trim, B – new style, C – haircut)

10. They're digging a new swimming_____in the park. (A – suit, B – pool, C – game)

11. I'd love to learn to pilot an_____(A–boat, B – airplane, C – submarine)

12. One reason donuts are fattening is that they're fried in cooking_____. (A – oil, B – sugar, C –pans)

13. Sherrie is upset because she lost an_____. (A – input, B – earring, C – friendship)

14. We put a_____in the garden to chase birds away.(A – runway, B – sunshade, C – scarecrow)

15. 15.I've got to pick up a package at the post_____. (A – man, B – office, C – book)

Answer Key: 6 – B, 7 – B, 8 – A, 9 – C, 10 – B, 11 – B, 12 – A, 13 – B, 14 – C, 15 – B

TYPES OF SENTENCES

Sentence Types:

Simple, Compound, Complex, and Compound-Complex

Simple Sentences

- A simple sentence contains a subject and a verb.

- It expresses a single complete thought that can stand on its own.

Examples:

1. The baby cried for food.

 ^There is a subject and a verb that expresses a complete thought.

2. Professor Maple's intelligent students completed and turned in their homework.

^ A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs "completed" and "turned in." However, the sentence expresses one complete thought and therefore is a simple sentence.

3. Megan and Ron ate too much and felt sick.

 ^Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

Compound Sentences

- A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.

- Basically, a compound contains two simple sentences.

- These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

1. The shoplifter had stolen clothes, so he ran once he saw the police.

^Both sides of the conjunction "so" are complete sentences. "The shoplifter had stolen clothes" can stand alone and so can "he ran once he saw the police." Therefore, this is a compound sentence.

2. They spoke to him in Spanish, but he responded in English.

^This is also a compound sentence that uses a conjunction to separate two individual clauses.

Complex Sentences

- A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought.

- A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

1. After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

^ The independent clause is 'Tim went to the gym to exercise." The subordinating clause before it is dependent on the main, independent clause. If one were to say "after eating lunch at The Cheesecake Factory," it would be an incomplete thought.

2. Opinionated women are given disadvantages in societies that privilege male accomplishments.

^ The subject is "opinionated women" and the verb is "are given." The first part of the sentence "opinionated women are given disadvantages in societies" is an independent clause that expresses a complete thought. The following "that privilege male accomplishments" is a relative clause that describes which types of societies.

3. The woman who taught Art History 210 was fired for stealing school supplies.

^ The dependent clause in this sentence is "who taught Art History 210" because if removed, the rest of the sentence would stand as an independent clause. "Who taught Art History 210" is an adjective clause that provides necessary details about the subject, woman.

Compound-Complex Sentences

- A compound-complex sentence has two independent clauses and at least one dependent clause.

 Examples:

1. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

^ If we remove the dependent clause "after the two soccer players lost their game," we have a compound sentence. The dependent clause makes this sentence compound-complex.

2. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

Practice:

Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.

1. Vampires Dairies is my favorite television show, but I also love True Blood.

2. The student wiped the white board that was filthy with last week's notes.

3. The trendy fashion designer released her new line on Wednesday.

4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.

5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.

6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.

7. After listening to the Kanye West CD, I have new respect for his music.

8. After the teacher chose groups, John and Sara were selected as partners for a project, yet

Sarah did most of the work.

TRANSFORMATION OF SENTENCES

There are **three types** of Transformation of sentences. Those are –
o   **Simple Sentences**
o   **Complex Sentences and**
o   **Compound Sentences**

What is Clause?

The clause is where there will be a subject and a predicate as a group of words, but that will not be considered as a full sentence. The clause can be of two types. Those are –

1. Independent Clause:

A Clause that –

o   contains both a subject and a predicate.
o   can stand alone as a sentence or
o   can be a part of a multi-clause sentence.
o   uses conjunctions such as – or, for, nor, so, yet, and, but.
Example: We visited Agra, but we did not go to Taj Mahal.

2. Dependent Clause:

A Clause that is –

o   that have a subject and a predicate
o   cannot stand alone as a sentence
o   always be a part of a sentence, on which it depends for meaning.
A dependent clause is of three types – **Adjective Clause**, **Adverb Clause,** and **Noun Clause**.

1. Adjective Clause or Relative Clause:

An adjective clause or relative clause is like an adjective which comes before to change or modify the noun or pronoun by – who, which, that, where, when, whose, whom, whoever, etc.
Example:
o   This is a resort that we saw on the TV.
o   The Lady who was our tour guide is a American.

2. Adverb Clause or Adverbial Clause:

An **adverbial clause** or **subordinate clause** is a type of dependent clause which starts with subordinating conjunctions like – because, although, when, if, until, as if etc.
Example:
o   The homeless guy spent the night on the road.
o   We wanted to go to the Bashundhara Cineplex.

3. Noun Clause:

In a sentence when a clause functions as the complement, subject or object is called **noun clause**. It starts with the same words that begin adjective clauses, e.g., that, who, when, which, where, whether, why, how.

Example:
o What we saw at the Thor movie was amazing.

To understand the types of transformation of sentences we need to know the definition of the Simple Sentences, Complex Sentences, and Compound Sentences.

Simple Sentence:

When in a sentence that has one independent clause it is called **simple sentence**.
Example: He confessed his illegal act.

Complex Sentence:

When in a sentence that has one clause and one or more   subordinate clauses it is called a **complex sentence.**
Example: He confessed that he was guilty of his illegal act.

Compound Sentence:

When in a sentence that has more than one main clause it is called the **compound sentence**.
Example: I went to watch a movie named Justice League, but the movie was already houseful.

Transforming Simple Sentences into Complex Sentences:

Converting Simple Sentences into Complex Sentences can be done easily. And this can be done by simply expanding a word or a phrase into a clause. Moreover, we can do the same thing when we want to change the Complex Sentences into Simple Sentences. And this can be done by eliminating a clause into a word or a phrase.

Few examples are given below to understand the concept and conventional rules of transforming between Simple Sentence and Complex Sentences:-

Rule: 1:
"Present participle" in a simple sentence, to convert into complex sentences by adding **"since/as/when"** at the first half of the sentence.
o **Simple Sentence:** Closing the door, I went back to school.
o **Complex Sentence:** When I closed the door, I went back to school.

Rule: 2
"Being/ Verb+ing" in a simple sentence, to convert into a complex sentence by adding **"as/when/since"** at the first half of the sentence.
o **Simple Sentence:** After winning a beauty contest she cried.
o **Complex Sentence:** As she won the beauty contest, she cried.

Rule: 3
"Too…to" in a simple sentence, to convert into a complex sentence by adding **"so…that (negative)"**.
o **Simple Sentence:** He is too weak to carry the box.
o **Complex Sentence:** He is so weak that he cannot carry the box.

Rule: 4

"To" in the simple sentence, to convert into a complex sentence by adding **"so that"** in the sentence.

- o **Simple sentence:** We eat to live.
- o **Complex Sentence:** We eat so that we can live.

Rule: 5

In the simple sentence **"in spite of/ despite",** to convert into the complex sentence by adding **"though/ although"** in the sentence.

- o **Simple Sentence:** In spite of being rich, she is hard working.
- o **Complex Sentence:** Though she is rich, she is hard working.

Rule: 6

"Because of" in the simple sentence, to convert it to the complex sentence by adding **"since"** at the beginning of the sentence.

- o **Simple Sentence:** Because of his illness, he could not join the meeting.
- o **Complex Sentence:** Since he was ill, he could not join the meeting.

Rule: 7

"Subject + verb + object + present participle" type of simple sentence, to convert it to the complex sentence by **"subject + verb + object + relative pronoun of the object + be verb according to relative pronoun and tense + rest of the sentence"**.

- o **Simple Sentence:** I saw a bird flying.
- o **Complex Sentence:** I saw a bird which was flying.

Rule: 8

In the simple sentence starts with **"without"**, by adding **"if/ in case"** is converted into the complex sentence.

- o **Simple Sentence:** Without adding the sugar the dish will taste bad.
- o **Complex Sentence:** If you do not add sugar the dish will taste bad.

Rule: 9

In the simple sentence **"at the time"** will be converted into **"when"** in the complex sentence.

- o **Simple Sentence:** She woke up at the time of load shedding.
- o **Complex Sentence:** She woke up when it was load shedding.

Rule: 10:

In the simple sentence, **"adjective"** will be converted into **"that/which"** in the complex sentence.

- o **Simple Sentence:** It was a blue shirt.
- o **Complex Sentence:** It was a shirt which was blue.

INVITATION LETTERS

Invitation letters are written in various settings on formal and informal occasions. Such letters can be for a wedding, business meeting, graduation ceremony, engagement, or other events. It is written when one wants to invite guests to a particular event or occasion. This letter is written by an individual or organization that is hosting an event or occasion. An invitation letter is addressed to a guest person or organization.

The purpose of invitation letters is to reserve positions for the guests prior to the date the occasion is scheduled. Most occasions have a specific purpose and target group, invitation letters enable this objective to be achieved. It is also a document to formally invite a person to an event. With such letters, hosts can also estimate the number of guests they intend to have on their occasion to help them make the necessary arrangements.

Has someone asked you to prepare invitation letters for their guests but no idea where you should start? Check out the free invitation letter template and sample letters for reference.

From,

_____

_____

Date (date on which letter is written)

To,

_____

_____

Sub:_____

Dear_____,

My name is_____and I take this opportunity to invite you to my graduation ceremony. I have graduated from_____University where I was pursuing a degree in_____. It is a moment of celebration for me and my family and I wish to invite you to share this joyful moment with us. Kindly receive this as my invitation to you and your family.

The ceremony will take place at_____on_____at_____(time). There will be a dinner later on the same day at_____(time) in_____hotel. I have made table reservations for you and your family. The dress code is black and silver party formals.

If you have any inquiries or need additional information please contact me on_____. I look forward to your confirmation of this invitation. Your presence will crown this ceremony. Please come and celebrate my academic success with me.

I hope to see you on this big day.

Yours Faithfully,

_____

(_____)

From,

_____

_____

_____

_____

Date:_____(Date on Which Letter is Written)

To,

_____

_____

_____

_____

Subject: Sample Invitation Letter

Dear_____(Sir or Madam),

I, Mrs. …(name of the sender) am writing this letter to Mr. ….(name of the receiver) to invite him and his family personally to attend the engagement function of my granddaughter that is on the ….(date of the engagement). Please take this as my personal invitation to you and your family. I and my family would definitely be glad to see you all there at the function so do come.

Due to some inconvenience, I could not invite you personally to the function. Hence, I am writing this letter to you. Also, please join us for dinner after the function. Would be awaiting you all at the function till then stay fine.

Yours Truly,

Name of the person

_____

Sign of the person

Sample Invitation Letter Samples

When you want someone to attend an event you are hosting, it is a good gesture to send an invitation. Have a look at the invitation letter sample that you can use to invite guests to your occasion.

From,

Sheila Zuniga,

773 3rd Ave.

Lawrenceville, GA 30043

United States

Date:＿＿＿＿＿＿＿(Date on which letter is written)

To,

Sharon Galloway,

630 Saxon Street

Jonesboro, GA 30236

United States

Sub; Invitation for a funeral

Dear Ms. Galloway,

It is with great sorrow that I write this letter to inform you of the passing of my father after a fatal accident that took place on 12th January 2020. I hereby write to invite you to the mass at St. Peters Church on 15th January 2020 at 10 am. The funeral service will follow at Oak Field cemetery at noon on the same day.

The funeral services will be restricted to family only and hence the purpose of this invitation. I know that my father was close to you and I wish to invite you to attend this decent send-off

ceremony. We are saddened to meet again under such circumstance but we have to be strong in this difficult time.

Please join us for a simple lunch at our home after the funeral. Meanwhile, you can reach me through my mobile 479-639-5976. I would like you to come and celebrate the life of our dear father on this day.

Sincerely,

_____

Sheila Zuniga

Accept and Decline Invitations in English Easily

How to Say Yes
STEP 1: Say Thank You

- Thank you.
- Thanks for the invitation.
- That is so kind of you.
- Thanks for thinking of us.
- That sounds great.
- How wonderful!
- Awesome!
- How fun!
  STEP 2: Be Clear about Your Yes
- We will be there. (Make it clear who is coming so the host is sure, by saying for example: John and I will be there, OR the kids and I will be there)
- We can't wait.
- Count me in.
- We will be there will bells on.*
- Wouldn't miss it!
- Absolutely!
- I'll be there for sure.
- I'd love to come.

- I'm in/ I'm down/ Sure thing (Casual)**

  * Learn more about where this expression comes from and how we use it.

  ** Last month, Kelly and I did a lesson on How to Make Plans with Friends with American vs. Australian English. In that lesson, we talked about using "I'm in" and "I'm down."

  STEP 3: Confirm the Details

- So we will see you on the 10th then.

- We look forward to seeing you there.

- How lovely! I can't wait.

- It is going to be great!

- What would you like us to bring?

- Let me know if I can help with the preparations.

- Is there anything I can do to help?

- Fabulous, see you then!

How to Say Maybe

STEP 1: Start with Thank You

- Thank you.

- Thanks for the invitation…

- That is so kind of you.

- Thanks for thinking of us.

- That sounds great.

- How wonderful!

- Awesome!

- How fun!

  STEP 2: Use a Polite Way to Say Maybe*

- **I'm not sure** whether I can but I'll check my calendar and let you know.

- **Perhaps** I can make it. Let me check my calendar.

- **Perhaps** I can reschedule something. I will see what I can do.

  * Get more ways to Say Yes, No, and Maybe with this lesson.

How to Say No

STEP 1: Start with Thank You

- Thank you.

- Thanks for the invitation but…

- That is so kind of you.

- Thanks for thinking of us.

- I appreciate the invite but…

STEP 2: Explain You Cannot Go with an Apologetic Tone

- But I am not able to make it.
- But I am not able to come.
- But I'm sorry, I'm afraid we can't make it.
- Unfortunately I already have plans.
- So sorry, I'll have to take a rain check.
- I would love to come but…
- That sounds fabulous but…
- I wish I could join you but…
- I am so sorry we can't make it…
- It is a shame we can't be there…
- I am disappointed that I can't make it…
- That would have been wonderful, so sorry we can't be there.
  STEP 3: Give a Simple, Clear Reason
- It is my sister's birthday that day.
- Joe leaves for his trip that afternoon.
- The children have a school event we have to attend.
- We will be away on vacation then.
- We have a prior engagement.
- We already have plans.
- We have a clash in our schedule.
  STEP 4: Close Positively
- I hope it goes well.
- We will be thinking of you.
- Enjoy it!
- We will make it up to you another day.
- I would love to catch up another time.
- How about another time?

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SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

UNIT- 4- LANGUAGE AT DISCOURSE LEVEL

CLOZE

Cloze Reading Exercises

Cloze reading exercises are short passages or paragraphs where you supply the missing words which have been removed from the test's passage.

A **Cloze Reading Test** can be referred to as a "deletion test", as key words in the passage are left blank or deleted for you to fill in. Close Test activity or procedure is also referred to as an English exercise or assessment quiz. Cloze tests are great vocabulary builders and are indicative of your level of English comprehension.

Cloze Reading Test Types

Cloze reading test can be multiple choice, where you may be required to choose from a list of words to "fill in" the blanks, or be required to select the best word to complete the sentence based on your vocabulary skills. In the latter, the students answers may vary but are required to make grammatical sense.

EXERCISE

Jill was walking to her class slowly. She was worried___**1**___the History test she would have to___**2**___that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and___**3**___near her feet. As Jill glanced down at the paper, her heart nearly ___**4**___a beat. It was the History test paper complete___**5**___answers !

Jill's very first thought was not to___**6**___anyone about what she had found. She would memorize___**7**___the answers and do extremely___**8**___in the test. After some hard thinking, however, she knew that it would be a very___**9**___thing to do. Besides, it would not be___**10**___to her classmates. In the___**11**___, Jill returned the paper to her History teacher, Miss James.

"Thanks, Jill. I have been searching high and___**12**___for it," said the teacher.

"I...I've read all the questions___**13**___, Miss James," Jill confessed.

Miss James___**14**___her not to worry as she would think of new questions for the test. Jill's ___**15**___sank. She was half hoping that the test___**16**___be cancelled. Nevertheless, she did her best in the new test later that day.

A few days later, the test papers were___**17**___to the class. Go her pleasant surprise, Jill discovered that she had ___**18**___eighty marks.

"You know something," she told her friends. "I could easily have scored___**19**___marks if I had cheated on this test. But I wouldn't be as pleased as I am ___**20**___with the eighty marks I obtained."

Answers

1. about 2. take 3. landed 4. missed 5. with 6. tell 7. all 8. well 9. dishonest 10. fair 11. end 12. low 13. already 14. told 15. heart 16. would 17. returned 18. scored 19. full 20. now

Jill was walking to her class slowly. She was worried **about** the History test she would have to **take** that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and **landed** near her feet. As Jill glanced down at the paper, her heart nearly **missed** a beat. It was the History test paper complete **with** answers !

Jill's very first thought was not to **tell** anyone about what she had found. She would memorize **all** the answers and do extremely **well** in the test. After some hard thinking, however, she knew that it would be a very **dishonest** thing to do. Besides, it would not be **fair** to her classmates. In the **end**, Jill returned the paper to her History teacher, Miss James.

"Thanks, Jill. I have been searching high and **low** for it," said the teacher.

"I...I've read all the questions **already**, Miss James," Jill confessed.

Miss James **told** her not to worry as she would think of new questions for the test. Jill's **heart** sank. She was half hoping that the test **would** be cancelled. Nevertheless, she did her best in the new test later that day.

A few days later, the test papers were **returned** to the class. To her pleasant surprise, Jill discovered that she had **scored** eighty marks.

"You know something," she told her friends. "I could easily have scored **full** marks if I had cheated on this test. But I wouldn't be as pleased as I am **now** with the eighty marks I obtained."

QUESTION TAGS

Tag Questions

You speak English, don't you?

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

The basic structure of a tag question is:

positive statement	negative tag
Snow is white,	isn't it?

negative statement	positive tag
You don't like me,	do you?

Notice that the tag repeats the auxiliary verb (or main verb when *be*) from the statement and changes it to negative or positive.

Positive Statement Tag Questions

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

(+) positive statement				(-) negative tag		
subject	auxiliary	main verb		auxiliary	not	personal pronoun same as subject
You	are	coming,		are	n't	you?

We	have	finished,		have	n't	we?
You	do	like	coffee,	do	n't	you?
You		like	coffee,	do	n't	you?
They	will	help,		wo	n't	they?
I	can	come,		can	't	I?
We	must	go,		must	n't	we?
He	should	try	harder,	should	n't	he?
You		are	English,	are	n't	you?
John		was	there,	was	n't	he?

Notice:

- the use of *do* in the two coffee questions. Remember that in Present Simple, *do* is optional in positive statements (*You like coffee/You do like coffee*). But the *do* must appear in the tag. The same applies to Past Simple *did*.
- in last two questions, no auxiliary for main verb *be* in Present Simple and Past Simple. The tag repeats the main verb.

Negative Statement Tag Questions

Look at these examples with **negative statements**. Notice that the negative verb in the original statement is changed to positive in the tag.

(-) negative statement						(+) positive tag	
subject	auxiliary		main verb			auxiliary	personal pronoun same as subject
It	is	n't	raining,			is	it?
We	have	never	seen		that,	have	we?
You	do	n't	like		coffee,	do	you?
They	will	not	help,			will	they?
They	wo	n't	report		us,	will	they?
I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?
He	should	n't	drive		so fast,	should	he?
You	wo	n't	be		late,	will	you?
You			are	n't	English,	are	you?

John			was	not	there,	was	he?

Notice:

- *won't* is the contracted form of *will not*
- the tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb *be* in Present Simple and Past Simple.

Answering Tag Questions

How do we answer a tag question? Often, we just say *Yes* or *No*. Sometimes we may repeat the tag and reverse it (They don't live here, *do they*? Yes, *they do*). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the **truth** of the situation. Your answer reflects the real facts, not (necessarily) the question.

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

tag question	correct answer	*notes*	
Snow is white, isn't it?	Yes (it is).	Answer is same in both cases - because snow *is white*!	But notice change of **stress** when answerer does not agree with questioner.
Snow isn't white, is it?	**Yes** it **is**!		
Snow is black, isn't it?	**No** it **isn't**!	Answer is same in both cases - because snow *is not black*!	
Snow isn't black, is it?	No (it isn't).		

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the **wrong answer** in English!

Here are some more examples, with correct answers:

- The moon goes round the earth, doesn't it? Yes, it does.
- The earth is bigger than the moon, isn't it? Yes.
- The earth is bigger than the sun, isn't it? **No**, it **isn't**!
- Asian people don't like rice, do they? **Yes**, they **do**!
- Elephants live in Europe, don't they? **No**, they **don't**!
- Men don't have babies, do they? No.
- The English alphabet doesn't have 40 letters, does it? No, it doesn't.

Tag Question Special Cases

Negative adverbs

The adverbs *never*, *rarely*, *seldom*, *hardly*, *barely* and *scarcely* have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

positive statement treated as *negative statement*	positive tag
He **never** came again,	did he?
She can **rarely** come these days,	can she?
You **hardly** ever came late,	did you?
I **barely** know you,	do I?
You would **scarcely** expect her to know that,	would you?

Intonation

We can change the *meaning* of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer:

	intonation		
You don't know where my wallet is,	do you?	/ rising	real question
It's a beautiful view,	isn't it?	\ falling	not a real question

Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can, can't, will, would* for orders.

imperative + question tag	*notes*
Take a seat, won't you?	polite invitation
Help me, can you?	quite friendly
Help me, can't you?	quite friendly (some irritation?)
Close the door, would you?	quite polite
Do it now, will you.	less polite
Don't forget, will you.	with negative imperatives only *will* is possible

Same-way tag questions

Although the basic structure of tag questions is positive-negative or negative-positive, it is sometimes possible to use a positive-positive or negative-negative structure. We use same-way tag questions to express interest, surprise, anger etc, and not to make real questions.

Look at these positive-positive tag questions:

- So you're having a baby, are you? That's wonderful!
- She wants to marry him, does she? Some chance!
- So you think that's funny, do you? Think again.

Negative-negative tag questions usually sound rather hostile:

- So you don't like my looks, don't you? (British English)

Asking for information or help

Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- You don't know of any good jobs, do you?
- You couldn't help me with my homework, could you?
- You haven't got $10 to lend me, have you?

Some more special cases

example	notes
I **am** right, **are**n't I?	aren't I (*not* amn't I)
You **have** to go, **do**n't you?	you (do) have to go...
I **have been** answering, **have**n't I?	use first auxiliary

Nothing came in the post, **did** it?	treat statements with *nothing, nobody etc* like negative statements
Let's go, shall we?	*let's = let us*
He**'d** better do it, **had**n't he?	he had better (no auxiliary)

Mixed Examples of Tag Questions

Here is a list of examples of tag questions in different contexts. Notice that some are "normal" and others seem to break all the rules:

- But you don't really love her, do you?
- This'll work, won't it?
- Oh you think so, do you?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- Oh you do, do you?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?
- You never come on time, do you?
- You couldn't help me, could you?
- You think you're clever, do you?
- So you don't think I can do it, don't you? (British English)
- Shut up, will you!
- She can hardly love him after all that, can she?
- Nothing will happen, will it?

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SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

UNIT- 5- SOCIAL MEDIA STRATEGIES

PUNCTUATION

Punctuation marks are the "traffic signals" of a language. When correctly used, they guide the reader through the text and makes comprehension easier. However, when incorrectly placed, they can also change the meaning of a sentence. Consider the following example:

Original text: A woman without her man is nothing.

Punctuated text 1: A woman, without her man, is nothing.

Punctuated text 2: A woman: without her, man is nothing.

Below is a discussion on the uses of different punctuation marks such as the comma, apostrophe, semicolon, colon, hyphen, quotation, and ellipses.

Use of the period

There are only two uses of the period (also known as "full stop" in British English):3

• To mark the end of a sentence expressing a statement (if you are unsure whether the words constitute a sentence, look for a verb which is an essential component of a sentence)

• To signify an acronym - [N.A.T.O. for North Atlantic Treaty Organization (although increasingly it is acceptable and even preferable not to use full stops in such cases)]

Note: A common mistake is to use a comma where a full stop should be used,

The following are the uses of some common punctuation marks as discussed by Prof. Rosella Torrecampo during the "Basic Onine Writing Training" for SUC Writers:1

Uses of a Comma:

1) In a list

Oxford comma ~ the comma before "and" or "or" in a series of items.

Example: Ham, eggs, and chips

2) Before dialogue

Example: Mark said, "Good morning!"

3) Mark out additional information

Example: The girl, who is wearing a pink shirt, is my sister.

4) Before a conjunction (e.g. and but or for while yet) introducing an independent clause

Example: The boys wanted to stay up until midnight, but they grew tired and fell asleep.

5) Enclose parenthetic expressions (additional information) between commas

Example: The best way to see a country, unless you're pressed for time, is to travel on foot.

Note: When in doubt over where to use a comma, try reading the sentence out loud and, generally speaking, commas should be used where you pause for clarification or breath.

Uses of the Apostrophe

1. Indicates a possessive in a singular noun

Example: The café's menu

But when the possessor is a regular plural, the apostrophe follows the "s."

Example: The cafés' menus

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Note: With modern names ending in "s" (including biblical names and any foreign name with an unpronounced final "s"), the "s" is required after the apostrophe.

Keats's poems

St. James's Square

Charles's coffee mug

With names from the ancient world, it is not.

Achilles' heel

Archimedes' screw

If the name ends in an "iz" sound, an exception is made:

Bridges' score

Moses' tablets

Jesus' disciples

2. Indicates time or quantity.

Two Week's Notice

The Café will open in two month's time.

3. Indicates the omission of figures in dates

Example: Batch '08 is so excited to graduate.

4. Indicates the omission of letters

Examples: The training starts at 8 o' clock every day.

The gov't is set to battle the insurgents in Basilan.

It's (it is) your turn.

It's been several years (It has been several years).

5. Featured in Irish names such as O' Neal and O' Casey.

'O = Of (?)

'O = anglicisation of "ua" meaning grandson

6. Indicates the plural of words

The do's and don'ts of speaking

She didn't welcome his but's and and's.

Note: The apostrophe doesn't have to appear in the plurals of abbreviations (e.g. DVD's) or plural dates (e.g.

1980's)

Remember: Possessive pronouns do not require an apostrophe

Possessive Pronouns:

Mine Ours

Yours Yours

His Theirs

Hers Theirs

Its Theirs

Uses of Semi•colon

1) Separate two related sentences where there is no conjunction (such as "and" or "but"), and where using only a comma would be ungrammatical.

Example: She is a good writer; she has published several books.

2) Organizes syntax thought where many commas are used

Example: We bought dairy products like milk, butter, and cheese; vegetables such as carrots, potatoes, and spinach; and some fruits like bananas and mangoes.

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3) Linking words such as "however," "nevertheless," "also," "consequently," and "hence" require a semi•colon.

Example: He spent a lot for the campaign; however, the majority of the public saw through his pretense and did not vote for him.

Uses of Colon:

1) Separates statements "placed baldly in dramatic opposition"

a. Lawrence could not speak: he was drunk.

b. Man proposes: God disposes.

It is also used when the second statement reaffirms, explains or illustrates the first

2) Starts lists

a. Please purchase the ff: furniture, glassware, ingredients, and linen.

3) Sets off book and film sub•titles from the main titles

a. Gandhi II : The Mahatma Strikes Back

4) Separates dramatic characters forming a dialogue:

Philip: How do you get to Cebu?

o Anne: You can go there by plane, by ship, or by bus.

Uses of the Hyphen3

1) Use a hyphen to join two or more words serving as a single adjective before a noun:

Examples: a one•way street chocolate•covered peanuts well•known author

However, when compound modifiers come after a noun, they are not hyphenated:

Examples: The peanuts were chocolate covered.

The author was well known.

2) Use a hyphen with compound numbers:

Examples: forty•six sixty•three

Our much•loved teacher was sixty•three years old.

3) Use a hyphen to avoid confusion or an awkward combination of letters:

Examples: re•sign a petition (vs. resign from a job)

semi•independent (but semiconscious)

shell•like (but childlike)

4) Use a hyphen with the prefixes ex• (meaning former), self•, all•; with the suffix •elect; between a prefix and

a capitalized word; and with figures or letters:

Examples: ex•husband anti•American

self•assured T•shirt

mid•September pre•Civil War

all•inclusive mid•1980s

mayor•elect

5) Use a hyphen to divide words at the end of a line if necessary, and make the break only between syllables:

Examples: pref•er•ence sell•ing in•di•vid•u•al•ist

6) For line breaks, divide already hyphenated words only at the hyphen:

Examples: mass• selfproduced conscious

7) For line breaks in words ending in •ing, if a single final consonant in the root word is doubled before the suffix, hyphenate between the consonants; otherwise, hyphenate at the suffix itself:

Examples: plan•ning

run•ning

driv•ing

call•ing

8) Never put the first or last letter of a word at the end or beginning of a line, and don't put two•letter suffixes at the beginning of a new line:

Examples: lovely (Do not separate to leave ly beginning a new line.)

eval•u•ate (Separate only on either side of the u; do not leave the initial e• at the end of a line.)

Uses of the Dash

When you type two hyphens together (--), most word processors automatically combine them into a single dash. The dash (or em•dash) should be used for a specific reason, and not be overused in academic writing.

1) Use a dash to take the place of the more formal colon, particularly when you want to emphasize a point:

Example: Students were asked to bring their own supplies—paper, pencils, and calculator.

2) Use a pair of dashes in place of parentheses when you want to place more emphasis on the content:

Example: The participants—two from group A and two from group B—tested negatively.

3) Use a dash at the beginning and end of a series separated by commas:

Example: The students—Jim, Marla, and Sara—were told they could leave.

4) Use a dash to mean namely, in other words, or that is before an explanation:

Example: The man—the one with his hand in the air—looks desperate.

5) Use a dash to indicate an abrupt break in thought:

Example: The professor was unwilling to change the due date—even for a candy bar!

6) If the sentence resumes after the break, use a second dash:

Examples: The professor was unwilling—even for a candy bar!—to change the due date.

After the professor made her statement—"I'll extend the due date, but just this one time." —we applauded.

7) Use a dash to interrupt the main idea in a sentence to insert another, related, idea:

Example: The student—the one dressed in black, sitting in the corner—let out a cry.

The en dash is used between equal weighted words in a compound adjective. It is made by typing the first adjective, followed by a space, a hyphen, another space, and the second adjective:

Examples: The Yankee – Red Sox rivalry

The New York – Beijing flight

Most often the en dash is used to express a range:

Examples: pages 10 – 23

100 – 300 participants

January – May 2009.

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It can also stand for the words and, to, or versus between two words of equal weight:

Example: The Israeli – Palestinian Peace Conference.

Uses of Quotations

"The primary function of quotation marks is to set off and represent exact language (either spoken or written) that has come from somebody else. The quotation mark is also used to designate speech acts in fiction and sometimes poetry. Since you will most often use them when working with outside sources, successful use of quotation marks is a practical defense against accidental plagiarism and an excellent practice in academic honesty."[2]

A direct quotation is the inclusion of another person's exact words into your own writing. The following are some general rules on the use of quotations as given in the Purdue Online Writing Lab (OWL) website:

1. Quotation marks always come in pairs. Do not open a quotation and fail to close it at the end of the quoted material.

Example: Martha replied, "I will try to be there before noon."

2. Capitalize the first letter of a direct quote when the quoted material is a complete sentence.

Example: Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."

3. Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.

Example: Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship "certainly takes the cake" when it comes to unexplainable activity.

4. If a direct quotation is interrupted mid•sentence, do not capitalize the second part of the quotation.

Example: "I didn't see an actual alien being," Mr. Johnson said, "but I sure wish I had."

5. In all the examples above, note how the period or comma punctuation always comes before the final quotation mark. It is important to realize also that when you are using MLA or some other form of documentation, this punctuation rule may change.

When quoting text with a spelling or grammar error, you should transcribe the error exactly in your own text.

However, also insert the term sic in italics directly after the mistake, and enclose it in brackets. Sic is from the Latin, and translates to "thus," "so," or "just as that." The word tells the reader that your quote is an exact reproduction of what you found, and the error is not your own.

Example: Mr. Johnson says of the experience, "it's made me reconsider the existence of extraterestials [sic]."

6. Quotations are most effective if you use them sparingly and keep them relatively short. Too many quotations in a research paper will get you accused of not producing original thought or material.

JUMBLED SENTENCES

Q 1. Arrange the following Jumble sentences –
1. People want that racialism should be wiped out.
2. Our principles are different from our profession.
3. He will propagate his message
4. His words will be accepted by the following generations.
5. People should adopt it .
   Options – (A) 52314 (B) 12345 (C) 41523 (D)42531

Q 2- Arrange the following sentences in a meaningful paragraph.
1. It has been so from time immemorial.
2. It is necessary to have a library
3. Library is a centre of learning
4. The selected books should enchant us
5. our teachers had their libraries
   Options – (A) 42513 (B) 31524 (C) 12345 (D) 23145

Q 3- Arrange following sentences into meaningful paragraph.
1. Such a religion can lead us.
2. Swami practiced a religion.
3. He was able to communicate with god.
4. It was the religion of experience.
   Options – (A) 1234 (B) 4231 (C) 2431 (D) 2143

Q 4 – Arrange the following sentences into meaningful paragraph.
1. If they are dissatisfied, they have a cause to complain.
2. Rather they are an embodiment of patience.
3. Teachers ought to set an example.
4. Yet they should exercise restraint
5. Patience is one of the greatest virtues
   Options – (A) 32145 (B) 54321 (C) 12345 (D) 31425

Q 5 – Rearrange following sentences to make a meaningful paragraph.
1. It dislodged the green spectacles from Denton's nose, and for a moment his eyes were exposed.

2. To Oliver it was fun, but Denton evidently did not relish it.
3. He replaced them hurriedly, but not in time. Oliver's sharp eyes detected him.
4. The road was a bad one, jolting the vehicle without mercy.
5. At last one jolt came, nearly overturning the conveyance.
   Options – (A) 42531 (B) 34521 (C) 42513 (D) 54213

Q 6 – Directions as above for rearranging sentences.
1. The explanation of Mr Johnson's letter is briefly this.
2. If pushed to extremity he would turn against Johnson, and make public the conspiracy in which he had joined, together with Johnson's motive in imprisoning his wife.
3. He had had an interview with Dr Joy, in which he had so severely censured the doctor that the latter finally became angry and defiant, and intimated.
4. His visit South had done no good.
   Options – (A) 1342 (B) 2431 (C) 4321 (D) 1432

Q 7- Rearrange the below sentences to form a meaningful paragraph.
1. With the passage of time, vices become more apparent and virtues become objects of jealousy and envy, thereby causing contempt and hatred in the hearts of each other.
2. They become familiar with not only strengths but also weaknesses of each other's characters.
3. Generally people think that familiarity should breed love, mutual understanding and tolerance.
4. They expect that coming together of two persons should bring them closer and forge the bond of kinship between them.
5. But when two persons come closer, they come to know not only strengths but also weaknesses of each other's character.
   Options – (A) 24135 (B)34521 (C) 32154 (D) 23415

Q 8 Rearrange the following sentence into meaningful paragraph
1. In his literacy work he spoke of that province of human life which mere intellect does not speak.
2. He has also given innocent joy to many children by his stories like 'Kabuliwalah'
3. These songs are sung not only in bengal but all over the country.
4. Rabindranath's great works sprang from intensity of vision and feelings.
5. He sang of beauty and heroism, nobility and charm.
   Options – (A) 21543 (B) 34521 (C) 41253 (D) 32514

Q 9 Rearrange the following sentence into meaningful paragraph

1. To much of the labour movement, it symbolizes the brutality of the upper classes.
2. And to everybody watching, the current mess over foxhunting, symbolizes the government's weakness.
3. To foxhunting supporters, Labour's 1991 manifesto commitment to ban it symbolizes the party's metropolitan roots and hostility to the countryside.
4. Small issues sometimes have large symbolic power
5. To those who enjoy thundering across the country-side in red coats after foxes, foxhunting symbolizes the ancient roots of rural lives.
Options – (A) 45132 (B) 53421 (C) 35124 (D) 42153

Q 10 Rearrange the following Jumble sentences into meaningful paragraph

1. In case of King Merolchazzar's courtship of the princess of the outer isles, there occurs a regrettable hitch.
2. She acknowledges the gifts, but no word of meeting a date follows.
3. The monarchs, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.
4. The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.
5. Royal love affairs in older days were conducted on the correspondence method.
Options – (A) 13245 (B) 12345 (C) 53412 (D) 53214

Passage Completion Jumble sentences
Directions for solving Questions – In this section the sentences in the middle of a passage have been removed. You are provided with the beginning and the end of the passage and other sentences in a jumbled order. Choose the correct order that will make the passage complete and coherent.

Q 1 . There is one important aspect of food problem.

Some of these steps are necessary.

Jumbled sentences –

1. Multiplicity of courses at meals is out of place
2. This implies maximum economy in its use
3. Hotels should exercise restraint
4. Waste should be avoided.
Options – (A) 1234 (B) 2314 (C) 4213 (D) 4231

Q 2 . **Some people seem to have a compulsive need to work continuously: they may be called "work-addicts".**

For they make excellent salesman, they would be terrible managing directors.

Jumble sentences –

1. However they never quite reach the top.
2. There are companies which expect everyone to be at work early and stay back late.
3. Because of their diligence they tend to get rapid promotions at first.
4. Work addicts generally end up in such organisations.
   Options – (A) 4213 (B) 1342 (C) 3124 (D) 2431

Q 3 . India lead the battle of freedom against imperialism.

Some countries are still slaves.

Jumble sentences –

1. That technique bought success
2. We championed the cause of other countries
3. We fought it with a special technique.
4. We are happy that they achieved freedom.
   Options – (A) 3124 (B) 1243 (C) 4213 (D) 1234

Q 4 . **Mahatma Gandhi had a way of life.**

That will be our homage to Mahatma Gandhi.

Jumble sentences –

1. He did not believe in theoretical ideology.
2. His principles mainly lay in action.
3. So we must keep them.
4. He gave much that suits our tradition.
   Options – (A) 1243 (B) 4213 (C) 1423 (D) 2143

Q 5 . It is our policy that the regional language should prosper.

India's unity lies in diversity.

Jumbled sentences –

1. Rather they should be medium of instruction.
2. They would never be replaced by some other language.
3. Such an arrangement would give diversity.
4. The official language should be regional language.
   Options – (A) 4213 (B) 1234 (C) 2143 (D) 3142

Q 6 . There is a kind of war hysteria in India.

Being democratic we have the right to discuss.

Jumbled sentences –

1. We are sure to feel upset.
2. In fact these are discussions and not protests.
3. Why should others accuse us of protesting.
4. There has been aggression on our country.
   Options – (A) 2134 (B) 1234 (C) 4132 (D) 3412

CAMPAIGN LEAFLET:

1. Write a campaign leaflet to create public awareness about the dangers of the greenhouse effect. In your leaflet

• Explain the greenhouse effect

• Discuss what causes it

• Mention the consequences if we do not act at once.

• Suggest some solutions to this problem

2. Prepare a rough draft

3. Now, think about the presentation of a campaign leaflet. Here are some points to help you:

• How would a real leaflet be organized?

• What kind of headings would be appropriate?

• How many subheadings?

• How to begin?

• What kind of appeal would you end with?

• What style would be best for your target readers? Perhaps a direct style using 'we'?

• What are the kind of questions you can use to draw the attention of the readers?

An example of such a question would be 'what will your children breathe'?

• Use strong opinions, for example - I object to not saving our planet'

4. Revise your rough draft.

5. Redraft it and present it to resemble a real leaflet.

1. WRITING FILM REVIEW

When you review a movie, you will be writing about the movie and expressing your own opinions of it. A review of a movie should be fair because it is read by many. Several people consult a movie review in order to decide whether to watch it or not.

A movie review should tell the readers

• What the movie is about

• Who the main actors are

• Who the director, the music director and composer are

• In case of Indian movies, a short section evaluating the songs in the movie

• whether you liked it and why

• What you didn't like and why

• Interesting features of the movie

• Finally, whether you recommend readers to watch it.

Remember not to give out the entire plot in the review. Read a few movie reviews in your local newspapers of magazines to get a better idea of how they are written.

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SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

UNIT- 6- LANGUAGE FOCUS

WH QUESTIONS

WH- questions (Question Words)

There are two main types of questions: Yes/No questions and WH- question. WH-questions are questions starting with WH-words including: *what, when, where, who, whom, which, whose, why and how.*

Question words are used to ask about specific qualities, times, places, people and so on. Below is a list of question words and example sentences:

What	Used to ask about **things**	- What are you doing? - What do you think about the movie?
When	Used to ask about **time**	- When will the meeting start? - When are you leaving?
Where	Used to ask about **places**	- Where's my bag? - Where do you live?
Who	Used to ask about **people**	- Who do you love the most in your family? - Who told you that story?
Whom	Used to ask about **people (object of verb)**	- Whom did you see in the morning? I saw Mr. Mark, my English teacher. - Whom was Jim talking to? He was talking to Jack, his new roommate.
Which	Used to ask about **choices**	- Which one do you choose? The left or right? - Of all the drinks in the menu, which one would you like?
Whose	Used to ask about **possession**	- Whose pencil is this? Is it yours? - Whose books are these?
Why	Used to ask about **reasons/ causes**	- Why did it happen? I didn't understand. - Why is he crying?
How	Used to ask about **manner/ process**	- How can you explain this problem? Please tell us. - How can you get here?

I. How to form WH-questions?

1. with an auxiliary

Wh-word + auxiliary + subject + main verb …?

- Auxiliary verbs are helping verbs (not main verbs).

- Common auxiliary verbs include be, do, have. Others are will, shall, would, can, could, must, should, may, might, etc.

- *What* do you do for a living?

- *Why* should we read books?

- *When* is she coming?

2. without any auxiliary

(when WH-words replace subjects already)

Wh-word + main verb …?

- *What* happened to Peter?
- A bad accident happened to him today.

- *Who* won the game?
- Tio won the game.

- *Who* gave you this present?
- My cousin gave me this present.

II. Responding to WH-questions

1. What

- What is it?
- It's a table.

- What color is your dress?
- It's purple.

- What is your mom doing?
- She's cooking in the kitchen.

- What do you think about the party?

- Well. It's fun. I like the music best.

- What will happen if our team loses this time?
- We'll be out of the game.

2. When

- When will the train arrive?
- The train will arrive in 30 minutes.

- When does she get up?
- She gets up at 6 am.

- When did the party end?
- It ended before 8 pm.

- When are you going to visit James?
- I'm going to see him tomorrow.

3. Where

- Where do you live?
- I live in Washington D.C.

- Where are you going?
- I'm going to the zoo.

- Where's the coffee bar?
- It's between the supermarket and the cinema.

- Where did you leave my jacket?
- I left it in my bedroom.

- Where have you been?
- I've been in the library reading books.

4. Who

- Who's this?
- She's my new roommate.

- Who wants to be a scientist in the future?

- My sister does. I don't.

- Who would you like to travel with?

- I would like to travel with my best friend, Kim.

- Who told you that secret?

- Jenny did. She told me everything.

- Who do you like the most in this class?

- I like Henry. He's so friendly.

5. Whom

- Whom should we talk to?

- We should talk to the principal. She's responsible for student issues.

- Whom did you see yesterday?

- I saw Kevin and his girlfriend.

- Whom would you like to interview?

- I would like to interview Mr.Patrick, the director.

- Whom do we have to contact?

- We have to contact the representative of that company.

- Whom did you meet in front of the building last week?

- That was Annie, my secretary.

- Whom do you know in this class?

- I only know Danny.

- Whom are you going to invite?

- I'm going to invite all of my classmates

- With whom do you agree?

- I agree with Henry's team.

6. Which

- Which shirt do you like?

- I like the one with the big yellow star on it.

- Which color do you choose?

- I choose red.

- Which part do you like the most in this story?

- I love the 2nd part when the prince came and proposed to the princess.

- Which is the longest river in the world?

- That's the Nile.

- Which one is yours?

- Mine is the biggest one.

7. Whose

- Whose jacket is this?

- It's my mom's.

- Whose birthday is today?

- It's Jenny's.

- Whose pencil is on the floor?

- That's mine.

- Whose team is better?

- Will's team is much better.

8. Why

- Why don't we visit him now?

- It's a good idea.

- Why did you leave so early?

- Because I didn't enjoy the party.

- Why do you think that he loves you?

- Because he's given me lots of chocolate on Valentine's day.

- Why do people celebrate Thanksgiving?

- Because it's a special day.

- Why can't I go to the cinema now?

- Because you haven't done your homework.

- Why are you so late?

- Sorry, teacher. I missed the bus.

9. How

- How's the weather?

- It's sunny and hot.

- How do you feel?

- I feel much better now.

- How did you know him?

- We were old friends.

- How's your new job?

- It's interesting. I enjoy it.

- How often do you go to the movie theater?

- I sometimes go there. I'm quite busy.

- How far is it from your house to school?

- Not too far. I walk to school every day.

- How much did it cost?

- It cost $4.

- How many people are there in your class?

- There are 30 of them.

- How come you lost the game?

- I couldn't answer the first question well enough.

OPEN ENDED QUESTIONS

Open Ended Questions: Definition, Characteristics, Examples, and Advantages

Content Index

Open-Ended Questions: Definition

Open-ended questions are free-form survey questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options.

Unlike a closed-ended question that leaves survey responses limited and narrow to the given options, open-ended question allows you to probe deep into the respondent's answers, gaining valuable information about the subject at hand. The responses to these questions can be used to attain detailed and descriptive information on a topic.

Open-ended questions are an integral part of Qualitative Market Research. This research technique depends heavily on open and subjective questions and answers on a given topic of discussion with room for further probing by the researcher, based on the answer given by the respondent. In a typical scenario, closed-ended questions are used to gather qualitative data from respondents.

When designing surveys, we often need to decide whether to use open-ended questions versus closed-ended questions to get specific information. Yet we need to be aware that open-ended questions and close-ended questions each have their strengths and weaknesses and perform in different ways.

Examples of Open Ended Questions

Respondents like open-ended questions as they get 100% control over what they want to respond to, and they don't feel restricted by the limited number of options. The beauty of open-ended questions is that they can never be a one-word answer. They'll either be in the form of lists, sentences or something longer like speech/paragraph.

So, to understand this more, here are some examples of open-ended questions:

1. Interview open-ended question: How do you plan to use your existing skills to improve organizational growth, if hired?
2. Customer-facing open-ended question: Please describe a scenario where our online marketplace helps you make day-to-day purchases.
3. Technical open-ended question: Can you please explain the back-end Javascript code template used for this webpage?
4. Demographic open-ended question: What is your age? (asked without survey options)
5. Personal / Psychographic open-ended question: How do you typically deal with stress and anxiety?

In a study conducted by the Pew Research, respondents were asked, "What mattered most to you while deciding how you voted for president?" One group was asked this question in a close-ended question format while the other group was asked in an open-ended question format. The results are displayed below:

	Closed-ended	Open-ended
The economy	58%	35%
The war in Iraq	10	5
Health care	8	4
Terrorism	8	6
Energy policy	6	•
Other	8	43
Candidate mentions	-	9
Moral values/social issues	-	7
Taxes/dist. of income	-	7
Other issues	-	5
Other political mentions	-	3
Change	-	3
Other	-	9
Don't know	2	7
	100	100

Data from Pew Research Nov '08 Post-election survey

In the close-ended questions format, 58% of respondents chose "The economy". In the open-ended format, only 35% wrote an answer that indicated "The economy". Note that only 8% of respondents selected "Other" in the format of the close-ended question. With open-ended format, 43% of respondents wrote in a response that would have been categorized as "Other."

Open-Ended Questions vs Close Ended Questions

Open-ended questions motivate the respondents to put their feedback into words without restricting their thoughts. They aren't as objective and dominant as close-ended questions.

Close-Ended Questions	Open-Ended Questions
Do you like working with us? • Yes • No	Tell us about your experience with our organi

Have you been stressed lately? • Yes • Unsure • No	Share with us what has been troubling you.
How satisfied are you with your current job role? • Very satisfied • Somewhat satisfied • Somewhat unsatisfied • Very unsatisfied	What do you expect from this appraisal?

By using open-ended questions, the researcher gets to understand the true feelings their respondents have. They have an element that will give you information about different thought processes across your clientele, troubleshooting suggestions, get a peek into their inhibitions too.

1. The open-ended question and close-ended questions are different tasks for respondents. In the open-ended task, respondents write down what is readily available in their minds. In the task of the close-ended question, we have respondents focus their "attention on specific responses chosen by the investigator" (Converse and Presser, 1986).
2. Asking the same question in these two different formats will almost always produce different results. Many investigators have demonstrated this over several decades.
3. Few respondents are going to select the "Other" category and enter responses that are different than the answer choices that are listed.

So what does this mean for us? If you can, do qualitative research first and make sure your close-ended questions represent the items that are in people's heads. We need the list of items to be complete since few respondents will select the "Other" category. It may also be necessary to list items that are not readily available to respondents if those items are important to you.Consider doing split-sample studies where half of the respondents see the question in the open-ended format while the other half sees the question in the close-ended questions format.

When presenting results, I have found it helpful to explain to the audience, in a sentence or two, the fundamental differences between open-ended questions and close-ended questions. It helps them understand that these are not necessarily precise measurements, but measurements that require some interpretation relative to other questions in the survey and additional information from qualitative research. Hence, that is why they need an analyst like you or me!

Why use open-ended questions?

1. No limits on the answers: Happy or unhappy, the customers need a platform to voice their opinions. As answer options for open-ended questions aren't provided, the respondent has the liberty to include details about feelings, attitudes, and views that they usually wouldn't get to submit in close-ended questions.
2. Medium for respondents to answer creatively: These questions are more appreciative of the respondents than close-ended questions as users aren't expected to just "fill" them out for the sake of it.
3. Respondents may stun you with the vision and creativity they show with their answers. Links to their blogs or a verse or two of their poetry will leave you spellbound.

4. Expect the unexpected: If there are only close-ended questions in a survey, the users usually get disconnected and fill it out without giving it much thought. With the kind of freedom that open-ended questions offer, users can respond the way they'd like to, be it the number of words or the details or the tone of the message.
5. These responses may be marketing tips for improving the branding of the organization or some creative ideas that can lead to monetary gains.
6. Get answers to complicated situations: Knotty situations need feedback that is more than just a mere Yes/No. Single-select or Multi-select questions cannot do justice to the detail or scrutiny required for some critical and complex situations.
7. Open-ended questions work best in situations where the respondents are expected to explain their feedback or describe the troubles they're facing with the products.
8. Understand your clientele better: You can learn from your respondents. The open-ended questions offer the freedom to these respondents to be vocal about their opinion that would be insightful for organizations.
9. Respondent logic, thoughts, language, and reference choices can be known from these questions that can reveal a lot about how the respondent's brain functions.

Always think before designing a survey as to what your objective is. Scrutinize the purpose, evaluate the positives and negatives of using an open or closed answer for your research study. Try it by sending out to a selected database, analyzing the results, and planning improvements for the next round of surveys.

How to ask an Open-Ended Question?

Everything easy or complicated requires competence. Asking the right question is also one such thing that requires capabilities. Capability to understand and segment the target audience, determine the kind of questions that will work well with that audience, and determine the efficiency of open-ended questions.

FINITE AND NON-FINITE VERBS

Non-finite Verbs
A non-finite verb is a verb form that does not show tense. In other words, you cannot tell if a sentence is in the past tense, present tense, or future tense by looking at a non-finite verb. Therefore, a non-finite verb is never the main verb in a sentence. (That's a finite verb.) There are three types of non-finite verbs:
- Gerunds (e.g., "baking," "singing").
- Infinitives (e.g., "to bake," "to sing").
- Participles. There are two types:
  - Present Participles (e.g., "baking," "singing").
  - Past Participles (e.g., "baked," "sung").

Non-finite verbs function as nouns, adjectives, or adverbs or combine with a finite verb for verb   tense.

Easy Examples of Non-finite Verbs
In each example, the non-finite verb is shaded and the finite verb (the main verb) is in bold. Note that you can tell whether the sentence is in the past tense, present tense, or future tense only by looking at the finite verbs (bold text). You cannot determine the tense by looking at the non-finite verbs (highlighted text).

Gerund	The "-ing" ending	Lee likes playing rugby. (noun)
Infinitive	Usually preceded by "to"	He wants to play rugby. (noun) He wants a game to play. (adjective) He begged to play. (adverb)
Participle	Present Participle: The "-ing" ending Past Participle: Usually ends "-ed," "-d," "-t," "-en," or "-n"	Lee was the playing reserve. (adjective) We watched Lee playing rugby. (adjective) He is playing badly. (verb tense) The set-piece played failed. (adjective) He has played two games. (verb tense) The set-piece was played by Lee. (verb tense)

More Examples of Non-finite Verbs (Gerunds)
A gerund is a noun formed from a verb. All gerunds end "-ing."
- Discovery consists of seeing what everybody has seen and thinking what nobody has thought. (Biochemist Albert Szent-Gyorgyi)
- I have never taken any exercise except sleeping and resting. (Writer Mark Twain)

Gerunds maintain some verb-like properties (e.g., they can take objects and be modified by adverbs). Therefore, a gerund will often appear in a gerund phrase, which consists of the

gerund and any objects and modifiers. (In these examples, the gerund phrases are underlined, the gerunds are highlighted, and the main verb (the finite verb) is in bold.)

- Art is making something out of nothing and selling it. (Musician Frank Zappa)
- I started by photographing birds in my garden.

Read more about gerunds.

More Examples of Non-finite Verbs (Infinitives)

An infinitive is a verb form (often preceded by "to") that can function as a noun, an adjective, or an adverb.

- To win was everything.
  (Here, the infinitive is functioning as a noun. Compare this with "The victory was everything.")
- It is the competition to win.
  (Here, the infinitive is functioning as an adjective. Compare this with "It is the top competition.")
- The man paid to win.
  (Here, the infinitive is functioning as an adverb. It is modifying the verb "paid." Compare this with "The man paid so he could win." The clause "so he could win" is an adverbial clause of reason.)

An infinitive often appears in an infinitive phrase. An infinitive phrase consists of the infinitive and any objects and modifiers. (In these examples, the infinitive phrases are underlined, the infinitives are shaded, and the finite verbs (the main verbs) are in bold.)

- She needed to find a lot of money quickly.
  (The infinitive phrase is being used as a noun.)
- I showed her the best way to make a Yorkshire pudding.
  (The infinitive phrase is being used as an adjective.)
- He set the camera to film whatever was eating his chickens.
  (The infinitive phrase is being used as an adverb.)

Not all infinitives are preceded by "to." Infinitives also feature in verb chains after verbs like "could," "may," "should," and "would" (i.e., auxiliary verbs) and verbs like "to make" and "to let."

- If the highest aim of a captain were to preserve his ship, he would keep it in port forever. (Saint Thomas Aquinas)
- Let them eat cake. (Queen of France Marie Antoinette)

Read more about infinitives.

More Examples of Non-finite Verbs (Participles)

A participle is a verb form that can function as an adjective. There are two types of participles: the present participle (ending "-ing") and the past participle (usually ending "-ed," "-d," "-t," "-en," or "-n").

Here are some participles being used as adjectives:

To bake	the baking bread	the baked bread
To print	the printing document	the printed document
To lower	the lowering prices	the lowered prices

Here are some real-life examples:
- A stirring dwarf we do allowance give before a sleeping giant. (Playwright William Shakespeare)
  (Here, there are two present participles functioning as adjectives.)
- Food is an important part of a balanced diet. (Author Fran Lebowitz)
  (Here, the past participle is functioning as an adjective.)

Often, a participle heads up a participle phrase functioning as an adjective. (In the examples, the participle phrases are underlined, the participles are shaded, and the finite verbs (the main verbs) are in bold.)
- Drawing on my fine command of the English language, I said nothing. (Writer Robert Benchley)
- Connected" entirely by canals and footbridges, the Dutch village of Giethoorn has no roads.

Participles are also used to form verb tenses.
- I was eating beans by candle light for a decade. (Actor Eric Andre)
  (Here, a present participle helps to form the past progressive tense. Note that "eating" does not give away whether the verb is past, present, or future. Only "was" (the finite verb) does. "Was" tells us this is the past tense.)
- I have taken more out of alcohol than alcohol has taken out of me. (Prime Minister Winston Churchill)
  (Here, a past participle helps to form two examples of the present perfect tense. Note that "taken" does not give away whether the verb is past, present, or future. Only "have" and "has" (the finite verbs) do.)

Read more about participles and tenses.

More about Non-finite Verbs
It can get complicated.
- People want to win. Most people have the will to win, but few have the will to prepare to win. (Basketball coach Bobby Knight)
  (Here, the first "to win" functions as a noun. The second "to win" functions as an adjective, and the third "to win" functions as an adverb that modifies "to prepare," which functions as an adjective.)
- The way to make money is to buy when blood is running in the streets. (Business magnate John Davison Rockefeller)
  (Here, "to make" functions as an adjective, "to buy" functions as a noun, and "running" forms the present progressive tense.)

Finite and Non-Finite Verbs Can Look Identical
Do not forget that a finite verb and a non-finite verb might look identical. Look at "roasted" in this example:
- They roasted chestnuts because roasted chestnuts were profitable.
  (The first "roasted" is finite. It tells us this sentence is in the past tense. The second "roasted" is non-finite. It is functioning as an adjective.)

Why Should I Care about Non-finite Verbs?
With regard to the two quotation above, do you think Bobby Knight or Rockerfeller knew the grammar behind their quotations? Not a chance. Most of us use non-finite verbs without giving the grammar a second thought. But, if that's you, you might be missing a trick. Here are three good reasons to think about non-finite verbs a little more.

(Reason 1) Gerunds can reduce your wordcount and improve reading flow.

Normal nouns (i.e., not gerunds) and the prepositions (e.g., "of," "with," "for") and the articles ("a," "an," "the") required to make those nouns work can make a sentence jolty and unnecessarily long.

- The use of urine for the cleaning of teeth was a common practice in the time of the Romans.
  (This sentence has way too many nouns. It's long and stuffy, and it doesn't flow naturally.)

As a rule, a well-placed verb is the best way to fix a jolty, noun-filled sentence, but gerunds (being a bit verb-like themselves) are also a useful tool for reducing your word count and creating a more-flowing sentence.

- Cleaning teeth with urine was common in Roman times.
  (This 9-word version features one gerund phrase. It flows far better than the 19-word version above.)

Of course, a few other things have happened here to reduce from 19 to 9 words (e.g., "in the time of the Romans" became "in Roman times"), but the very act of looking to replace a rabble of nouns, prepositions and articles with some sleek gerunds or verbs will drive those other changes   too.

Overusing nouns is particularly common in a business setting because writers feel that noun chains make their writing sound more corporate. (See also verbal nouns and gerunds.)

(Reason 2) Participles allow a sentence structure that lets you say two or more things tidily.

You will know that it's a good idea to mix up your sentence structures (e.g., short ones, long ones, active ones, passive ones) to keep your readers engaged. Participles can help with this. They can be used to create a great sentence structure that lets you to say two or more things about the subject, not only in an efficient way but also in a way that adds that variety to your sentence structures.

- Imbued during my teens with a sense of doom, I wouldn't live those days again even if it were possible, but I can't pretend growing old is sweetness either. (paraphrase of author Ruth Rendell)
  (The participle phrase describes the subject ("I") before the reader gets to it. That's pretty efficient, and it adds variety.)
- Always willing to entertain others' ideas, Jack is adept at building trust through regular, open and honest communication.
- Demonstrating level headedness in all business dealings, Jill listens actively and engages appropriately when in disagreement.

Here are some possible alternatives.

- I wouldn't live my teens again even if it were possible because I was imbued with a sense of doom during those days, but I can't pretend growing old is sweetness either.
- Jack is always willing to entertain others' ideas, and he is adept at building trust through regular, open and honest communication.
- Jill demonstrates level headedness in all business dealings, listens actively and engages appropriately when in disagreement.

The alternative versions aren't disastrous, but they don't flow quite as well, and – being structurally pretty standard – they don't do much for your sentence-structure variety. They're just   not   as   swish.

Putting a participle phrase upfront is particularly useful when writing personal appraisals.

Clearly, you shouldn't write every sentence in this style, but the odd one will add some variety and help you to shoehorn in more observations.

(Reason 3) An infinitive can usually replace "in order to."
To reduce your word count, you can usually replace "in order to" with "to" without any loss of meaning.

- The doctors joined the A&E team in order to gain experience.
- In 2008, scientists discovered bacteria that had adapted in order to live in hairspray.

Even though it might add two to your word count, "in order to" does have an advantage. It makes it clear that the text that follows is the reason for performing the action. (It's like using "so as to.")

- Jack built a metal detector to find gold nuggets.
  (Here, "to find gold nuggets" could be an adjective modifying "detector." Jack's device might be a gold-nugget-only detector.)
- Jack built a metal detector in order to find gold nuggets.
  (With "in order to," it's clear that "to find gold nuggets" is an adverb modifying "built." It tells readers why he built the metal detector, which readers will now take to be a standard metal detector.)

There's another advantage. Using "in order to" puts a little more emphasis on the reason for the action.

These two advantages are not normally why people use "in order to." Mostly, it's used because writers think it sounds more highbrow. It's not highbrow. It's inefficient.

That said though, "in order not to" (i.e., the negative version) flows far better than "not to."

- In order not to offend anybody, in order not to seem to be partisan, the term "terrorist" is virtually outlawed in US-run news agencies. (Journalist Kevin Meyers)
  (This reads far better than "Not to offend anybody, not to seem to be partisan....")

FINITE VERBS

In English grammar, a finite verb is a form of a verb that (a) shows agreement with a subject and (b) is marked for tense. Nonfinite verbs are not marked for tense and do not show agreement with a subject.

If there is just one verb in a sentence, that verb is finite. (Put another way, a finite verb can stand by itself in a sentence.) Finite verbs are sometimes called main verbs or tensed verbs. A finite clause is a word group that contains a finite verb form as its central element.

In "An Introduction to Word Grammar," Richard Hudson writes:

"The reason finite verbs are so important is their unique ability to act as the sentence-root. They can be used as the only verb in the sentence, whereas all the others have to depend on some other word, so finite verbs really stand out."

Finite vs. Nonfinite Verbs

The main difference between finite verbs and nonfinite verbs is that the former can act as the root of an independent clause, or a full sentence, while the latter cannot.

For example, take the following sentence:

- The man **runs** to the store to *get* a gallon of milk.

"Runs" is a finite verb because it agrees with the subject (man) and because it marks the tense (present tense). "Get" is a nonfinite verb because it does not agree with the subject or mark the tense. Rather, it is an infinitive and depends on the main verb "runs." By simplifying this sentence, we can see that "runs" has the ability to act as the root of an independent clause:

- The man **runs** to the store.

Nonfinite verbs take three different forms—the infinitive, the participle, or the gerund. The infinitive form of a verb (such as "to get" in the example above) is also known as the base form, and is often introduced by a main verb and the word "to," as in this sentence:

- He wanted to *find* a solution.

The participle form appears when the perfect or progressive tense is used, as in this sentence:

- He is *looking* for a solution.

Finally, the gerund form appears when the verb is treated as an object or subject, as in this sentence:

- *Looking* for solutions is something he enjoys.

Examples of Finite Verbs

In the following sentences (all lines from well-known movies), the finite verbs are indicated in bold.

- "We **rob** banks." — *Clyde Barrow in "Bonnie and Clyde," 1967*
- "I **ate** his liver with some fava beans and a nice chianti." — *Hannibal Lecter in "The Silence of the Lambs," 1991*
- "A boy's best friend **is** his mother." — *Norman Bates in "Psycho," 1960*
- "We **want** the finest wines available to humanity. And we **want** them here, and we **want** them now!" — *Withnail in "Withnail and I," 1986*
- "You **know** how to whistle, **don't** you, Steve? You just **put** your lips together and...**blow**." — *Marie "Slim" Browning in "To Have and Have Not," 1944*
- "**Get** busy living, or **get** busy dying." — *Andy Dufresne in "The Shawshank Redemption," 1994*

Identify Finite Verbs

In "Essentials of English," Ronald C. Foote, Cedric Gale, and Benjamin W. Griffith write that finite verbs "can be recognized by their form and their position in the sentence." The authors describe five simple ways to identify finite verbs:

1. Most finite verbs can take an -ed or a -d at the end of the word to indicate time in the past: cough, **coughed**; celebrate, **celebrated**. A hundred or so finite verbs do not have these endings.
2. Nearly all finite verbs take an -s at the end of the word to indicate the present when the subject of the verb is third-person singular: cough, he **coughs**; celebrate, she **celebrates**. The exceptions are <u>auxiliary verbs</u> like can and must. Remember that nouns can also end in -s. Thus "the dog races" can refer to a spectator sport or to a fast-moving third-person singular dog.
3. Finite verbs are often groups of words that include such auxiliary verbs as can, must, have, and be: **can be suffering**, **must eat**, **will have gone**.
4. Finite verbs usually follow their subjects: He **coughs**. The documents **had compromised** him. They **will have gone**.
5. Finite verbs surround their subjects when some form of a question is asked: **Is** he **coughing**? **Did** they **celebrate**?
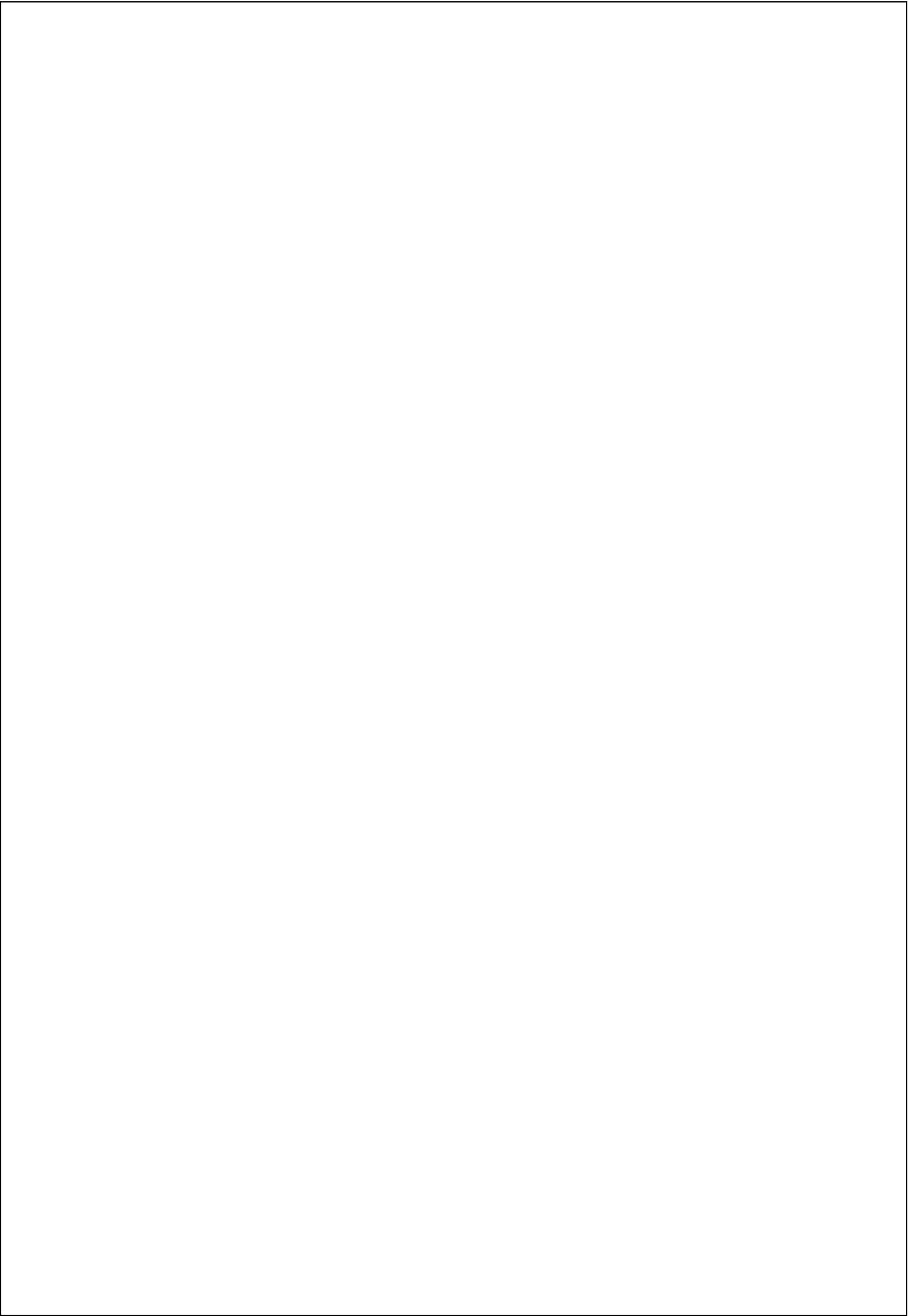
MODAL VERBS

Modal and Modal Phrases (Semi-Modals)

A modal is a type of **auxiliary (helping) verb** that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to

2. May/might

3. Shall/should

4. Must/have to

5. Will/would

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

1. Tom **can write** poetry very well.

2. I **can help** you with that next week.

3. Lisa can't speak French.

am / is / are / will be + able to + base form of the verb
am not/ isn't / aren't/ won't be + able to + base form of the verb

1. Mike **is able to solve** complicated math equations

2. The support team **will be able to help** you in about ten minutes.

3. I **won't be able to visit** you next summer.

Past:

could / couldn't + base form of the verb

1. When I was a child I **could climb** trees.

was / were + able to + base form of the verb
wasn't / weren't + able to + base form of the verb
hasn't / haven't + been able to + base form of the verb

1. I **wasn't able to visit** her in the hospital.

2. He **hasn't been able to get** in touch with the client yet.

   Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

   - Incorrect: I can to help you this afternoon.
   - Correct: I **can help** you this afternoon.
   - Correct: **I will (I'll) be able to help** you this afternoon.

   Possibility / Impossibility

   can / can't + base form of the verb

1. You can catch that train at 10:43.

2. He can't see you right now. He's in surgery.

   could + base form of the verb

1. I **could fly** via Amsterdam if I leave the day before.

   Ask Permission / Give Permission

   Can + Subject + base form of the verb (informal)

1. **Can** you **lend** me ten dollars?

   Can + base form of the verb (informal)

1. You **can borrow** my car.

   Could + subject + base form of the verb (polite)

1. **Could** I **have** your number?

2. **Could** I **talk** to your supervisor please?

   Make a suggestion – To make a suggestion use:

   Could + base form of the verb (informal)

1. You **could take** the tour of the castle tomorrow.

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples.

1. Ben could not help his little brother with his homework yesterday.

2. Can I call you later tonight?

1. _____Tony run long distances when he was a boy?

2. _____you please call a tow truck for me? My car broke down. (polite)

3. The students_____to buy their textbooks today. The bookstore is all out of them.

4. _____you teach me how to fix my computer? You're so good at it.

5. _____you_____reach the customer if you call him at 4:00 his time?

   Answers:

1. Could

2. Could

3. aren't able

4. Can

5. Will/be able to

   May, Might

   Formal Permission / Formal Prohibition

   may / may not + base form of the verb

1. You **may start** your exam now.

2. You **may not wear** sandals to work.

   Polite Request

   May + subject + base form of the verb

1. **May** I **help** you?

   Possibility / Negative Possibility

   may/ might + base form of the verb

1. We **may go out** for dinner tonight. Do you want to join us?

2. Our company **might get** the order if the client agrees to the price.

   may not / might not + base form of the verb

1. Adam and Sue **may not buy** that house. It's very expensive.

2. They **might not buy** a house at all.

   To Make a Suggestion (when there is no better alternative)

   may as well / might as well + base form of the verb

1. You **may as well come** inside. John will be home soon.

2. We **might as well take** Friday off. There's no work to be done anyway.

   Polite Suggestion

   might + base form of the verb

1. You **might like to try** the salmon fillet. It's our special today.

   Exercises: May / Might

   Fill in the correct form of may or might as in the example.

1. May I sit here?

1. They_____finish the project on time. The main engineer is ill.

2. You_____want to stop by the museum gift shop on your way out.

3. _____I have your autograph?

4. He_____visit the Louvre. He's in Paris anyway.

5. You_____park your car here. It's reserved for guests of the hotel only.

   Answers:

1. might not

2. might

3. May

4. may as well

5. may not

Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

1. **Shall** we **go** for a walk?

   Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

1. **Should** I **call** a doctor?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

1. The proposal **should be finished** on time.

2. I **shouldn't be** late. The train usually arrives on time.

To Give Advice

should / ought to + base form of the verb

1. You **should check** that document before you send it out.

2. You **ought to have** your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

1. James **shouldn't teach** him words like those.

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.

1. You _____ get your teeth cleaned at least once a year.

2. The house _____ be ready to move into by next month. It's almost finished.

3. Ron_____to improve his attitude. If he doesn't, he might get fired.

4. _____I get your jacket? It's cold in here.

5. You_____put your feet on the table. It's not polite.

Answers:

1. should

2. should

3. ought

4. shall

5. shouldn't

Must, Have to, Need to, Don't have to, Needn't

Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

1. You **must have** a passport to cross the border.

2. Elisabeth **has to apply** for her visa by March 10th.

3. I **need to drop by** his room to pick up a book.

Past:

had to / needed to + base form of the verb

1. I **had to work** late last night.

2. I **needed to drink** a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

1. Thomas has lived in Paris for years. His French **must** be very good.

To Persuade

must / have to + base form of the verb

1. You **must try** this wine. It's excellent.

2. You **have to** visit us while you're in town.

Prohibited or Forbidden

must not / mustn't + base form of the verb

1. You **must not drive** over the speed limit.

2. You **mustn't leave** medicines where children can get to them.

Lack of Necessity

don't /doesn't /didn't + have to + base form of the verb

1. You **don't have to park** the car. The hotel valet will do it for you.

2. Tim **doesn't have to go** to school today. It's a holiday.

3. You **didn't have to shout**. Everyone could hear you.

needn't + base form of the verb

1. You **needn't worry** about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't

Fill in the blanks with one of these modals:
must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.
There may be more than one correct answer.

1. Shira doesn't have to drive to the airport. She's going by taxi.

2. You must speak politely to the customers.

1. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)

2. Tina_____register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)

3. You_____send that fax. I've already sent it. (must, will have to, don't have to)

4. A dog_____get special training in order to be a guide dog. (must, need to, don't have to)

5. Jeremy_____get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)

Answers:

1. must not

2. has to

3. don't have to

4. must

5. doesn't have to

Modals: Will / Would

will / won't + base form of the verb

1. John **will pick** you up at 7:00am.

2. Beth **won't be** happy with the results of the exam.

Polite Request or Statement
Will / Would + base form of the verb

1. **Will** you please **take** the trash out?

2. **Would** you **mind** if I sat here?

3. **I'd (I would) like** to sign up for your workshop.

Habitual Past Action
Would/Wouldn't + base form of the verb

1. When I was a child, I **would spend** hours playing with my train set.

2. Peter **wouldn't eat** broccoli when he was a kid. He loves it now.

Exercises: will, would

Fill in the blanks with one of the following words: will, won't, would, wouldn't.

1. Will you please help me lift this box?

1. I＿＿＿＿like to order the onion soup please.

2. The manager＿＿＿＿be pleased to hear that a customer slipped on the wet floor.

3. ＿＿＿＿it be okay if I slept here tonight?

4. When Igor lived in Russia, he＿＿＿＿call his mother as often as he does now.

5. I can assure you sir, the order＿＿＿＿be shipped out tonight.

Answers:

1. would

2. won't

3. would

4. wouldn't

5. will

Exercises – All Modals

Fill in the blanks with the correct form of the following modals:
can, could, be able to, may, might, shall, should, must, have to, don't have to, need to
– You may have to make the modals negative according to the context of the sentence.
– There may be more than one possibility.

1. He **has to** take his car to be serviced. The brakes are squeaking.

2. **Would** you please save me a seat at the dinner event.

1. If you are sick, you＿＿＿＿go to work. You'll infect everyone there.

2. Drivers＿＿＿＿stop at red lights.

3. You＿＿＿＿finish the proposal today. You can finish it tomorrow.

4. She＿＿＿＿hear much better with her new hearing aids.

5. ＿＿＿＿I order us a bottle of wine?

6. Sam＿＿＿＿pick his daughter up from school. She's taking the bus home.

7. You＿＿＿＿＿＿smoke here. It's a smoke-free building.

8. You＿＿＿＿eat so many sweets. They are bad for you.

9. _____ you mind walking a little faster? We're going to be late.

10. I'm sorry. I _____ help you. I don't know how to do it.

   Answers:

1. shouldn't

2. must

3. don't have to

4. can

5. shall

6. needn't

7. mustn't

8. shouldn't

9. would

10. can't

TRANSITIVE AND INTRANSITIVE VERBS

Verbs in English can be divided into two groups:
Transitive verbs and **Intransitive verbs**.

TRANSITIVE VERBS

Transitive verbs require an object to complete their meaning.

Imagine that I say:

- I **bought**.

This sentence is **incomplete**. There is information that is missing.
You are probably wondering what I bought. (What did you buy Rob?)

Why is this sentence incomplete?

Because BOUGHT (the past of buy) is a **transitive verb** and a transitive verb needs an object after it to complete the sentence. The object after a transitive verb can be a **noun** or a **pronoun**.

- I **bought** *a car*.

Now the sentence is complete and we can understand it. We added the object "*a car*" after the verb.

Let's look at some other examples.

If someone says:

- She likes. (incomplete - incorrect)

You probably think … She likes WHAT? (What does she like?)
Like is a transitive verb so we need an object after the verb.

- She **likes** *chocolate*.

Now we know what she likes so this sentence is complete and correct.

- I **invited** *Angelica*.

You cannot just say *I invited* because the sentence is incomplete. The person who is listening would probably ask "Whom did you invite?" So we need an object (in this case a person) after the transitive verb **invite**.

- I **cut** *my finger*.

You cannot just say *I cut* because the sentence is incomplete. The person who is listening would probably ask "Cut what?"

Cut is a transitive verb because you need to cut something (an object, a thing).

- The man **stole** *a bike*.

We need to say WHAT the man stole in order to understand the sentence/situation. **Steal** (stole is the past tense of steal) is a transitive verb. The object in this sentence is **the bike**.

So we have seen that transitive verbs need an object after them.
This object receives the action of the verb.

Transitive verbs always ask "what?" or "whom?"

- What did you buy? – I **bought** *a car*.
- What did you cut? – I **cut** *my finger*.
- Whom did she invite? – I **invited** *Angelica*.

Subject + **transitive verb** + *object*

The same rules apply to phrasal verbs.

If someone says: "I'm looking for"
You would automatically think "Looking for *what*? Looking for *whom*?"

We need to add an object to make the sentence complete.

- I am **looking for** *my passport*.

My passport is the object (that you are looking for)

More about transitive phrasal verbs here: <u>Transitive and Intransitive Phrasal Verbs</u>

Transitive Verbs – Passive Form

Transitive verbs can have a passive form.
Active: Subject + **transitive verb** + *object*
Passive: *Object* + **was/were** + **transitive verb** (+ by subject)

- Thieves **stole** *his car*. (active)
- *His car* **was stolen**. (passive)
- Thomas Edison **invented** *the light bulb*. (active)
- *The light bulb* **was invented** by Thomas Edison. (passive)
- They **sold** *some books*. (active)
- *Some books* **were sold**. (passive)

Learn more about the <u>passive voice</u>.

Example sentences using TRANSITIVE verbs

- We **enjoyed** *the concert*.
- I **opened** *the door*.
- She **kicked** *the ball*.
- He **took** *me* to a restaurant.
- I **saw** *an accident*.
- He **copied** *my answer*.

INTRANSITIVE VERBS

Intransitive verbs **cannot** have a direct object after them.

The subject is doing the action of the verb and nothing receives the action. An intransitive verb does not pass the action to an object.

- He **arrived**.

Here we cannot have an object after the intransitive verb **arrive**.
You cannot "**arrive** something" (incorrect).
An intransitive verb expresses an action that is complete in itself and it doesn't need an object to receive the action.

- The baby **smiled**.

Here we cannot have an object after the intransitive verb **smiled**.
You cannot "**smile** something" (incorrect).

- The apple **fell** from the tree.

You cannot "**fall** something" so the verb is intransitive.
"From the tree" is not an object, it is an adverbial phrase (= it acts like an adverb and tells us where it happened).

The same rules apply to intransitive phrasal verbs. You cannot have an object after an intransitive phrasal verb.

- I **get up** at 6 every morning.

Example sentences using INTRANSITIVE verbs

- We **arrived** around midday.
- She **sneezed** loudly.
- Your baby **cries** a lot.
- His grandfather **died** last year.
- The rain **fell** heavily.
- I **was waiting** but nothing **happened**.
- The jokes were not funny and nobody **laughed**.
- I **walk** to work every day.
- We **sat** on the bench.
- He **stood** in the corner.
- We **waited** but nobody **came**.

Verbs that are Transitive and Intransitive

Many verbs can be both transitive and intransitive.
They can be transitive in one sentence and intransitive in another sentence.
(These are called *ambitransitive* verbs)

- You have **grown** since I last saw you. (intransitive)
- You have **grown** *a beard* since I last saw you. (transitive)

Sometimes the meaning changes depending on whether the verb is **transitive** or **intransitive**

- He **runs** along the beach every morning (intransitive: run – the action/sport)
- He **runs** *a small grocery store* (transitive: run = manage)
- The plane will **take off** in five minutes. (intransitive: take off = to leave the ground and begin to fly)
- Please **take off** *your shoes* before entering the house. (transitive: take off = to remove something)

Example sentences of verbs that are both transitive and intransitive

(transitive) - (intransitive)

I **stopped** *the car*. – The car **stopped**.
I **broke** *my coffee mug*. – My coffee mug **broke**.
The summer heat **melted** my *ice cream*. – My ice cream **melted**.
She **speaks** *Arabic*. – She **speaks** very quickly.
Mike is **reading** *a book*. – Mike is **reading**.
New Zealand **won** *the match*. – New Zealand **won**.

PHRASAL VERBS

What are phrasal verbs?

Phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such verbs include: *turn down, come across* and *run into*.

Phrasal verbs consist of a verb and a preposition or an adverb:

Verb	Preposition/adverb
get	up
go	through
write	down
take	after

Sometimes phrasal verbs consist of three elements:

Verb	Preposition / adverb 1	Preposition / adverb 2
look	forward	to
put	up	with
sit	in	for

When added to the verb the preposition or adverb may change completely the meaning of the verb. Here are some examples:

Phrasal verb	Meaning	Example
look for	search/seek	He is looking for his keys
look up to	have a great deal of respect for a person	His father is his model. He is the person he looks up to.
look forward to	await eagerly/anticipate with pleasure	She is looking forward to visiting Paris.
look up	to try to find a piece of information by looking in a book or on a computer:	She didn't understand the word. So she looked it up in her dictionary

The meaning of phrasal verbs

Sometimes, it is difficult to understand the meaning of phrasal verbs. Before looking them up in a dictionary, it would be helpful to use the context to understand them.

Literal meaning

Some phrasal verbs have a literal meaning. They can be easily understood.

- She opened the door and *looked outside*.
- She was *walking across* the street when she heard the sound of an explosion.

Idiomatic meaning

Phrasal verbs can also have a figurative or idiomatic meaning which makes them difficult to understand.

- Can you *put* me *up* for tonight?
  The phrasal verb *'put up'* here does not mean to build (as in *putting a fence up*). It has, however, an idiomatic/figurative meaning. It means to let someone stay in your house.

Separable or inseparable?

1. Sometimes, the preposition/adverb is placed either after the verb or after the object.

Examples:

- Mary ***made up*** a really entertaining story.
- Mary ***made*** the story ***up***.

2. If the object is a pronoun, however, the preposition/adverb has to be placed after the pronoun (object).

Examples:

- She ***made*** it ***up***.
- ***Put*** it ***down.***
- ***Take*** it ***off.***

3. Some phrasal verbs are always inseparable.

Example:

- I ***came across*** some old photos in a drawer.

QUANTIFIERS AND DETERMINERS

Determiners

Determiners modify <u>nouns</u> by setting a limitation over the nouns to indicate how specific or general they are. A determiner usually appears at the beginning of the **noun phrases** and works as an <u>adjective</u> to modify the nouns. However, determiners are not necessary for every noun phrase.

Determiners include:

a. The definite article: *the*
Example:
o   Give me the book I read to you yesterday. (Specific book)
o   I want the pencil you borrowed yesterday.
b. The indefinite articles: *a, an*
Example:
o   Give me a book from the shelf. (A general/random book from a specific shelf)
o   I want an apple.
c. The possessives: *my*, *your*, *his*, *her*, *our*, *their*, *its*, *whose*
Example:
o   My car is parked outside. (Specific car)
o   His house is near the bridge.
d. The demonstratives: *this*, *that*, *these*, *those*
Example:
o   This is my book.
o   That house belongs to me.
o   Those ducks are beautiful.
e. Interrogatives: *which, what*
Example:
o   Which car do you want to buy?
o   What product do you use?
<u>Determiners and Quantifiers Exercise</u>

Quantifiers

Quantifiers are also determiners which modify a noun to indicate its quantity. The quantifiers are **any, all, many, much, most, some, a few, and a lot of, a little, a large amount of, none, and the cardinal numbers [one, two, three, four],** etc.
Example:
o   I have some money but not a lot of it.
o   Many people died in that calamity.
<u>More examples of Quantifiers</u>
Note: There are some rules for using determiners and quantifiers. Some of them can be used only with countable nouns and some of them with uncountable nouns while others can be used with either of them. Here is a chart for the determiners to be used with countable or uncountable <u>nouns</u>.

With Countable Nouns	With Uncountable Nouns
a/an, the this, that, these, those	the this, that

none, one, two, three,.	none
many	much (in negatives or questions)
a (great/large) number of	a large amount of
a few	a little
few	little
fewer .... than	less .... than
a lot of	a lot of
some	some
any	any

COLLOCATIONS

Collocation refers to a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co - meaning together - location - meaning place. Collocations are words that are located together. A good answer to "What is collocation?" is: Collocation is a group of two or more words that like to hang out together. Here are some examples of common collocations that you might know:

make tea - I made a cup of tea for lunch.
do homework - I did all of my homework yesterday.

Even though it possible to use other word combinations,
understanding collocations help English learners improve their fluency because they are words that usually go together.

Make and Do

I begin with 'make' and 'do' because they provide perfect examples of why collocation is so important. Generally, 'make' refers to things that are made that weren't there before. 'Do' refers to actions that we take or do such as chores.

Collocations with 'Make'

make a cup of coffee / tea
make noise
make the bed
make a business deal
make a fuss
make sense
make time for someone

Collocations with Do

do the laundry
do the errands
do business with someone
do a chore
do the shopping

Make and Do are perfect examples of verbs that go together with specific nouns. A verb + noun combination that always go together are considered collocations.

Why Do Words Collocate?

There is often no reason for a collocation. People just put certain words together more often than they put other words together. In fact, the use of collocations has become popular in English and language teaching because of corpus linguistics. Corpus linguistics study huge volumes of data of spoken and written English to come up with statistics on how often people use certain words and word combinations. Through this study, corpus linguistics has been able to define what are strong and weak collocations.

Collocations are used especially often in business English and there are dictionaries such as the Oxford Dictionary of Collocations that can help you <u>learn these common collocations</u>.

Strong Collocations

Strong collocations refer to words that almost always go together. It's possible that people might understand you if you don't use a strong collocation. However, if you do not use a strong collocation it will sound funny to native speakers. Let's return to our example of 'make' and 'do'. If you say:

I did a cup of coffee.

native speakers will understand that you mean:

I made a cup of coffee.

Correct use of strong collocations shows an excellent command of the English language, and can certainly help impress <u>native speakers</u>' of your ability to speak English well. Of course, if you are speaking to other non-native speakers the ability to use collocations correctly all the time becomes less important. That doesn't mean that correct collocation use is not important, it's just not AS important as something like correct tense. Imagine for a moment that you are speaking about a future meeting:

Our meeting was on Friday at four o'clock.
I've done an appointment at four o'clock for the meeting room on Friday.

In both of these sentences, there are mistakes. However, in the first sentence instead of using a future tense, the past tense is used. If you want your colleagues to come to the meeting, this mistake is very serious and will lead to no one coming to the meeting.

In the second sentence 'do an appointment' is a misuse of a strong collocation. However, the meaning is clear: You have scheduled a room at four o'clock. In this case, a mistake in collocations is not nearly as important as a mistake in tense usage.

Here are examples of strong collocations that you might not be familiar with:

high earnings (not big earnings)
long-range planning (not long-time planning)
urban guerrilla (not city guerrilla)

More Information

Why are Collocations Important?

There is an entire world of <u>collocations</u> to explore. Learning collocations is important because you begin to learn words in larger groups or 'chunks' of language. Putting together these chunks of language leads to more fluent English.

INFORMAL LETTERS

Type	Informal letters and emails	Formal letters and emails
Writing to	-Friends -Family Members	-People we don't know -Bosses or managers

Sarah: Informal letters and emails are the ones that we'd write to people that we knew well. For example, our friends or our family members. Whereas formal letters and emails are ones that we might send to a stranger or to our bosses.

Sarah: The language that we use in informal letters is more casual and relaxed. It's language that's more similar to the way that we speak. The structure of an informal letter is also more relaxed. Although we do have some tips that you can follow to make your informal letter or email clear and easy to understand.

Sarah: Shall we get started?

Jack: Sure.

Jack: I'm going to write an email to my friend, Nic. Now the first thing I have to do is think of a greeting. It's an informal email so I can start with a more casual greeting.

Jack: I could say:

- Dear Nic,
- To Nic,
- Hi Nic,
- Hey Nic!

Jack: I can use an exclamation point here to show that I'm excited to write to him but that's something I wouldn't do in a formal email or letter. I can also use Nic's first name without a title. I could follow that with a friendly expression like:

- How are you?
- How are you going?
- I hope you're well.

Jack: Or if I'm responding to an email that he's sent me, I could say:

- Thanks for your email.
- It was great to hear from you.
- I enjoyed reading your email.

Jack: I'm going to divide my email into short paragraphs to make it easier to read. Now I can start the main body of my email. Here I have to think about why I'm sending the email. It could be to respond to some news that my friend has told me which could be happy or sad. For example:

I'm so happy to hear about your engagement.

I'm really sorry to hear that you've been sick.

Jack: Or to say congratulations or thank you. It could be to give Nic some news of my own. For example:

I wanted you to know that I'm coming to visit you next week.

Jack: I could be writing to make an apology. For example:

I was really sorry to miss your party but I had to work.

Jack: Or it could be to send an invitation or respond to an invitation. For example:

I'm having a birthday party and I would love you to come.

Thank you so much for your invitation. I would love to come.

Or it could be to make a request or ask for a favour.

Sarah: There are different levels of politeness that you can use when making a request. The most polite way to ask is indirectly. For example:

I would be grateful if you could send me the photos you took at the wedding.

I would really appreciate it if you could send me the photos you took at the wedding.

Sarah: Another polite way to ask is to write:

Could you please send me the photos?

Could you send me the photos, please?

Sarah: Then there's a polite but more direct way. For example:

- Could you send me the photos?
- Can you send me the photos?

Sarah: The most direct way is to say:

Please send me the photos.

Send me the photos, please.

Sarah: Now how polite you want to be depends on who you're writing to and what you're asking for.

Jack: Sometimes you can finish up your letter by making a suggestion or recommendation to your friend. For example:

- You might want to bring something to drink.
- If you like, we can visit a winery while you're here.

Jack: Then you can finish off your letter. There are lots of options here. For example:

- Give my love/regards to your family.
- Say hello to the kids for me.
- Thanks again for your help.
- I hope to hear from you soon.
- See you soon.
- Write soon.
- Keep in touch!

Jack: Then you can sign off with:

- Love,
- Lots of love,
- Best wishes,
- Yours,
- All the best,

Sarah: They're some suggestions but what you write in an informal letter is really up to you. Remember, because it's informal you can use more contractions like:

Contracted form	Full form
It's	It is
Isn't	Is not
It'll	It will
Won't	Will not
Can't	Cannot

Sarah: You can also use more idioms and colloquialisms. For example:

- I was feeling under the weather.
- The party was awesome.

Sarah: So have you finished your email?

Jack: All done.

Sarah: Let's have a look.

Hey Nic,

How are you going?

Thanks for sending me the photos from your holiday. It looks like you had a great time!

How're Leah and the kids? And what about your dog, Snoopy? He was just a puppy last time I saw him.

I'm sorry that I couldn't get to your birthday party. I would have loved to come but I was really busy at work and it was hard to get away. Thanks for the invitation though.

Would it be possible for you to send me some photos from the party? I'd love to see how it all went.

I can't wait until you come to visit in March. Do you know how long you'll be staying? I'll try to think of some fun things to do.

See you soon.

All the best,

Jack

P.S. Sarah says hello

Sarah: Aww... that's nice. By the way PS stands for postscriptum which is Latin for "written after". We sometimes use it to add something to a letter after it's been written and signed.

Jack: Well I hope that's helped to give you some tips on writing an informal email.

Sarah: Have a go at writing to your friends in English. It's a great way to practise and because they're your friends, it's OK if you get something wrong.

Jack: That's it from us for now.

Sarah: See you later.

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UNIT- 7 - PROFESSIONAL WRITING

FIGURE OF SPEECH

Definition of Figure of Speech

A figure of speech is a word or phrase that is used in a non-literal way to create an effect. This effect may be rhetorical as in the deliberate arrangement of words to achieve something poetic, or imagery as in the use of language to suggest a visual picture or make an idea more vivid. Overall, figures of speech function as literary devices because of their expressive use of language. Words are used in other ways than their literal meanings or typical manner of application.

For example, Margaret Atwood utilizes figures of speech in her poem "you fit into me" as a means of achieving poetic meaning and creating a vivid picture for the reader.

you fit into me

like a hook into an eye

a fish hook

an open eye

The simile in the first two lines sets forth a comparison between the way "you" fits into the poet like a hook and eye closure for perhaps a garment. This is an example of rhetorical effect in that the wording carefully achieves the idea of two things meant to connect to each other. In the second two lines, the wording is clarified by adding "fish" to "hook" and "open" to "eye," which calls forth an unpleasant and even violent image. The poet's descriptions of hooks and eyes are not meant literally in the poem. Yet the use of figurative language allows the poet to express two very different meanings and images that enhance the interpretation of the poem through contrast.

Types of Figures of Speech

The term *figure of speech* covers a wide range of literary devices, techniques, and other forms of figurative language, a few of which include:

- Simile
- Metaphor
- Personification
- Paradox
- Understatement
- Metonymy
- Apostrophe
- Hyperbole
- Synecdoche
- Irony
- Pun
- Euphemism
- Epigram

- <u>Oxymoron</u>
- <u>Antithesis</u>
- <u>Litotes</u>
- <u>Alliteration</u>
- <u>Onomatopoeia</u>
- <u>Circumlocution</u>
- <u>Pleonasm</u>

Common Examples of Figures of Speech Used in Conversation

Many people use figures of speech in conversation as a way of clarifying or emphasizing what they mean. Here are some common examples of conversational figures of speech:

Hyperbole

<u>Hyperbole</u> is a figure of speech that utilizes extreme <u>exaggeration</u> to emphasize a certain quality or feature.

- I have a million things to do.
- This suitcase weighs a ton.
- This room is an ice-box.
- I'll die if he doesn't <u>ask</u> me on a date.
- I'm too poor to pay attention.

Understatement

<u>Understatement</u> is a figure of speech that invokes less emotion than would be expected in reaction to something. This downplaying of reaction is a surprise for the reader and generally has the effect of showing <u>irony</u>.

- I heard she has cancer, but it's not a big deal.
- Joe got his dream job, so that's not too bad.
- Sue won the lottery, so she's a bit excited.
- That condemned house just needs a coat of paint.
- The hurricane brought a couple of rain showers with it.

Paradox

A <u>paradox</u> is a figure of speech that appears to be self-contradictory but actually reveals something truthful.

- You have to spend money to save it.
- What I've learned is that I know nothing.
- You have to be cruel to be kind.
- Things get worse before they get better.
- The only rule is to ignore all rules.

Pun

A <u>pun</u> is a figure of speech that contains a "<u>play</u>" on words, such as using words that mean one thing to mean something else or words that sound alike in as a means of changing meaning.

- A sleeping bull is called a bull-dozer.
- Baseball players eat on home plates.
- Polar bears vote at the North Poll.
- Fish are smart because they travel in schools.
- One bear told another that life without them would be grizzly.

Oxymoron

An <u>oxymoron</u> is a figure of speech that connects two opposing ideas, usually in two-word phrases, to create a contradictory effect.

- open secret
- <u>Alone</u> together
- true lies
- controlled chaos
- pretty ugly

Common Examples of Figure of Speech in Writing

Writers also use figures of speech in their work as a means of description or developing meaning. Here are some common examples of figures of speech used in writing:

Simile

<u>Simile</u> is a figure of speech in which two dissimilar things are compared to each other using the terms "like" or "as."

- She's as pretty as a picture.
- I'm pleased as punch.
- He's strong like an ox.
- You are sly like a fox.
- I'm happy as a clam.

Metaphor

A <u>metaphor</u> is a figure of speech that compares two different things without the use of the terms "like" or "as."

- He is a fish out of water.
- She is a star in the sky.
- My grandchildren are the flowers of my garden.
- That story is music to my ears.
- Your words are a broken record.

Euphemism

Euphemism is a figure of speech that refers to figurative language designed to replace words or phrases that would otherwise be considered harsh, impolite, or unpleasant.

- Last night, Joe's grandfather passed away (died).
- She was starting to feel over the hill (old).
- Young adults are curious about the birds and bees (sex).
- I need to powder my nose (go to the bathroom).
- Our company has decided to let you go (fire you).

Personification

Personification is a figure of speech that attributes human characteristics to something that is not human.

- I heard the wind whistling.
- The water danced across my window.
- My dog is telling me to start dinner.
- The moon is smiling at me.
- Her alarm hummed in the background.

Writing Figure of Speech

As a literary device, figures of speech enhance the meaning of written and spoken words. In oral communication, figures of speech can clarify, enhance description, and create interesting use of language. In writing, when figures of speech are used effectively, these devices enhance the writer's ability for description and expression so that readers have a better understanding of what is being conveyed.

It's important that writers construct effective figures of speech so that the meaning is not lost for the reader. In other words, simple rearrangement or juxtaposition of words is not effective in the way that deliberate wording and phrasing are. For example, the hyperbole "I could eat a horse" is effective in showing great hunger by using figurative language. If a writer tried the hyperbole "I could eat a barn made of licorice," the figurative language is ineffective and the meaning would be lost for most readers.

Here are some ways that writers benefit from incorporating figures of speech into their work:

Figure of Speech as Artistic Use of Language

Effective use of figures of speech is one of the greatest demonstrations of artistic use of language. Being able to create poetic meaning, comparisons, and expressions with these literary devices is how writers form art with words.

Figure of Speech as Entertainment for Reader

Effective figures of speech often elevate the entertainment value of a literary work for the reader. Many figures of speech invoke humor or provide a sense of irony in ways that literal expressions do not. This can create a greater sense of engagement for the reader when it comes to a literary work.

Figure of Speech as Memorable Experience for Reader

By using effective figures of speech to enhance description and meaning, writers make their works more memorable for readers as an experience. Writers can often share a difficult truth or convey a particular concept through figurative language so that the reader has a greater understanding of the material and one that lasts in memory.

Examples of Figure of Speech in Literature

Works of literature feature innumerable figures of speech that are used as literary devices. These figures of speech add meaning to literature and showcase the <u>power</u> and <u>beauty</u> of figurative language. Here are some examples of figures of speech in well-known literary works:

Example 1: *The Great Gatsby* (F. Scott Fitzgerald)

In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars.

Fitzgerald makes use of simile here as a figure of speech to compare Gatsby's party guests to moths. The imagery used by Fitzgerald is one of delicacy and beauty, and creates an ephemeral <u>atmosphere</u>. However, the likening of Gatsby's guests to moths also reinforces the idea that they are only attracted to the sensation of the parties and that they will depart without having made any true impact or connection. This simile, as a figure of speech, underscores the themes of superficiality and transience in the <u>novel</u>.

Example 2: *One Hundred Years of Solitude* (Gabriel Garcia Marquez)

Both described at the same time how it was always March there and always Monday, and then they understood that José Arcadio Buendía was not as crazy as the family said, but that he was the only one who had enough lucidity to sense the truth of the fact that time also stumbled and had accidents and could therefore splinter and leave an eternalized fragment in a room.

In this passage, Garcia Marquez utilizes <u>personification</u> as a figure of speech. Time is personified as an entity that "stumbled" and "had accidents." This is an effective use of figurative language in that this personification of time indicates a level of human frailty that is rarely associated with something so measured. In addition, this is effective in the novel as a figure of speech because time has a great deal of influence on the <u>plot</u> and characters of the story. Personified in this way, the meaning of time in the novel is enhanced to the point that it is a <u>character</u> in and of itself.

Example 3: *Fahrenheit 451* (Ray Bradbury)

A book is a loaded gun in the house next door…Who knows who might be the target of the well-read man?

In this passage, Bradbury utilizes metaphor as a figure of speech to compare a book to a loaded gun. This is an effective literary device for this novel because, in the story, books are considered weapons of free thought and possession of them is illegal. Of course, Bradbury is only stating that a book is a loaded gun as a means of figurative, not literal meaning. This metaphor is particularly powerful because the comparison is so unlikely; books are generally not considered

to be dangerous weapons. However, the comparison does have a level of logic in the <u>context</u> of the story in which the pursuit of knowledge is weaponized and criminalized.

IDIOMS AND PHRASES

<u>Idioms</u> exist in every language. They are words or phrases that aren't meant to be taken literally. For example, if you say someone has "cold feet," it doesn't mean their toes are actually cold. Rather, it means they're nervous about something.

Idioms can't be deduced merely by studying the words in the phrase. If taken literally, you would think that someone with cold feet has… cold feet. But, after living with a certain group of people for a period of time, you'll start to pick up their expressions. Let's explore some idiom examples in American everyday language, international language, and the language of the arts.

Common Idioms

The examples below demonstrate how you can't really deduce the meaning of these expressions without knowing what they mean. The next time someone says they're feeling "under the weather," you'll know it has nothing to do with weather patterns, but rather that they're feeling quite ill.

- Getting fired turned out to be a **blessing in disguise**. - Getting fired (normally a negative event) turned out to be a good thing.
- These red poppies are **a dime a dozen**. - These red poppies are very common.
- Don't **beat around the bush**. - Just say what you really mean.
- After some reflection, he decided to **bite the bullet**. - After some reflection, he decided to do the undesirable thing he was avoiding.
- I'm going to **call it a night**. - I'm going to bed.
- He's **got a chip on his shoulder**. - He's holding onto a grudge or grievance that's making him very angry or callous.
- Would you **cut me some slack**? - Don't be so hard on me.
- Don't **cut any corners**. - Don't take any shortcuts and produce shoddy work.
- She let things **get out of hand**. - She lets things get out of control.
- I'm going **back to the drawing board**. - I'm going to start over.
- **Hang in there**. - Stick with it.
- Don't **jump the gun**. - Don't do something before the allotted time.
- He decided to **let her off the hook**. - He decided to release her from her responsibility.
- He **missed the boat**. - He missed out on an opportunity.
- I go out for walks **once in a blue moon**. - I go out for walks very rarely.
- **Pull yourself together**, man! - Calm down.
- She seriously **rubbed me the wrong way**. - I did not like her at all.
- There he is, **speak of the devil**. - There he is; we were just talking about him.
- That was **the straw that broke the camel's back**. - My patience has finally run out.
- Well, she's got **the best of both worlds**. - She's receiving benefits from both of her current situations or opportunities.
- Why are you so **bent out of shape**? - Why are you so upset?

- I'm feeling **under the weather**. - I'm feeling sick.
- **We'll cross that bridge when we get there**. - We'll solve that problem when the time comes.
- I'm sorry but I just can't seem to **wrap my head around it**. - I'm sorry but I just can't seem to understand.
- Wow, you can **say that again**. - I totally agree.

Idioms Around the Globe

Americans aren't unique in their use of idioms. Where there's language, there's <u>figurative language</u>. That is, people are going to play on words and come up with quippy, new expressions. Let's take a look at some of our global neighbors' idioms:

- In Armenian, "**stop ironing my board**" means stop bothering me.
- In French, "**when chickens have teeth**" means something's never going to happen.
- Also in French, "**I have other cats to whip**" means I have other things to do.
- In German, "**to tie a bear to someone**" means you've tricked them.
- Also in German, "**an elephant made out of a fly**" means to make a big deal out of nothing.
- In Italian, "**not all doughnuts come with a hole**" means you don't always get what you want.
- Also in Italian, "**to treat someone with a fish in their face**" means to disrespect someone.
- In Japanese, "**my cheeks are falling off**" means the food is really delicious.
- Also in Japanese, "t**o have dumplings instead of flowers**" means you've chosen something useful over something decorative.
- In Polish, "**mustard after lunch**" means it's too late to do something.
- Also in Polish, to "**get stuffed with hay**" means someone's asking you to go away.
- In Portuguese, "**he who doesn't have a dog, hunts with cats**" means you make the most of what you've been given.
- Also in Portuguese, "**take your little horse away from the rain**" means something's never going to happen.
- In Spanish, "**a cat in gloves catches no mice**" means nice guys always finish last.
- Also in Spanish, "**a lot of noise and no walnuts**" means someone's all talk and no action.

It's *very* important to have a firm understanding of each culture's idioms. The terminology that one country uses can have a vastly different meaning in another country. For example, in Finnish, "with long teeth" means you're doing something you don't want to do. However, in French, to "have long teeth" means you're very ambitious. Quite different, right?

Idioms In the Arts

Similar to various cultures who adopt their own set of idioms, smaller groups of people do the same. Actors, painters, performers, and writers tend to use their own idioms, almost <u>bordering on slang</u>, to encourage each other and forge a unique sense of community. Here are some of the most popular idioms used in the art world:

- "**Break a leg**" means good luck.

- When you encourage someone to "break a leg," you might also want to encourage them to "**knock 'em dead**" or do a great job.
- When you encourage a friend to "**sing their heart out**" before a performance, you're encouraging them to give it their all (and have some fun).
- "**Get the hook**" means it's time to pull an actor off the stage because he's performing horribly.
- If you need to "get the hook," the actor most likely "**bombed**," meaning he was so terrible.
- If an actor "bombed," then they're likely to be "**upstaged**" by another actor who performed better.
- If you're excited to "**sink your teeth**" into a new book, it means you're really excited to start reading it.
- If an artist "**breaks new ground**," it means his work is important and innovative.

Remember, a group of people with shared interests will have their own idioms. As with anything else in life, they'll be easier to understand if you listen to the context clues and ask questions when in doubt.

Language and Idioms

You simply can't be literal when examining an idiom. They tend to make learning a new language difficult, but they're also used in languages all across the globe. Idioms aren't only regional; they also vary according to people's interests and social groups.

The best way to understand the meaning of certain idioms is to chat with locals and ask them for clarification if any of their idioms confuse you. If all else fails, talk to your friend Google, and make sure what you heard is really what it means.

PARAGRAPH WRITING

Paragraph Writing: Students & Writers mostly look for some questions when coming to paragraph writing about any topic or thing or person. The questions raised by most of the students while thinking about writing a paragraph are Paragraph Writing Examples, What is the perfect paragraph format? How many steps involved to write a paragraph? How to write a good paragraph? How many sentences are included in a para? and many more like these.

By keeping all these questions in our mind today we have come up with a new topic called "A Guide on Paragraph Writing". With this guide, we'll try to answer all these questions about paragraph writing. Paragraphs act as the main role in a student's life. While writing any topic in an exam or competition needs paras to explain the concept in an understandable way for the readers.

For grabbing the attention of readers, it's compulsory to write a succinct paragraph by including all the elements. So, to make it easy and simple to understand by the students, let's start learning more about paragraph writing skills by referring below modules.

What is a Paragraph?

A series of sentences that are organized and coherent, and are all related to a single topic is called Paragraph. Breaking the large sentence essay or topic into smaller pieces in a well-structured form is known as Paragraph. The lines that should include in a paragraph is at least three to five, not more. It includes topic sentences, supporting sentences as well as concluding sentences that refer to an overall structure, which is a group of sentences focusing on a single topic.

Paragraph writing is not just expressing your views about the topic in a group of sentences. It is all about structuring ideas in a clear format to make the reader fall in love with the topic and continue their studying till to an end of the topic. While writing paragraphs about any topic, it's more important to maintain the quality and flow of the paragraph than word count. Paragraphs are often thought of as a 'unit' of thought.

Therefore, start learning how to write a good paragraph and impress your audience with your experience about the topic. From this page, you will come to know how to write, what to focus while writing paragraphs in a format, type of paragraphs, and some of the topics on Paragraph writing.

Why wait? Just dive into other sections!

Basic Paragraph Format to Write Effective Paragraphs on Single Topic

A paragraph explains one idea in detail and supports the expansion of an overall topic for the essay. Paragraph length will vary based on the purpose of the paragraph.

Parts of a Paragraph

The basic paragraph consists of three parts: a topic sentence, supporting details, and a concluding sentence. This basic paragraph format will help you to write and organize one paragraph and transition to the next.

Topic Sentence:

Often, the Topic sentence is the first sentence of a paragraph. Also, we can call an introduction sentence of a paragraph. It states the main idea of each paragraph and displays how the idea connects to the thesis or overall focus of the paper. All consequent points presented in the paragraphs must support the topic sentence.

Supporting Details

The supporting sentences explain more about the topic sentence by showing some facts, stats, or examples regarding the topic. It also includes the writer's experience & own analysis and used to develop the topic sentence. The following are common origins of supporting details:

- Expert Opinion
- Facts and Statistics
- Personal Experiences
- Others' Experiences
- Brief Stories
- Research Studies
- Your Own Analysis
- Interviews

Concluding Sentence

It is the end of the paragraph which is also known as final statement about the topic. It ties all ideas given in the paragraph and emphasizes the main idea one last time. In the concluding sentence, the writer usually restates their topic sentence or summarizes the main points of the paragraph.

Types of Paragraph

Having knowledge about what are the type of paragraphs is one of the most essential aspects while writing a paragraph. So, we thought of explaining a bit about paragraph writing types is a must. Okay, let's start about it.

There are four types of paragraphs that you need to know about: **descriptive, narrative, expository, and persuasive.** If you have a quick search on the web then you may found other

types too but to make your paragraph simple and succinct, it's a good idea to study just these four.

1. Descriptive Type of Paragraph: This paragraph type describes the topic and displays the reader what's the subject included in it. The terms selected in the description type usually appeal to the five senses of touch, smell, sight, sound, and taste. This type of paragraph can be more artistic and may vary from grammatical standards.

2. Narrative Type of Paragraph: In simple words, this type of paragraph narrates a story that includes a sequence of topic sentences like a clear start, middle of the topic, an end to the paragraph.

3. Expository Type of Paragraph: It defines something or gives instruction. It may also explain a process and influence the reader step by step via a form of the method. This Expository Para usually needs research, but also it's possible to rely on the writer's own knowledge and experience.

4. Persuasive Type of Paragraph: This kind of paragraph seeks to make the audience to admit a writer's point of view or know his/her position. Persuasive paragraphs are often used by the teachers because it is beneficial when building an argument. Also, it makes a writer to research and collects some facts on the topic.

How to Write a Perfect Paragraph? Three Simple Steps to Compose a Good Paragraph

Determining how to write a good paragraph can be challenging as it demands knowing how to write a great topic sentence, using supporting details and transitional words, including finding a strong concluding sentence. In a novel or story, writing a paragraph implies knowing which ideas work mutually and where a new paragraph should start.

Prior knowledge on How to write a paragraph helps students to put their thoughts collectively in a better way and attract readers' attention towards the topic. Hence, improve your skills in paragraph writing by practicing various topics using the below mentioned important elements of a paragraph.

1. Topic Sentence

- **What is the topic sentence?** The topic sentence is the first sentence in a paragraph.
- **What does it do?** It introduces the main idea of the paragraph.
- **How do I write one?** Summarize the main idea of your paragraph. Make clear what your Paragraph will be about.

2. Supporting Details

- **What are the supporting sentences?** They come after the topic sentence, making up the body of a paragraph.
- **What do they do?** They give details to develop and support the main idea of the paragraph.

- **How do I write them?** You should give supporting facts, details, and examples

3. Closing Sentence

- **What is the closing sentence?** The closing sentence is the last sentence in a paragraph.
- **What does it do?** It restates the main idea of your paragraph.
- **How do I write one?** Restate the main idea of the paragraph using different words.

If you follow these three elements properly while writing any paragraphs then your paragraph will be more attractive, interesting to the readers. So, to practice your paragraph writing skills we have compiled a list of paragraph writing topics on various categories like special events, technology, science, famous & inspiring legends, etc. You can even directly took our example to frame your own paragraph on the selected topic. Once, have a look at the below list of Paragraph writing topics and become an expert in writing new paragraphs on the topic.

Some Useful Transition Words to write a good Paragraph

- **To show addition:** again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too
- **To give examples:** for example, for instance, in fact, specifically, that is, to illustrate
- **To compare:** also, in the same manner, likewise, similarly
- **To contrast:** although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet
- **To summarize or conclude:** all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up
- **To show time:** after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while
- **To show place or direction:** above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)
- **To indicate a logical relationship:** accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

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SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH

UNIT- 8- CREATIVE WRITING FOR INTERACTIVE MEDIA

REPORT WRITING

- **Title Section** – This includes the name of the author(s) and the date of report preparation.

- **Summary** – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

- **Introduction** – The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

- **Body** – This is the main section of the report. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first.

- **Conclusion** – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

- **Recommendations** – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

- **Appendices** – This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

Remember that the information needs to be organized logically with the most important information coming first.

Pointers to score high in Report Writing

1. **Use names and pronouns** (I, he, her) when you write about yourself and others at the scene. Avoid outdated expressions like "this officer" and "the abovementioned person" or "official 1."

There are certain people who advocate that use of impersonal terminology brings in guaranteed objectivity and accuracy, but it not true. You have the same integrity whether you are calling yourself "I" or "this officer." And think about this: if you were testifying in court, and sworn to tell the truth, you would use everyday language ("I," "me") in your testimony. Follow the same practice in your reports.

2. Limit yourself to one idea per sentence.

Short, straightforward sentences are easy to read, understand and save time for everyone. You will appreciate this time-saving tip when you are reviewing a report to prepare for an important business meeting. Also, the longer a sentence is, the more likely you are to make an error.

Short sentence and its structure in English generally begin with a noun, and the grammar is simple. Complicated sentences, on the other hand, require complicated punctuation, and they open the door to sentence errors.

Try to limit yourself to three commas per sentence. If a sentence has more than three commas, it's probably too complicated to be read easily, and it may contain usage or punctuation errors.

3. Be as clear and specific as possible.

"Contacted" is vague: Did you visit, phone, or email the witness? "Residence" is just as confusing: House, apartment or mobile home? Always strive for clarity.

4. Use simple language.

"Since" is easier to understand (and write) than "inasmuch as." "Pertaining to" is a fancy (and time-wasting) way to write "about."

5. Stick to observable facts.

Conclusions, guesses, hunches, and other thought processes do not belong in a report. Stick to the facts. A statement like "He was aggressive" won't stand up in court. You can, however, write "Jackson clenched his fists and kicked a chair."

6. Write in paragraphs.

Organizing information in groups has two important benefits: Your report is more logical, and it's easier to read and understand later on.

7. Use active voice.

A widespread mistaken notion is that passive voice guarantees objectivity and accuracy. However, it is not true. Writing a sentence like "A revolver was seen under the nightstand" does not guarantee that you are telling the truth. It is much simpler to just write "I saw a revolver under the nightstand." That is what you would prefer to read in the report submitted by someone else as well, isn't it?

8. Use bullet style.

Bullet style is nothing but the style you have probably been writing shopping lists all your life when your mother asks you to bring something from the grocery shop nearby. Use the same format when you're recording several pieces of related information, like this:

Michael Jordan told me:

- He and Maria have been "fighting a lot"

- She was drunk when he came home from work

- She threw a package of frozen chicken at him

- He didn't touch her

Sample Report

Typical structure template for writing a committee report:

- **Members to which the report is meant for**

    - [Name, institution, location, Chair]

    - [Name, institution, location, member]

- **[Date, Time, and Location]**

    - [Provide simple documentation of any meetings of the committee or subset of the committee, in whatever mode and format, e.g., in person, conference call, etc.]

- **Purpose**

- [Here you mention the purpose of the report in a brief. This enables the reader to understand the purpose behind writing the format.]

- **Issues** [Write different issues as sub headings and explain their highlights in bullet points below the respective sub headings]

    - Current Status

        - •

        - •

    - Accomplishments / Issue 1

        - •

        - •

    - Future Goals

        - •

        - •

- **Near-Term Plans / Main Body of the Report** [Use Sub Headings as and where needed. In bullet form, outline near-term actions and plans as well under those sub headings.]

- **Informal Recommendation(s)** [An opportunity to make recommendations, suggestions, and comments to the Board and Executive Director]

Respectfully Submitted,

[<Author's Name>]

CREATIVE WRITING

Creative writing is one of those skills you can eternally get better at, but often suck at when you start…

I've been there. I've *so* been there.

Now, we're not saying your creative writing is *bad* necessarily, but just that if you want to continue to push yourself in this industry, you'll need some work **since literature is more competitive now than it ever has been.**

You might not like to face that truth, but it is indeed a truth everyone who wants to **write and publish successfully** has to face.

I'll go into more detail about that in a little bit but every writer out there needs some **writing tips** to help them get better.

And one of the best ways to get better at creative writing is to first learn and understand the craft of it, and then challenge yourself by completing writing exercises.

Access Your FREE Ultimate Fiction Writer's Handbook with 5 Tutorial Lessons to better your writing!

5 lessons of **high intensive writing training** delivered straight to your inbox, crafted by our very own *bestselling fiction coach*, Ramy Vance! Get training on ideas, plotting, stronger writing, and even the technical side (hello grammar)!

Get Your Writer Tutorial Lessons Here!

Because when your time comes to publish, you want a high-quality final product in order to *actually* sell something, and acquire raving fans.

Here's what you'll learn about creative writing:

1. <u>**What is creative writing?**</u>

2. <u>**Creative writing topics**</u>

3. <u>**Elements of creative writing**</u>

4. <u>**Examples of creative writing**</u>

5. <u>**9 powerful creative writing exercises**</u>

What is Creative Writing?

Creative writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing, and more.

It's often seen as the opposite of journalistic or academic writing.

When it comes to writing, there are many different types. **As you already know, all writing does not read in the same way.**

Creative writing uses senses and emotions in order to create a strong visual in the reader's mind whereas other forms of writing typically only leave the reader with facts and information instead of emotional intrigue.

What are the Elements of Creative Writing?

In order to get better at creative writing, you have to understand the elements of what makes <u>**writing a book**</u> great.

You can't build a car engine without understanding how each part plays a role, right…?

That's the same case with writing.

And just a note, *this is all stuff we cover*, and you get to talk about 1-on-1 with your coach when you **join Self-Publishing School**.

Here are the elements that make up creative writing and why each is just as important as the other.

Unique Plot

What differentiates creative writing and other forms of writing the most is the fact that the former always **has a plot of some sort** – and a unique one.

Yes, remakes are also considered creative writing, however, most creative writers create their own plot formed by their own unique ideas. Without having a plot, there's no story.

And without a story, you're really just writing facts on paper, much like a journalist.

Character development

Characters are necessary for creative writing. While you can certainly **write a book** creatively using the second person point of view (which I'll cover below), you still have to develop the character in order to tell the story.

Character development can be defined as the uncovering of who a character is and how they change throughout the duration of your story. From start to end, readers should be able to understand your main characters deeply.

Underlying theme

Almost every story out there has an underlying theme or message – even if the author didn't necessarily intend for it to. But creative writing needs that theme or message in order to be complete.

That's part of the beauty of this form of art. By telling a story, you can also teach lessons.

Visual descriptions

When you're reading a newspaper, you don't often read paragraphs of descriptions depicting the surrounding areas of where the events took place. Visual descriptions are largely saved for creative writing.

You need them in order to help the reader understand what the surroundings of the characters look like.

This pulls readers in and allows them to **imagine themselves in the characters' shoes** – which is the reason people read.

Point of view

There are a few points of views you can write in. That being said, the two that are most common in creative writing are first person and third person.

- **First Person** – In this point of view, the narrator is actually the main character. This means that you will read passages including, "I" and understand that it is the main character narrating the story.

- **Second Person** – Most often, this point of view isn't used in creative writing, but rather instructional writing – like this blog post. When you see the word "you" and the narrator is speaking directly to you, it's second person point of view.

- **Third Person –** Within this point of view are a few different variations. You have third person limited, third person multiple, and third person omniscient. The first is what you typically find.

    - Third person limited's narrator uses "he/she/they" when speaking about the character you're following. They know *that* character's inner thoughts and feelings but nobody else's. It's much like first person, but instead of the character telling the story, a narrator takes their place.

    - Third person multiple is the same as limited except that the narrator now knows the inner thoughts and feelings of several characters.

    - The last, third person omniscient, is when the narrator still uses "he/she/they" but has all of the knowledge. They know everything about everyone.

Dialogue

While non-creative writing can have **dialogue** (like in interviews), that dialogue is not used in the same way as it is in creative writing. Creative writing (aside from silent films) requires dialogue to support the story.

Your characters should interact with one another in order to further the plot and development each other more.

Imaginative language

Part of what makes creative writing *creative* is the way you choose to craft the vision in your mind.

And that means creative writing uses more anecdotes, metaphors, similes, figures of speech, and other comparisons in order to paint a vivid image in the reader's mind.

Emotional appeal

All writing can have emotional appeal. However, it's the entire goal of creative writing. Your job as a writer is to make people *feel* how you want them to by telling them a story.

Creative Writing Examples

Since creative writing covers such a wide variety of writing, we wanted to break down the different types of creative writing out there to help you make sense of it. Y

ou may know that novels are considered creative writing, **but what about memoirs**?

Here are examples of creative writing:

- Novels

- **Short stories**

- **Poetry**

- Plays

- **Memoirs**

    - TV show scripts

    - Movie scripts

- songs

- speeches

9 Creative Writing Exercises to Improve Your Writing

Writing is just like any other skill. You have to work at it in order to get better.

It's also much like other skills because the more you do it, the stronger you become in it. That's why exercising your creative writing skills is so important.

The best authors out there, including Stephen King, recommend writing *something* every single day. These writing exercises will help you accomplish that and improve your talent immensely.

#1 – Describe your day with creative writing

This is one of my favorite little exercises to keep my writing sharp and in shape.

Just like with missing gym sessions, the less you write, the more of that skill you lose. Hannah Lee Kidder, a **very talented author** and **Youtuber,** gave me this writing exercise and I have used it many times.

Creative Writing Exercise:

All you have to do is sit down and describe your day – starting with waking up – as if you were writing it about another person. Use your creative writing skills to bring life to even the dullest moments, like showering or brushing your teeth.

#2 – Description Depiction

If you're someone who struggles with writing descriptions or you just want to get better in general, this exercise will help you do just that – and quickly.

In order to improve your descriptions, you have to write them with a specific intention.

With this exercise, the goal is to write your description with the goal of showing the reader as much as you can about your character without ever mentioning them at all.

Creative Writing Exercise:

For this one, craft a character in your mind. It can be one you already created or a completely new one.

Pick 5 key qualities about them you want to highlight within your description. Then, without ever mentioning the character at all, describe either their living room or their bedroom to meet that goal.

#3 – Edit your old writing

Believe it or not, **editing *does* count** as writing and can actually sharpen those creative writing skill more than you think.

It can be a little scary to pull up a story you wrote last week or even two years ago and tear it apart. **But that's exactly what I want you to do.**

Check out this video of me editing my old writing in order to replace weak verbs with stronger, better ones to get a taste of what this can look like and how it can help you get better.

#4 – Voice Variations

One of my favorite parts of writing is giving unique voices to each character. I believe that's what truly brings them to live.

Their dialogue as the power to pull readers in, or push them out of the book completely.

Obviously, you want the former.

During this creative writing exercise, your focus will be to pick 4 different emotional states and write dialogue and narrative of how your character feels and interprets those feelings.

Creative Writing Exercise:

For this one, craft a character in your mind. It can be one you already created or a completely new one.

Choose your 4 emotional states – and get creative. You can choose sadness, anger, happiness, and excitement BUT you can also go a bit further and choose to use drunk, flirty, terrified, and eager.

After you have 4 emotional states, write one page of each using dialogue and narrative your character would use.

#5 – Single Senses

Creating strong visuals is one of the most powerful ways to become a great creative writer. In fact, practicing this will help you craft books that really hook readers.

This exercise's goal is to help you develop writing the senses in ways that not only make sense, but are also imaginative and unique.

#6 – Dialogue Destruction

During this exercise, you will learn a lot about how to shape a scene using entirely dialogue.

Now, this isn't something you'll always do in your writing, **but it's very important to know how to move a scene forward using dialogue if you need to.**

Creative Writing Exercise:

To start, choose a scene you wrote previously that has little to no dialogue, but is still very important.

Next, rewrite the entire thing using dialogue (including dialogue tags and body language descriptions). You will quickly become better at using dialogue to show and not tell.

#7 – Tell the origin story of the Tooth Fairy

This writing exercise will really help you think creatively about something a large part of the world knows about.

However, you have to think of a very unique, interesting way of presenting this common idea. The purpose of this is to help you dig deeper within your own story and plot in order to come up with the very best, most unique ideas – because *that* is what will stand out in your book.

Creative Writing Exercise:

Begin this story like you would any other. Develop who the very first Tooth Fairy is and understand their character. Then, start creating a backstory that coincides with how they ended up becoming the tooth fairy.

Write this in full, ending with the Tooth Fairy taking their first tooth.

#8 – Thematic Attic

This is a fun one! The idea behind this creative writing exercise is to focus on interpreting themes through story.

Since all creative writing has an underlying theme behind it, it's really important for you to be able to accurately depict that theme throughout the story you're telling.

Otherwise, it can get lost. Not knowing the theme can often leave readers feeling unsatisfied – and rightfully so.

Creative Writing Exercise:

For this exercise, pick an overarching theme you want to focus on. This can be anything from equality to the difference between right and wrong.

Next, craft a short story with the setting being and do your best to make sure that theme shines through

Get creative! Your attic can even contain a portal to another dimension if you really want it to.

#9 – Break Language Barriers

This isn't *quite* what you think it is. So no, we will not be creating new languages with this exercise.

Instead, we'll be working on using unique language to describe very common, everyday occurrences and experiences.

One of the beauties of creative writing is that you have the power to change the way someone sees the world. You can make it more appealing and special to them – if you know how.

This exercise will help you develop the skill of using a unique narrative within your story.

Creative Writing Exercise:

In this creative writing exercise, you'll start by reading. You can read a new book or even some of your old writing.

Highlight or copy sentences or paragraphs you think are very common experiences that most everyone in the world knows of. For example: the sunset, brushing your teeth, looking up at the sky.

Your job is to rewrite these experiences in the most unique way you can using visuals that you don't normally see in writing.<

Here's an example:

BEFORE – The sun set beyond the trees.

AFTER – The trees tucked the sun in for the night.

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