

**Vels Institute of Science, Technology
and Advanced Studies**

Centre for Distance and Online Education

**BBA / B.Com/B.A.(Hons)-English/
B.A.(Hons)-Economics-ODL Mode
(Semester Pattern)**

DLENG-10: English-V

(4 Credits)

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September 2023 (First Edition)

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Further information on the VISTAS ODL Academic Programmes may be obtained from VISTAS-CDOE at Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai-600117 [or] www.vistas.ac.in.

Printed at:

FOREWORD



Dr. Ishari K Ganesh
Chancellor

Vels Institute of Science, Technology and Advanced Studies (VISTAS), deemed to be a university, was established in 2008 under section 3 of the Act of 1956 of the University Grants Commission, Government of India, New Delhi.

VISTAS has blossomed into a multi-disciplinary Institute offering more than 100 UG & PG Programmes, besides Doctoral Programmes, through 18 Schools and 46 Departments. All the Programmes have the approval of the relevant Statutory Regulating Authorities such as UGC, UGC-DEB, AICTE, PCI, BCI, NCTE and DGS.

The deemed to be University aims to provide innovative syllabi and industry-oriented courses, and hence, the revision of curricula is a continuous and ongoing process. The revision is initiated by the faculty depending on the requirement and approved by the Board of Studies of the concerned Department/School. The courses are under Choice Based Credit Systems that enable students to get adequate freedom in choosing subjects.

I am pleased to inform you that VISTAS has been rendering its services to society to democratize the opportunities of higher education for those who are in need through Open and Distance Learning (ODL) mode.

VISTAS ODL Programmes offered have been approved by the University Grants Commission (UGC) – Distance Education Bureau (DEB), New Delhi.

The curriculum and syllabi have been approved by the Board of Studies, Academic Council, and the Executive Committee of the VISTAS, and they are designed to help provide employment opportunities to the students.

The ODL Programme [B.Com, BBA, BA (Hons)-Economics and BA (Hons)-English] study material have been prepared in the Self Instructional Mode (SIM) format as per the UGC-DEB (ODL & OL) Regulations 2020. It is highly helpful to the students, faculties and other professionals. It gives me immense pleasure to bring out the ODL programme with a noble cause of enriching learners' knowledge. I extend my congratulations and appreciation to the Programme Coordinator and the entire team for bringing up the ODL Programme in an elegant manner.

At this juncture, I am glad to announce that the syllabus of this ODL Programme has been made available on our website, www.vistas.ac.in, for the benefit of the student fraternity and other knowledge seekers. I wish that this Self Learning Materials (SLM) would be a nice treatise to the academic community and everyone.

CHANCELLOR

FOREWORD



Dr.S.Sriman Narayanan
Vice-Chancellor

My Dear Students!

Open and Distance Learning (ODL) of VISTAS gives you the flexibility to acquire a University degree without the need to visit the campus often. VISTAS-CDOE involves the creation of an educational experience of qualitative value for the learner that is best suited to the needs outside the classroom. My wholehearted congratulations and delightful greetings to all those who have availed themselves of the wonderful leveraged opportunity of pursuing higher education through this Open and Distance Learning Programme.

Across the world, pursuing higher education through Open and Distance Learning Systems is on the rise. In India, distance education constitutes a considerable portion of the total enrollment in higher education, and innovative approaches and programmes are needed to improve it further, comparable to Western countries where close to 50% of students are enrolled in higher education through ODL systems.

Recent advancements in information and communications technologies, as well as digital teaching and e-learning, provide an opportunity for non-traditional learners who are at a disadvantage in the conventional system due to age, occupation, and social background to upgrade their skills.

VISTAS has a noble intent to take higher education closer to the oppressed, underprivileged women and the rural folk to whom higher education has remained a dream for a long time.

I assure you all that the Vels Institute of Science, Technology and Advanced Studies would extend all possible support to every registered student of this deemed to be university to pursue her/his education without any constraints. We will facilitate an excellent ambience for your pleasant learning and satisfy your learning needs through our professionally designed curriculum, providing Open Educational Resources, continuous mentoring and assessments by faculty members through interactive counselling sessions.

This University brings to reality the dreams of the great poet of modern times, Mahakavi Bharathi, who envisioned that all our citizens be offered education so that the globe grows and advances forever.

I hope that you achieve all your dreams, aspirations, and goals by associating yourself with our ODL System for never-ending continuous learning.

With warm regards,

VICE-CHANCELLOR

Course Introduction

The main Course Objectives of the **DLENG-10: English-V** Course is:

- To provide opportunities for students to read and respond to representations of current issues
- To prepare the students to effectively communicate by applying reflective thinking practices
- To provide an opportunity to the students to improve their vocabulary and
- To build on vocabulary and improve writing skills

DLENG-10: English-V Course has been divided into five Blocks (Listening for specific information, Sentence structure, Listening to telephonic talk to fill blanks, Reported speech Listening to Movie reviews and book reviews) consisting of 14 units. The frame work of the study is given below:

Block-1: Listening for specific information has been divided into 4 Units (Unit1-to Unit-4). Unit-1 deals with Self Introduction, Units-2 deals with Situational English, Unit-3 explains about the Sentences and Tenses and the Unit-4 describes about four English Sentences Types.

Block-2: Sentence structure has been divided into 3 Units (Unit-5 to Unit-7). Unit-5 deals with English for Workplace, Unit-6 describes about the General Essay Writing and Unit-7 presents about Note making.

Block-3: Listening to telephonic talk to fill blanks has been divided into 3 Units (Unit-8 to Unit-10). Unit-8 deals with Reading Text Skimming, Unit-9 explains about Collocations and Unit-10 describes about the Letter writing.

Block-4: Reported speech has been divided into 2 Units (Unit-11 to Unit-12). Unit-11 deals Phrasal Verbs and Punctuation and the, Unit-12 describes about the Reported Speech.

Block-5: Listening to Reviews has been divided into 2 Units (Unit-13 to Unit-14). Unit-13 deals with Accepting and Declining Offers and Unit-14 explains about writing a Formal E-mail.

DLENG-10: English-V

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Block-1: Introduction

Block-1: Listening for specific information has been divided into 4 Units (Unit-1-to Unit-4). Unit-1:Self Introduction and explains about How to Introduce Yourself General Tips, Tips for the Student in Class, How to Introduce Yourself in an Interview, Self-Introduction Examples Introducing Yourself in Class, Self-Introduction in Interview, Dialogue Writing, Rules for Writing Dialogue, Creative Writing: Dialogue and Grammar and Style in Dialogue.

Units-2: Situational English deals with How to Talk About Your Family?, Talking About Likes and Dislikes in English, Reading Comprehension Strategies, Kinds of Sentences and Personal and Impersonal Passive.

Unit-3: Sentences and Tenses explains about the Kinds of Sentences and Tenses and also the Personal and Impersonal Passive.

Unit-4: Four English Sentences Types describes about, Introduction the Four English Sentence Types, Simple Compound Complex Sentences, Homographs, Homonyms, Homophones and Paragraph Writing.

In all the Units of Block -1 Listening for specific information, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

Unit-1

Self-Introduction

STRUCTURE

Overview

Objectives

1.1 Introduction

1.2. How to Introduce Yourself General Tips

1.2.1. Tips for the Student in Class

1.3. How to Introduce Yourself in an Interview

1.3.1. Self-Introduction Examples Introducing Yourself in Class

1.3.2. Self-Introduction in Interview

1.4. Dialogue Writing

1.4.1. Rules for Writing Dialogue

1.4.2. Creative Writing: Dialogue

1.4.3. Grammar and Style in Dialogue

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this unit, the concept of How to Introduce Yourself General Tips, Tips For The Student In Class, How to Introduce Yourself in an Interview, Self-Introduction Examples Introducing Yourself in Class, Self-Introduction In Interview, Dialogue Writing, Rules for Writing Dialogue, Creative Writing: Dialogue, Grammar and Style in Dialogue has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Introduction, How to Introduce Yourself General Tips, Tips For The Student In Class
- How to Introduce Yourself in an Interview, Self-Introduction Examples Introducing Yourself in Class
- Self-Introduction In Interview, Dialogue Writing, Rules for Writing

- Grammar and Style in Dialogue

1.1. Introduction

What do you say when you meet someone new? Introduce yourself of course!

Self-introduction is simply the act of introducing yourself to someone else. You might just be introducing yourself to a new person you have never met before, or you might be introducing yourself to hundreds of people in a conference room. Thankfully, both situations actually require the same sort of language and body language to introduce yourself in a way that is both confident, and clear. The two things you should definitely aim to be when introducing yourself to others.

Introducing yourself is much more than saying your name. You need to tell some more information about yourself in English. Introducing yourself to strangers can be tricky because what you say depends on the context, situation (in a job interview, in an email, or give self- introduction in an English class).

In this lesson, you will learn how to confidently introduce yourself in English.

1.2. How to Introduce Yourself General Tips

The tips listed here will apply to almost every situation where you need to introduce yourself.

We'll get more specific later, but for now, let's focus on the things you can do every time you need to introduce yourself to somebody new:

State who you are clearly: Try not to mumble or else the person you're introducing yourself to might have to ask again... and again... and again... until they simply smile and nod without ever knowing what your name is.

Be friendly: Even in formal situations, you can be friendly. Saying something like "Hi there, I'm..." with a smile says a lot about you. You seem confident and easy to talk to. If you were in a very formal setting you might say "Hello, I am..." the point is you should introduce yourself in a way that is approachable. Very formal settings might require you to use 'proper' English (no contractions etc.) but in most other areas shortening words is fine.

Know your audience: It doesn't matter if you're speaking to one person or a thousand, knowing your audience is key. Obviously, if you're introducing yourself, you don't *know* the person, but from context you should have an

idea about how they are going to be. Meeting the in-laws for the first time probably isn't the best time to tell a joke as you introduce yourself, but meeting a friend of a friend at the bar might be.

If you are sitting when you first meet somebody you are going to introduce yourself to, then it's **always best to stand** if you are able. It's often seen as the polite thing to do, so it's a way that you can use body language to impress the person you are introducing yourself to.

Let me introduce myself!

1.2.1. Tips for the Student in Class

Introducing yourself to a class full of people is universally acknowledged as being people's worst nightmare. That being said, you can make things a lot easier for yourself by following these simple tips:

Be prepared: Know that as you head into a new class, you *are* going to have to say something about yourself, however much you don't want to. So, before and have a think about what you might say. Is there a reason you've taken the class? Is there a hobby you've always done that relates to the class?

Smile: Everybody in the room is dreading introducing themselves too, so smile and create a relaxed atmosphere in yourself, and others will follow suit and smile too.

Look around the room: Trust us, we know. We want to put our eyes to the floor when introducing ourselves to a class too, but take a deep breath and force your eyes up and look around the room at the faces watching you. By doing this, you're already making yourself seem more confident. Speak clearly as you state your name, your reason for being there, and your hobbies, and people will already feel like they know you a little better.

1.3. How to Introduce Yourself in an Interview

Most of what we have discussed is relevant to introducing yourself in a job interview too, but here are a few extra tips:

A firm handshake as you enter the room already makes the interviewer think that you are somebody who should be taken seriously. Follow this up with a friendly smile and stating your name and you'll already be off to a great start.

Listen! This is so important in interviews. The art of conversation lies predominantly in the gaps between your speeches. Listen with intent so you can answer questions directly. Also, listen so you can adapt. If you think you're going to be the first person to talk as you enter the interview

room, but they start speaking first, then let them. Nobody will think bad of you for not speaking first, you'd certainly look a lot worse if you spoke over them the whole time.

Also, learn the big five personality traits you can use to define who you are in a job interview.

1.3.1. Self-Introduction Examples Introducing Yourself in Class

"Hi, I'm Jane. I'm taking this class because Art History has always been something I've been fascinated by, ever since I started taking trips to art galleries as a little girl, and I'm basically just excited to learn a little more.

Simply saying something like this with a smile, will be all the introduction you need.

1.3.2. Self-Introduction in Interview

Something similar to this would work well in answer to that dreaded "Tell me about yourself" question that interviewers love so much.

"Hi, I'm Jane Smith. I've always been passionate about Art, and I actually majored in Art History at college last year. Ever since, I've been pursuing my dream of becoming an Art handler so I can really work in an area I know a great deal about. So when I saw your job advertisement I couldn't stop myself from applying."

Here you've introduced yourself clearly, told them exactly what your interests are, and sold yourself as the ideal person for the job.

Networking

"Hi, I'm Jane Smith. I help restore and preserve art. Just last week I actually worked on 'The White Bridge' by John Smith and I've led various projects throughout the years too. What I'm looking for now is to move into an area of Art where I have opportunities to create art of my own, as well as preserve other people's. Do you have any thoughts about how I might achieve that?"

In networking it's important to state what you do, what you've done, and what you want to do. Networking is all about introducing who you are in a way that can show you off as a resource to others, but somebody who is open to new connections to help achieve what you want too.

These are very specific examples, but if you include the tips, we have pointed out above too, you'll see that introducing yourself really doesn't have to be hard. Be confident, speak clearly, and know what you might say, and you've already won half the battle.

Introduce Yourself | Samples Introduce Your Name

Question: What's your name?

Answers:

My name is .../ I'm ...

My full/ first/ last name is ...

You can call me .../ They call me .../ Please call me .../ Everyone calls me ...

My nickname is ...

Introduce Your Country Questions:

Where are you from?/ Where do you come from? Where were you born?

Answers:

I'm from .../ I hail from .../ I come from .../ My hometown is .../ I'm originally from ... (country)

I'm ... (nationality) I was born in ...

Introduce Your Address

Question: Where do you live?/ What's your address?

Answers:

I live in ... / My address is ...

(city) I live on ... (name) street.

I live at ...

I spent most of my life in ...

I have lived in ... for/ since ... I grew up in ...

Introduce Your Age

Question:

How old are you?

Answers:

I'm ... years old.

I'm ...

I'm over/ almost/ nearly ...

I am around your age.

I'm in my early twenties/ late thirties.

Introduce Your Family

Questions:

**How many people are there in your family? Who do you live with?/
With whom do you live? Do you have any siblings?**

Answers:

There are ... (number) people in my family.

They are ...

There are ... (number) of us in my family.

My family has ... (number) people.

I live with my ...

I am the only child.

I don't have any siblings.

I have ... brothers and ... (number) sister.

Introduce Your Birthday/Phone number

Questions:

What is your date of birth?/ When is your birthday?

What is your phone number?

Answers:

My birthday is on ...

My phone number is ...

Introduce Your Jobs

Questions:

What do you do?/ What do you do for living?/ What's your job?/

What sort of work do you do?/ What line of work are you in?

What did you want to be when you grew up?

Answers:

I am a/ an ...

I work as a/ an ...

I work for (company) ... as a/ an ...

I'm unemployed./ I am out of work./ I have been made redundant./ I am

between jobs.

I earn my living as a/ an ...

I am looking for a job. / I am looking for work.

I'm retired.

I would like to be a/ an .../ I want to be a/ an ...

I used to work as a/ an ... at ... (places)

I just started as ... in the ... department.

I work in/at a ... (places)

I have been working in ... (city) for ... years.

Useful jobs for self-introduction: teacher, nurse, secretary, manager, cleaner, policeman, builder, engineer, businessman, firefighter, postman, doctor, architect, farmer, ...

Useful places: bank, factory, supermarket, museum, hospital, shop, gallery, ...

Introduce Your Hobbies Questions:

What's your hobby?/ What do you like?/ What do you like to do?/

What's your favourite... ?

Answers:

I like/ love/ enjoy/ ...

(sports/ movies/ .../)

I am interested in ...

I am good at ...

My hobby is .../ I am interested in ...

My hobbies are .../ My hobby is ...

My favourite sport is ...

My favourite colour is ...

I have a passion for ...

My favourite place is ...

I sometimes go to ...

(places), I like it because ...

I don't like/ dislike/ hate ...

My favourite food/drink is ...

My favourite singer/ band is ...

My favourite day of the week is ... because ...

Because: (self-introduction sample)

There are many things to see and do

This is one of the most beautiful places I have been visited.

I can relax there

It's relaxing/ popular/ nice/ ...

Hobbies – Free time activities for self-introduction.

Reading, painting, drawing Playing computer games Surfing the Internet
Collecting stamps/ coins/ ...

Going to the cinema playing with friends chatting with best friends

Going to the park/ beach/ zoo/ museum/ ...

Listening to music

Shopping, singing, dancing, travelling, camping, hiking, ...

Movies: action movies, comedy, romance, horror, document, thriller,
cartoons, ...

Sports: volleyball, badminton, tennis, yoga, cycling, running, fishing, ...

Questions:

What do you like doing in your free time?/ What do you do in your spare time?

Answers:

In my free time, I like ... I like ... when I'm free.

At weekends I sometimes go to ... (places)

Introduce Your Education

Questions:

Where do you study?

What do you study? / What is your major?

Answers:

I'm a student at ... (school)

I study at .../ I am at .../ I go to ... (school) I study ... (majors)

My major is ...

Majors in English: accounting, advertising, arts, biology, economics, history, humanities, marketing, journalism, sociology, philosophy, ...

Questions:

Why do you study English? Do you speak English?

How long have you been learning English?/ How long have you learned English?

Answers:

I study English because ...

I can speak English very well.

I've been learning English for/ since ...

I can express myself and communicate in English.

Because: (self-introduction sample)

I like it a lot I love it.

I think it's important I have to

It's very important and necessary.

I want to learn more about this language. I love to improve my English skills.

Questions:

Which grade are you in? Which year are you in?

I'm in ... grade.

I'm in my first/ second/ third/ final year. I am a freshman.

I graduated from .../ My previous school was ...

Question: *What's your favourite subject?*

Answers:

My favourite subject is ... I am good at ... (subjects)

Subjects: Maths, English, Physics, Physical Education, Science, Music, ...

Introduce Your Marital status

Questions:

What is your marital status?

Are you married?

Do you have a boyfriend/ girlfriend?

Answers:

Questions:

What is your marital status?

Are you married?

Do you have a boyfriend/ girlfriend?

Answers:

I'm married/ single/ engaged/ divorced. I'm not seeing/ dating anyone.

I'm not ready for a serious relationship.

I'm going out with a ... (someone)

I'm in a relationship./ I'm in an open relationship. It's complicated.

I have a boyfriend/ girlfriend/ lover/ ... I'm in love with ... (someone)

I'm going through a divorce. I have a husband/ wife.

I'm a happily married man/ woman. I have a happy/ unhappy marriage.

My wife/ husband and I, we're separated. I am available.

I haven't found what I'm looking for. I'm ready for a rebound relationship.

I'm a widow/ widower.

I'm still looking for the one.

I (don't) have ... (number) children.

Introduce Your Personality Traits

I am a ... person/ I'm ... (character & personality) My best quality is ...
(character & personality)

Character & Personality for self-introduction:

brave, calm, gentle, courteous, creative,

hard-working, rude, unfriendly, unreliable, lazy, stingy, insensitive, ...

Also learn an extensive list of adjectives to describe yourself.

Others

I've got a ... (pet)

My best friend's name is ...

I (don't) have ... (number) international friends. My dream is ...

Pets: dog, puppy, mouse, rabbit, cat, goldfish, ...

1.4. Dialogue Writing

What is a dialogue? How a dialogue is written? What are some sample dialogues?

A Dialogue

How dialogue is written? What are some sample dialogues? Why we need to write dialogues? All these questions have been addressed in this post.

Dialogue means a talk between two persons. It is the combination of two words "di" and "logue". Di means "two" and logue means "talk". Dialogue writing is a basic feature of drama writing. Dialogues are simply a conversation between two persons. The writes just what two characters say to each other.

For example, a simple dialogue between two persons is as:

A: What is the time? B: It is nine O'clock.

Thus, a dialogue is the exchange of words between the two persons. Dialogue writing enables the writer to gain a command of spoken English.

The principles of writing dialogue:

Dialogues are written in spoken expressions - not in a formal literary language Dialogues include abbreviations such as won't, can't, I'm, it's and I'll etc.

The exclamations like Good Heavens!, Really!, How nice!, Well done!, Superb! etc. are used. Instead of complete sentences, use phrases and punctuation.

The characters in the dialogue should illustrate the contextual knowledge of their trade Dialogue should not be lengthy - usually, 1500 words are good

Your dialogue should be: Realistic

Conversational

On a single given topic correctly punctuated

1.4.1. Rules for Writing Dialogue

The following rules should help you learn to write dialogue properly. Notice the punctuation in the following examples, especially. In addition to these hints on form, please remember that dialogue should be natural for the characters speaking (be sure to keep in mind your characters' personality traits).

Use quotation marks around the words which the character says:

“It’s sure cold out here, “ Mark said.

Begin a new paragraph each time a different person speaks – this can help to cut down on the number of dialogue tags required.

“Did you say your prayers tonight?”

“I meant to, but I got to trying to cipher out how much twelve times thirteen is, and –“

“Oh, we are lost beyond all help! How could you neglect such a thing at such a time as this?”

Remember to indent the beginning of each dialogue paragraph, just as you would in any other type of writing.

Only the exact words of a person are in quotation marks. Also, when splitting a quotation with a dialogue tag, do not capitalize words, which do not begin new sentences.

“I really don’t know,” he said, “whether she loves me or not.”

When several sentences are quoted together to form a paragraph, put just one set of quotation marks around the whole quotation. (except for dialogue tags).

Periods and commas are always placed inside the quotation marks.

An exclamation point (!) or a question mark (?) is placed inside the quotation marks when it punctuates a quotation, but outside the quotation when it punctuates the main sentence.

She looked at me and asked, “Are you alright?” (? punctuates the quote)

Did the teacher really say, “Finish this today”? (? punctuates the main sentence)

1.4.2. Creative Writing: Dialogue

Dialogue is the textual representation of spoken words and conversations within most works of creative writing, including novels, short stories, and scripts. Dialogue introduces the points of view of characters within the narrative and can be used to develop characters, introduce information, and to move the plot forward. The standard formatting typically used for dialogues discussed below.

Formatting and Punctuating Dialogue Standard dialogue format:

calls for a new paragraph each time the speaker changes, which is indented or otherwise indicated the same as all other paragraphs within the text uses dialogue tags the first time a new speaker enters the dialogue and

throughout the dialogue as needed Dialogue tags are the combination of a noun/pronoun to indicate a speaker and a verb to indicate that they are speaking/how they are speaking. These can appear before, in the middle of, or at the end of dialogue.

For example:

he asked. She yelled, "I'm not!"
Mary said, "..."

places end punctuation marks within the closing quotation marks

uses commas to separate dialogue from the dialogue tag when an end punctuation mark is not needed.

The exception to this rule is when a line of dialogue is a complete sentence followed by a dialogue tag; in this instance, the period is replaced with a comma

- She said, Go outside. becomes Go outside, she said.
- If the dialogue continues, unbroken, into a second paragraph, leave off the closing quotations marks at the end of the first paragraph and begin the next paragraph with a new set of open quotation marks

The scene below offers an example of dialogue that follows these conventions:

In this scene, each character, when speaking for the first time, was introduced with a dialogue tag—Ali asked and Barbara said. Because these are the only two characters introduced with dialogue tags, the reader can safely assume that an untagged line of dialogue, was spoken by one of these characters.

Additionally, because the dialogue is a new paragraph, it must be spoken by someone other than Barbara, who was tagged in the previous line. If you were introducing a third character to the scene with this line of dialogue, you would need a new dialogue tag to indicate that character. Using clues like this in your dialogue formatting ensure that your reader can keep track of who is speaking, even in scenes with three or more characters interacting and talking.

Using standard dialogue formatting is a great way to keep the stuff around your dialogue neat and organized, but unfortunately there is no set standard formatting for what appears inside the quotation marks. This is because dialogue is meant to be representative of the way people speak, and the way people speak is going to vary greatly depending on

who they are with, what they are talking about, and a number of other factors.

1.4.3. Grammar and Style in Dialogue

If the Reader already knows something, you do not have to repeat it within the dialogue

Imagine that the scene before the one on the previous page was all about Barbara working on her essay. You can use simply indicate outside of the dialogue that it was talked about by the characters, such as in this scene where it says: She told Ali about the essay she was working on.

Avoid writing out accents phonetically (the way they sound)

Imagine, for example, that in the previous scene Barbara was supposed to be Irish:

It can be tempting to write out an accent just the way it sounds, because, as the author, you want to ensure that your readers are really hearing your character's voice as you imagined it. However, if your reader is unfamiliar with a certain accent, then they may not realize what sounds you are going for. Worse, the attempt may come off as a stereotype or even unintelligible to your reader.

Suddenly the dialogue tags are a little more noticeable, which can make the dialogue as a whole more clunky.

It indicates to your reader that something is a quote or line of dialogue, but does not otherwise impact the tone of the sentence. Let your dialogue, not your dialogue tags, convey tone and emotion for your characters.

Make sure your dialogue sounds like dialogue, not a plot device

It can be surprisingly easy to get caught up in making sure that your dialogue is introducing the right plot elements or revealing the right things about the character that is speaking, so much so that you forget to also make sure the dialogue sounds realistic. One of the easiest ways to keep your dialogue sounding natural and fluid is to say it out loud, and then pay close attention to your tone and inflection, to which words you use the contractions for and which you do not, and to what hand gestures and other body language you use when speaking. Then craft your dialogue, as well as the narration around it, to try and recreate these things, as well as convey the information you are trying to share with your reader directly.

Jane Austen, *Pride and Prejudice*

Example

In the first piece of dialogue in *Pride and Prejudice*, we meet Mr and Mrs

Bennet, as Mrs Bennet attempts to draw her husband into a conversation about neighbourhood gossip.

“My dear Mr. Bennet,” said his lady to him one day, “have you heard that Netherfield Park is let at last?”

Mr. Bennet replied that he had not.

“But it is,” returned she; “for Mrs. Long has just been here, and she told me all about it.”

Mr. Bennet made no answer.

“Do you not want to know who has taken it?” cried his wife impatiently. “You want to tell me, and I have no objection to hearing it.”

This was invitation enough.

“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.”

Austen’s dialogue is always witty, subtle, and packed with character. This extract from *Pride and Prejudice* is a great example of dialogue being used to develop character relationships.

We instantly learn everything we need to know about the dynamic between Mr and Mrs Bennet’s from their first interaction: she’s chatty, and he’s the beleaguered listener who has learned to entertain her idle gossip, if only for his own sake (hence “you want to tell me, and I have no objection to hearing it”).

Let Us Sum Up

In this unit you have learned about, the Introduction, How to Introduce Yourself General Tips, Tips For The Student In Class, How to Introduce Yourself in an Interview, Self-Introduction Examples Introducing Yourself in Class, Self-Introduction In Interview, Dialogue Writing, Rules for Writing Dialogue, Creative Writing: Dialogue, Grammar and Style in Dialogue.

Check your progress

1. What is self-introduction?
2. What is a dialogue?
3. Give a short note on creative writing in dialogue.

Glossary

- Conversation: A talk between two or more people.
- Gossip: Informal talk about other people that is often unkind or not true.
- Information: Knowledge or facts.
- Unfamiliar: Not having knowledge or experience of something.

Answer to check your progress

1. Self-introduction is simply the act of introducing yourself to someone else. You might just be introducing yourself to a new person you have never met before, or you might be introducing yourself to hundreds of people in a conference room.
2. Dialogue means a talk between two persons. It is the combination of two words "di" and "logue". Di means "two" and logue means "talk". Dialogue writing is a basic feature of drama writing. Dialogues are simply a conversation between two persons. The writer just writes what two characters say to each other.
3. Dialogue is the textual representation of spoken words and conversations within most works of creative writing, including novels, short stories, and scripts. Dialogue introduces the points of view of characters within the narrative and can be used to develop characters, introduce information, and to move the plot forward.

Suggested Reading

- Creative Writing. Second edition Second ed. John Wiley & Sons 2023. INSERT-MISSING-DATABASE-NAME Accessed 1 Feb. 2024.
- Open Textbook Library. Elements of Creative Writing. University of Northern Iowa 2023. INSERT-MISSING-DATABASE-NAME Accessed 1 Feb. 2024.

Unit-2

Situational English

STRUCTURE

Overview

Objectives

2.1. How to Talk About Your Family?

2.2. Talking About Likes and Dislikes in English

2.3. Reading Comprehension Strategies

2.4. Kinds of Sentences

2.5. Personal and Impersonal Passive

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this Unit, How to Talk About Your Family? Talking about Likes and Dislikes in English, Reading Comprehension Strategies and Kinds of Sentences and Personal and Impersonal Passive has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- How to Talk About Your Family?
- Talking About Likes and Dislikes in English
- Reading Comprehension Strategies and
- Kinds of Sentences and
- Personal and Impersonal Passive

2.1. How to Talk About Your Family?

Talking about your family should be one of the easiest things to do in English.

These people are your family, so you should know them very well. Talking about your family for over five minutes should be no problem for you.

But many students stumble over this topic and just don't know what to say.

In this guide, I have mapped out several things you can talk about — from describing who they are and what they look like to the activities you like to do together to future plans and stories. Just follow all the steps below and you will find that you can talk about your family for several minutes.

The Basics

How many people in your family? And who are they?

When you first start introducing your family, you just need to say some basic simple things about them.

How many people in your family?

How many people are there in your family? And who are these people?

The listener needs to get an overall general picture of who your family is before you go into any details.

Let's say you come from a family of four people—mum, dad, older sister and you. You could say:

There are four people in my family — me, my mum and dad, and my older sister.

Now we have a very clear general picture of your family and who they are. Other variations of a basic introduction of your family could be:

I come from a small family — there are just three of us. Me, my mother and father.

My family is very big. There are seven of us. Me, my mum and dad, my three brothers and our little sister.

Sometimes people might say nuclear family to describe the size of their family. This is used to describe a family of four people — two parents and two children.

I come from a nuclear family — my mum and dad, me and my big brother.

Nuclear Family — while we used this term in the past, today it is a little antiquated. But you can still use it.

Some families may just have one parent. How to talk about this?

In my family, it's just me and my mum. I don't have any brothers or sisters.

There's just me and my dad in my family. No brothers, no sisters.

And some families have two dads or two mums.

In my family, there are three people — me and my two dads.

One term I have heard used in IELTS tests is ‘family members’. For example;

It sounds very strange in English.

Your family are the people closest and dearest to you — they are not members. We only have members of a club or a society.

Where Do All Your Family Live?

To create a bigger picture in your introduction, you should talk about where your family live.

Which city? In a house? In an apartment?

Where do you and your family live? Let’s look at some options.

We all live in a small city in Thailand. We live in a house — it’s a small house but big enough for all the four of us.

I live with my family in Beijing. We live in an apartment. There are only three of us, so there is plenty of room for us.

Other than the city and country where you live, and the type of home you live in, you don’t need to say much more than this.

But maybe one person in your family does not live with you. How to talk about this?

We all live in a house in the suburbs of Kuala Lumpur. But my sister doesn’t live with us. She is at college in Canada, so she lives there. I think she lives in a student dormitory, but I’m not sure.

Me and my family live in an apartment in Tokyo. My older brother is married though and has his own family now. They live in their own apartment — it’s not too far from us.

Who Are All The People In Your Family?

This is where you provide a little detail about each person in your family. You can say their name and what they do — job or student.

At this stage, that is all you need to talk about. Who are they people in your family?

Let’s take a look at some things to say:

Well, there's my dad — he works for a construction company. I think he's a manager of some kind. And my mum — she does some work at home, writing articles.

And my sister, Chloe, she's at university — she's studying marketing in Australia. And then me. I'm still at school.

So, my dad - he's a teacher — he teaches computer stuff there. And my mum works in a kindergarten. My older brother, Sam, is working — but I can't remember what he does. My younger brother, Luke, is in middle school, and I am in high school.

Usually, when we are talking about our parents in English, we don't give their names. We know their names, but we don't use them — and we don't tell other people their names unless they ask.

But we do tell other people the names of our brothers and sisters.

What Do They Look Like? What Kind Of People Are They?

As you are describing all your family, you just need to give a brief description of each person. In terms of a brief description, you can just talk about their height, their body shape, and some other general features like hair colour and distinguishing features. If you were talking about each person for any length of time, then you could go into more detail — but for the sake of your family, just keep things simple.

Can you describe the people in your family?

The same applies to their personality — no need to give too much detail. A general overview is enough.

Let's look at some ideas...

My dad is pretty tall and thin. His hair is dark brown, but he is losing it now, so he has very little hair. He's kind of quiet most of the time.

My mum is short — actually much shorter than my dad — and she has a lot of energy. She is always active and doing things. She's funny too — she has a great sense of humour.

Then there's my big sister — she's beautiful and has long hair and green eyes. But she is always angry these days — and not just with me, with everyone. We just stay out of her way.

My dad is a little bit fat, and he wears glasses. He is pretty strict with me and my brother, especially about studying. If he catches us playing computer games when we should be doing our homework, he will lose his temper.

My mum is more easy-going. She thinks studying is important, but she lets us do things we like to do too. She used to have black hair, but it's gone a little grey in the last few years. She is always singing around the house.

My dad always seems busy - he works a lot. He is about the same height as me, but he is fat. He doesn't have time for sport. My mum is slim though - she goes running every morning, and she only eats healthy food. Unlike my dad.

My little sister is very cute. She is always playing tricks on me and likes to joke around. She has long black hair and a cheeky smile.

In this part, all you need to do is give a brief description of what they look like and an idea about their personality.

Check my article on describing people – How to Describe Someone's Physical Appearance in English.

What Do You Like to do Together?

Most families enjoy doing some activities together. Even if it is just the simple act of eating together — there are some things that families always do together.

What do you do with your family?

Are there some things you only do with certain people in your family?

What do you and your family like to do together? These are some ideas for you to look at:

My mum always insists that the family sits together and has Sunday lunch together. It is very important to her. We have a big lunch and it is a good time to talk together and share things about our lives.

We always go on holiday every year together. My dad loves to plan this big holiday - he makes me and my sister join him at the dinner table and we go over travel destinations.

Then about one week before we go, we start preparing what to take. It's always a really great time, and I look forward to it every year.

Me, my brother and my dad like to go fishing together. To be honest, my dad really enjoys fishing - me and my brother just like to go and look around by the river and the boats.

Think about the things you like to do with your family -or some of your family- and then talk about that.

Maybe you have an interesting story to tell from when you did something

with your family.

Who Are Your Extended Family?

Your extended family are people outside of your immediate family. Usually, we mean people like grandparents, uncles, aunts and cousins.

Who are your extended family?

You can introduce these people in the following ways:

I only have my grandfather on my mum's side and my grandmother on my dad's side who is still around. The others have passed away.

On my dad's/mum's side — this means the relatives that come from your father's family or mother's family.

Still around — this is a polite and more sensitive way to say still alive. In English, we prefer to use very sensitive words and expressions when talking about death.

Passed away — this is a more acceptable way of saying they have died. Be careful when talking about the subject of death in English.

People often talk about how many cousins they have.

I have a lot of cousins — I think around thirty or more. If we have a big family get together, the house is very crowded.

I have three cousins. One of them I see all the time, we are like sisters. But the others live far away, so I don't see them very often.

And we might talk about aunts or uncles that we have.

When I was very young, I went to see a football game with my uncle and cousins. My uncle is a lifelong fan of Arsenal football club.

One of my aunts likes to read the same kind of books I like. So I like to talk to her about books she has read to get some ideas of other things to read.

NOTE

In English, we can often say one word to refer to many of our relatives. These words include:

Grandfather Grandmother Aunt

Uncle

Cousin Niece Nephew

I know that in many other languages — particularly Asian languages — there are different words for each person in the family.

This is not the same in English.

What Do You Like About Your Family?

And what do you not like?

They are our family — of course, there are many things we like about them. And there are many things we don't like about them too.

What do you like about your family? And what do you dislike about them? You can talk about these when introducing your family.

My dad has got a really great sense of humour — he says really funny things at times. But he has this annoying habit of whistling around the house. It drives all of us insane, but he cannot stop doing it.

My sister is really good at maths. If I ever have trouble with my maths homework, I know I can rely on my sister to help me. She thinks maths is easy. But one thing that drives me mad about her is her music. She plays loud rock music from her room. It sounds terrible!

If you say one or two things you like about someone from your family followed by one thing you dislike about the same person, it will make your English sound more rounded and fluent.

Future Plans for Your Family

None of us can tell what the future will bring.

But try to imagine what the future could be for your family. Maybe there are already some plans in store — your sister planning to go abroad to study or your older brother getting married.

You could also talk about your family's hopes and dreams.

My sister is going to Australia next year. She will start college and study there. She is very excited about it.

My brother is planning his wedding right now. He will marry his girlfriend in a big ceremony. All of my cousins, aunts and uncles will be there. My dad is really worried about how much it will cost!

My mum hopes I will do well in my high school tests. Then she wants me to go to university. She said she wants me to be a doctor — but I would like to be a writer.

Tell Stories about Your Family

One of the best things you can do when talking about your family is to tell a story about them. This can really help to describe your family in a great way.

Tell a story about your family

All you have to do is tell the story in the right chronological order and try to make it sound interesting.

When me and my brother were little kids, dad used to take us to the forest near where we lived. There was a boating pond there, and we used to run around exploring things and looking for frogspawn.

As we ran around, my dad used to bury coins in the bank of the pond. And when me and my brother got back from running around, he would tell us that pirates buried their treasure beside the pond.

This would be impossible! But we never thought about this...

So we dug the banks of the pond looking for treasure and we found the coins my dad buried there.

We thought we had found gold and silver!

The story can be funny, sad, exciting. It can be about a dangerous incident or something that made you feel very happy.

Think about a story about your family — you should have many stories to tell.

Conclusion

I hope I have given you some things to think about when introducing your family. You should find there are many things to talk about — they are your family after all.

Just go through each section above and try to think of ways to talk about your family using the same exercise. If you follow all the above patterns clearly, you could probably talk about your family for over ten minutes!

2.2. Talking about Likes and Dislikes in English

Conversation

Listen to Linda and her children talking about what their favourite subjects at school are. This lesson will give you some useful expressions of talking about likes and dislikes in English. You can use many ways to express likes and dislikes to improve your vocabulary. It is better to learn phrases than to learn words. Pay attention to how they say “like” and “don’t like”

Linda	So, is this your class at school, Adam?
Adam	Yes, it is. That’s me there with my friend, Martin. That’s Mrs Harris. She’s our Geography teacher. She’s really

	good. I like Geography. It's my favourite subject.
Linda	What other subjects do you like?
Adam	Oh, well, I like IT.
Linda	What's IT?
Adam	Information Technology – you know, computers and things.
Linda	Oh, I see. Well, there weren't any computers when I was at school.
Adam	Oh, right. I like Art, too, but I don't like Cookery, and I don't like English very much.
Linda	And what about you, Holly? What's your favourite subject?
Holy	Well, I like P.E., but my favourite subject is French.
Linda	Oh, are you good at languages?
Holy	Yes, I am.
Linda	I was good at languages, too, when I was at school – French and German, but my favourite was Latin.
Holy	Latin! Wow! Cool! We don't do that at our school.
Linda	And which subjects don't you like?
Holy	I don't like Science. Well, Biology is OK – I like that, but I don't like Physics and Chemistry.
Linda	So, what do you like, Joe?
Joe	I like History and I like Music, too – oh, and P.E.

Linda	Well, you're good at sport.
Yeah, but History's my favourite subject. I don't like Maths. I'm not very good at it.	

Language Notes:

When you want or don't want something, you can use the expressions:

I **like**... (you want it)

I like football.

I **don't like**... (you don't want it)

I don't like ice-cream.

There are many ways to talk about **likes and dislikes** in English, not only to use the verb "like".

How to express likes in English?

I like...

I like red roses.

I love...

I love sunny days.

I adore...

I adore fashion and more.

I 'm crazy about...

I'm crazy about cycling.

I'm mad about...

I'm mad about that boy.

I enjoy...

I enjoy listening to music

I'm keen on...

I'm keen on doing difficult math exercises.

How to Express dislikes in English?

I don't like...

I don't like cigarettes.

I dislike...

I dislike crazy people.

I hate...

I hate seeing him at work.

I can't bear...

I can't bear your constant complaining.

I can't stand...

I can't stand that smoke from the factory.

I detest...

I detest coming back to his house.

What is your favourite subject?

When you ask people what they like something more than any other, you can use the question "What is your favourite ...?"

- A: What is **your favourite** subject at school?
- B: **My favourite** subject is English.
- A: What are **your favourite** sports?
- B: I **like** swimming, cycling and running.

Note: the adverbs "**a lot**" and "**very much**" usually stand after the verb "**like**" and the **Object**. She **likes** speaking English **very much/a lot**.

NOT: She ~~likes very much/a lot~~ speaking English.

2.3. Reading Comprehension Strategies

Definition of Reading

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

Definition of Reading Comprehension

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is called a mental model (Johnson-Laird, 1983) or a situation model (Kintsch, 1998). This model defines what has been learned (RAND Reading and Study Group, 2002). Keenan, Betjeman, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Effective Strategies for Reading Comprehension

There a lot of strategies for reading comprehension. These strategies are explained in detail in this section.

Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals' experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed (Anderson & Pearson, 1984).

Schema theory is very important in comprehension process (Anderson & Pearson, 1984; Anderson, Reynolds, Schallert, & Goetz, 1977). This theory is based on how people form and activate their previous knowledge. This theory explains that as persons learn about the world, they create a series of knowledge structures or schemas. These schemas develop and shift as the persons learn new information through experience and reading. For instance, a child's schema for dog can involve her or his

comprehending of the family pet such as white, furry, and fun. When the child gets more experiences with a lot of dogs in different environments, the dog schema develops and can be improved. It can relate to other schema-kinds of dogs like colours of dogs; foods that dogs eat; places where they stay when the family is on holiday; and dangerous dogs.

Cognitive scientists stated that successful readers permanently relate their prior knowledge to the new knowledge they face in texts. Good readers activate their schema when they start reading. The first schema impacts how readers comprehend and react to a text (Pichert & Anderson, 1977). Schemas are particularly significant to reading comprehension. When learners have knowledge of a text's organization, this can help them to understand better that text.

Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text (Wood, Woloshyn, & Willoughby, 1995). Creating relevant questions helps good readers to concentrate on difficulties with comprehension and to take the necessary actions to solve those problems.

Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning. Being able to make inferences is an important factor for readers' successful reading.

Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion.

Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading.

Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character's activities and conduct.

Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image (Pressley, 1976). Visualizing is very important when it is used for narrative texts. When readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan. It can also be used for the reading of expository texts. Readers visualizing steps in a process or stages in a happening or forming an image that help them to recall some abstract ideas or significant names.

Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called "fix-up" strategies. Particular repair strategies involve rereading, reading ahead, explaining the words by looking them up in a, or asking someone for assistance.

Successful readers try to use different strategies to make meaning as they read. They do not use similar strategies; instead, they like to expand and practice those strategies that are beneficial to them. Moreover, they are very flexible in the application of their strategies, they change from strategy to strategy, and they apply various strategies with different types of texts (Paris, Wasik, & Turner, 1991). The important point here is that

successful readers can make good decisions about which strategies to apply and when to use them. A lot of students can gain from explicit instruction that teaches them to apply particular strategies for understanding a text. The other point is that particular comprehension strategies can be taught and learned and that their conscious use can help readers to ameliorate their comprehension.

Let Us Sum Up

In this unit you have learned about, How to Talk About Your Family?, Talking About Likes and Dislikes In English and Reading Comprehension.

Check your progress

1. What is summarizing?
 2. Define the term making inferences.
-

Glossary

- Conscious: Being aware of something
 - Emphasize: To stress on something
 - Infinitive: The basic form of a verb.
-

Answer to check your progress

1. Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other.
 2. Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge.
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Suggested Reading

- Painless Reading Comprehension. Fourth ed. Kaplan Inc. d/b/a Barron's Educational Series 2021.
- Rollins Brenda Vance. Reading Comprehension. Classroom Complete Press 2010. INSERT-MISSING-DATABASE-NAME Accessed 1 Feb. 2024.

Unit-3

Sentences and Tenses

STRUCTURE

Overview

Objectives

3.1. Kinds of Sentences

3.2. Tenses

3.3. Personal and Impersonal Passive

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this Unit, Kinds of Sentences and Personal and Impersonal Passive has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Kinds of Sentences and
- Personal and Impersonal Passive

3.1. Kinds of Sentences

Sentences may be classified according to the purpose of the speaker or writer. The four principal purposes of a sentence are described below.

The declarative sentence is used to make a statement of fact, wish, intent, or feeling. ex. I have seen that movie twice. I wish I could go on the picnic.

The imperative sentence is used to state a command, request, or direction. The subject is always "You," even though it may not be expressed in the sentence.

ex. (You) Be on time for dinner. (You) Open the window, please.

The interrogative sentence is used to ask a question. It is followed by a question mark. ex. Do you have a sweater? Are you having a bad day?

An exclamatory sentence is used to express strong feeling. It is followed by an exclamation point.

ex. Don't burn yourself out! Keep out! He screamed, "Help!"

Classifying Sentences. Use the numbers above to classify these sentences. Example: Susan is a senior. 1

I wish I could go to Colorado this summer. _____ Please set the table for lunch. _____

The vice-president will visit Egypt next week. _____ Don't you ever get tired of watching television? _____

We bought our car in April, 1975. _____

Didn't I meet you at Rainbow Lake last summer? _____ Have you ever roasted a turkey? _____

Ouch! I burned my finger!

Turn left at the second stop sign.

San Marino is the smallest republic in Europe. _____

Initial the top right-hand corner of each sheet of paper.

Richard Martin's short stories have appeared in many magazines. _ Have you ever read The Red Badge of Courage? _

You can't be serious! _

Meet me at seven o'clock in front of the library. _____ Why are you so worried about the exam? _

Don't close your mind to the other side of the question. ____ Nancy wants to be a doctor. _____

I can't believe it's all over! _____

Do you attend concerts given by the Chicago Symphony Orchestra?

3.2. Tenses

Tenses denote the time of action. They show when the work is done. They are: Present Tense

Past Tense Future Tense

They are further divided into:

Simple Present- It is used to denote scientific facts, universal truths and work done on daily basis.

ASSERTIVE RULE --- sub + V1 + s/es + object
--

Example – She writes a letter.

Example – She does not write a letter.

INTERROGATIVE RULE --- Does + sub + v1 + s/es + object

Example – Does she write a letter?

INTERROGATIVE NEGATIVE ASSERTIVE --- Does + sub + not + v1 + s/es + object

Example – Does she not write a letter?

Present Continuous– It is used to express an action taking place at the time of speaking.

ASSERTIVE RULE --- sub + is/am/are + v1 + ing + object

Example – she is writing a letter.

Example – She is not writing a letter.

INTERROGATIVE RULE --- is/am/are + sub + v1 + ing + object

Example – Is she writing a letter?

INTERROGATIVE NEGATIVE RULE --- is/am/are + sub + not + v1 + ing + object

Example – Is she not writing a letter?

Present Perfect– It is used to show an action that started in the past and has just finished.

ASSERTIVE RULE --- sub + has/have + v3 + object

Example- She has written a letter.

NEGATIVE RULE --- sub + has/have + not + v3 + object

Example – She has not written a letter.

INTERROGATIVE RULE --- has/have + sub + v3 + object

Example- Has she written a letter?

INTERROGATIVE NEGATIVE RULE ---has/have + sub + not + v3 + object

Example– Has she not written a letter?

Present Perfect Continuous– This tense shows the action which started in the past and is still continuing.

Example – She has been writing a letter.

NEGATIVE RULE --- sub + has/have + not been + v1 + ing + object

Example– She has not been writing a letter.

INTERROGATIVE RULE ---has/have + sub + been + v1 + ing + object

Example – Has she been writing a letter?

Example – Has she not been writing a letter?

Simple Past

Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time.

Used for past habits.

Eg. I played football when I was a child. Rule: **Subject + V2**

Eg She wrote a letter

Assertive Sentences – **Subject + V2 + Object + (.)**She wrote a letter.

Negative Sentences-

Subject + didn't + V1 + Object + (.)

She didn't write a letter.

Interrogative Sentences-

Did + Subject + V1 + Object + (?)

Did she write a letter?

Interrogative Negative Sentences- **Did + Subject + not + V1 + Object + (?)** Did she not write a letter?

Past Continuous Tense

Used to denote an action going on at some time in the past.

e.g. I was driving a car. Rule: was/were

+ ing

Assertive Sentences –

Subject + was/were + V1+ ing + Object + (.)

She was writing a letter.

Negative Sentences-

Subject + was/were + not + ing + Object + (.)

She was not writing a letter. Interrogative Sentences-

Was/were + Subject + ing+ Object + (?)

Was she writing a letter?

Interrogative Negative Sentences-

Was/were + Subject + not + ing+ Object + (?)

Was she not writing a letter?

Past Perfect Tense

Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

e.g. The patient had died before the doctor came.

Assertive Sentences –

Subject + had + V3 + Object + (.)

She had written a letter. Negative Sentences-

Subject + had + not + Object + (.)

She had not written a letter.

Interrogative Sentences- **Had + Subject + V3 + Object + (?)** Had she written a letter?

Interrogative Negative Sentences-

Had + Subject + not + V3 + Object + (?)

Had she not written a letter?

Past Perfect Continuous Tense

Used to denote an action that began before a certain point in the past and continued up to sometime in past.

e.g. I had been learning English in this school for 20 days. Assertive Sentences –

Subject + had been +V1 + ing + Object + (.)

She had been writing a letter. Negative Sentences-

Subject + had + not been + V1+ ing + Object + (.)

She had not been writing a letter. Interrogative Sentences-

Had + Subject+ been+ V1 + ing + Object + (?)

Had she been writing a letter? Interrogative Negative Sentences-

Had + Subject +not + been + V1 + ing + Object + (?)

Had she not been writing a letter?

Simple Future

This tense tells us about an action which has not occurred yet and will occur after saying or in future

Rule – Will/Shall + Verb (1st form)

In Future Tense helping verb 'Shall' is used with 'I' and 'We'. Helping verb 'Will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed. 'Will' is used with 'I' & 'We' and 'shall' is used with others.

In general speaking there is hardly any difference between 'shall & will' and normally 'Will' is used with all.

Now, let us use this rule in various forms of sentences; Positive / Affirmative Sentences –

Subject + Will/Shall + Verb (1st form) + Object + (.)

She will write a letter. Negative Sentences-

Subject + Will/Shall + Not + Verb (1st form) + Object + (.)

She will not write a letter. Interrogative Sentences-

Will/Shall + Subject + Verb (1st form) + Object + (?)

Will she write a letter? Interrogative Negative Sentences-

Will/Shall + Subject + Not + Verb (1st form) + Object + (?)

Will she not write a letter?

Future Continuous Tense

It is used to express an ongoing or continued action in future.

e.g. He will be distributing sweets in temple tomorrow at 12 o'clock.

In the example, the action will start in future (tomorrow) and action is

thought to be continued till sometime in future.

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Rule: Will/Shall + Be + Verb (1st form) + Ing

Now, let us use this rule in various forms of sentences; Positive / Affirmative Sentences –

Subject + Will/Shall + Be + Verb (1st form) + Ing + Object + (.)

She will be writing a letter. Negative Sentences-

Subject + Will/Shall + Not + Be + Verb (1st form) + Ing + Object + (.)

She will not be writing a letter.

Interrogative Sentences-

Will/Shall + Subject + Be + Verb (1st form) + Ing + Object + (?)

3.3. Personal and Impersonal Passive

Personal Passive

Personal Passive simply means that the **object** of the active sentence **becomes the subject** of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

Example:

Active: They build **houses**. Passive: **Houses** are built.

Active: The professor gave the students the books. Passive: The students were given the books.

We very often leave out the *by-agent* in the passive sentence (here: *by the professor*). *Impersonal Passive*

Verbs without an object (intransitive verb) normally cannot form a personal passive sentence (as there is no object that can become the subject of the passive sentence). If you want to use an intransitive verb in passive voice, you need an **impersonal construction** – therefore this passive is called *Impersonal Passive*.

It is said that...

[It + passive verb (be + past participle) + that clause]

Example

he says => it is said

It is **reported that** the defense minister is to resign. = There **is a report**

that the defense minister is to resign

It is said that women live longer than men. = They **say that** women live longer than men. (1)

Impersonal Passive is not as common in English as in some other languages (e.g. German, Latin). In English, **Impersonal Passive** is **only** possible **with verbs of perception** (say, think, know, agree, mention...).

To infinitive impersonal passives

The subject + passive verb (be+past participle) + to infinitive

Example

They say that women live longer than men. => Women are said to live longer than men. (2) There is a claim that the terrorist **is living** abroad = The terrorist is claimed **to be living** abroad.

In the example (2), the subject of the subordinate clause (women) goes to the beginning of the sentence; the verb of perception is put into passive voice.

The rest of the sentence is added using an **infinitive construction with 'to'** (certain auxiliary verbs and *that* are dropped).

Sometimes the term *Personal Passive* is used in English lessons if the indirect object of an active sentence is to become the subject of the passive sentence.

If the tense of the clause is **simple past**, we change it to **present perfect** in to infinitive clause:

People believe the company **stole** over a million pounds => The company is believed **to have stolen** over a million pounds

If the tense of the clause is **past continuous**, we change it to **present perfect continuous** in to infinitive clause:

They believed they **were living** in the woods. => They were believed to **have been living** in the woods.

Let Us Sum Up

In this unit you have learned about, the concepts of Kinds of Sentences, Tenses and Personal and Impersonal Passive.

Check your progress

1. What are the kinds of sentences?
2. What is imperative sentence?
3. What is The interrogative sentence?

Glossary

- Personal Passive: Often used in English lessons

Answer to check your progress

1. Sentences may be classified according to the purpose of the speaker or writer. The four principal purposes of a sentence are (1).The declarative sentence,(2).The imperative sentence,(3). The interrogative sentence and (4).An exclamatory sentence
2. **The imperative sentence** is used to state a command, request, or direction. The subject is always "You," even though it may not be expressed in the sentence. For example . (You) Be on time for dinner. (You) Open the window, please.
3. **The interrogative sentence** is used to ask a question. It is followed by a question mark. For example . Do you have a sweater? Are you having a bad day?

Suggested Reading

- Painless Reading Comprehension. Fourth ed. Kaplan Inc. d/b/a Barron's Educational Series 2021.
- Rollins Brenda Vance. Reading Comprehension. Classroom Complete Press 2010. INSERT-MISSING-DATABASE-NAME Accessed 1 Feb. 2024.

The Four English Sentence Types

STRUCTURE

Overview

Objectives

4.1. Introduction the Four English Sentence Types

4.2. Simple Compound Complex Sentences

4.3. Homographs, Homonyms, Homophones

4.4. Paragraph Writing

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this unit, the concept of the four English Sentence Types, Simple Compound Complex Sentences, Homographs, Homonyms, Homophones and Paragraph Writing has been explained.

Objectives

After completion of this unit, you will be able to:

- Introduction the four English Sentence Types
- Simple Compound Complex Sentences
- Homographs, Homonyms, Homophones and Paragraph Writing.

4.1. Introduction the Four types of Sentences

(Do not confuse with the four types of sentence structure.)

There are four types of English sentence, classified by their purpose:

Declarative sentence (statement)

Interrogative sentence (question)

Imperative sentence (command)

Exclamative sentence (exclamation)

Sentence types are sometimes called **clause types**.

	form	function	example sentence (clause)	final punctuation
1	declarative	statement: It tells us something	John likes Mary.	.
2	interrogative	question: It asks us something	Does Mary like John?	?
3	imperative	command: It tells us to do something	Stop! Close the door.	!or .
4	exclamative	exclamation: It expresses surprise	What a funny story he told us!	!

(form = structure / function = job)

Declarative Sentence (statement)

Declarative sentences make a **statement**. They tell us something. They give us information, and they normally end with a full-stop/period.

The usual word order for the declarative sentence is:

subject + verb...

Declarative sentences can be positive or negative. Look at these examples:

positive	negative
I like coffee.	I do not like coffee.
We watched TV last night.	We did not watch TV last night.

Declarative sentences are the most common type of sentence.

Interrogative Sentence (question)

Interrogative sentences ask a **question**. They ask us something. They want information, and they always end with a question mark.

The usual word order for the interrogative sentence is: (*wh-word* +) auxiliary + subject + verb...

Interrogative sentences can be positive or negative. Look at these examples:

positive	negative
Do you like coffee?	Don't you like coffee?

Why did you go?	Why didn't you go?
-----------------	--------------------

Imperative Sentence (command)

Imperative sentences give a **command**. They tell us to do something, and they end with a full-stop/period (.) or exclamation mark/point (!).

The usual word order for the imperative sentence is:

base verb...

Note that there is usually no subject—because the subject is understood, it is *YOU*. Imperative sentences can be positive or negative. Look at these examples:

positive	negative
Stop!	Do not stop!
Give her coffee.	Don't give her coffee.

Exclamative Sentence (exclamation)

Exclamative sentences express strong emotion/surprise—

an **exclamation**—and they always end with an exclamation mark/point (!).

<p>The 4 types of Sentence Structure</p> <ol style="list-style-type: none"> 1. Simple 2. Compound 3. Complex 4. Compound - Complex
--

The usual word order for the exclamative sentence is:

What (+ adjective) + noun + subject + verb

How (+ adjective/adverb) + subject + verb Look at these examples:

What a liar he is!

What an exciting movie it was! How he lied!

How exciting the movie was!

4.2. Simple Compound Complex Sentences

In What is a Sentence? we saw the minimum requirements for the formation of a sentence. Now we can look in more detail at the four types of **sentence structure**.

Simple Sentence Structure

A **simple sentence** consists of one independent clause. (An independent clause contains a subject and verb and expresses a complete thought.)

INDEPENDENT CLAUSE

I like coffee.

Mary likes tea.

The 4 types of **Sentence**:
Declarative, interrogative, imperative, exclamative.
He **stopped**.
Did he **stop**?
Stop!
How he **stopped!**

The earth goes round the sun. Mary did not go to the party.

Compound Sentence Structure

A **compound sentence** is two (or more) independent clauses joined by a conjunction or semicolon. Each of these clauses could form a sentence alone.

INDEPENDENT CLAUSE **COORDINATING CONJUNCTION** **INDEPENDENT CLAUSE**

I like coffee and Mary likes tea.

Mary went to work but John went to the party. Our car broke down; we came last.

There are seven coordinating conjunctions:

and, but, or, nor, for, yet, so

Complex Sentence Structure

INDEPENDENT CLAUSE **SUBORDINATING CONJUNCTION** **DEPENDENT CLAUSE**

A **complex sentence** consists of an independent clause plus a dependent clause. (A dependent clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and verb, but does not express a complete thought.)

We missed our plane because we were late. Our dog barks when she hears a noise.

He left in a hurry after he got a phone call.

Do you know the man who is talking to Mary?

Here are some common subordinating conjunctions:

after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

Here are the five basic relative pronouns:

that, which, who, whom, whose

Compound-Complex Sentence Structure

INDEPENDENT CLAUSE **SUBORDINATING CONJUNCTION** **DEPENDENT CLAUSE**
COORDINATING CONJUNCTION **INDEPENDENT CLAUSE**

A

A **compound-complex sentence** consists of at least two independent clauses and one or more dependent clauses

John didn't come because he was ill so Mary was not happy.

He left in a hurry after he got a phone call but he came back five minutes later.

4.3. Homographs, Homonyms, Homophones

Homonyms are words that have different meanings but are pronounced or spelled the same way. There are two types of homonyms: homophones and homographs.

Homophones sound the same but are often spelled differently.

The homophones *carp* (to complain needlessly) and *carp* (the fish) have the same spelling: Rashad would tune out when his boss began to carp at him.

Johanne's passion is fishing for trophy carp.

However, the homophones *cent*, *scent* and *sent* differ in spelling:

When my grandmother emigrated to Canada, she didn't have a cent to her name. Joe and Bridget's favourite movie is *The Scent of Green Papaya*.

The parcel was sent by courier.

Homographs have the same spelling but do not necessarily sound the same.

Bank (a financial establishment) and *bank* (the slope bordering a river) are homographs that are spelled and sound the same:

Go to the bank and deposit your paycheque.

Jim and Janet went down to the river bank to admire the swans.

But *sewer* (a conduit for waste) and *sewer* (a person who sews) sound quite different: The sewer drains were backed up.

Novice sewers often buy their fabric on sale.

Note: Some homonyms—such as *carp* and *bank*, as we have just seen—are both homophones and homographs: they are both pronounced and spelled the same.

Homonym Examples with Sentences

Address

Sentence 1: Take my address and send all the posts there.

Sentence 2: The Prime Minister is going to address the crowd tomorrow.

Band

Sentence 1: I love attending musical band performances.

Sentence 2: I don't prefer to tie my hair with a band.

Bat

Sentence 1: Her bat got old hence, she wanted a new one.

Sentence 2: Bats are usually seen at night.

Match

Sentence 1: I love watching cricket matches.

Sentence 2: Sonam and Raghav make a great match.

Mean

Sentence 1: He has a mean personality.

Sentence 2: I didn't mean to offend him.

Right

Sentence 1: You have to take a right turn to reach that supermarket.

Sentence 2: Her decisions are often right.

Ring:

Sentence 1: Rahul is going to buy a diamond ring for his wife.

Sentence 2: Don't forget to ring me before you come home.

Rock:

Sentence 1: There are majorly three types of rocks – Igneous, Sedimentary and Metamorphic.

Sentence 2: She constantly rocks him to sleep.

Rose:

Sentence 1: She loves red roses.

Sentence 2: She rose to the designation of vice-president recently.

Spring:

Sentence 1: It is not bouncing much because it has lost its spring.

Sentence 2: Spring is one of the four major seasons.

Stalk:

Sentence 1: In hunger, he started chewing on the stalk of the grass.

Sentence 2: He was detained for stalking a woman for long.

Well:

Sentence 1: I wish her well all the time.

Sentence 2: They used to walk long to fetch water from the well.

Clip:

Sentence 1: Before going to school tomorrow, don't forget to clip your nails.

Sentence 2: I need a metal clip to hold that wire in place.

Date:

Sentence 1: The result is expected on any date now.

Sentence 2: I hate eating dates.

Drop:

Sentence 1: Make sure not to drop any book while carrying it to the

store.

Sentence 2: I am going to drop this year for my engineering preparation.

Fly:

Sentence 1: You have to fly to Delhi to attend that interview.

Sentence 2: There is a fly in my cup.

Letter:

Sentence 1: He used to send me letters when he was away.

Sentence 2: You forgot the letter 'E' in the word epitome.

Palm:

Sentence 1: I don't believe in palm-reading.

Sentence 2: You can find coconut palm in Malaysia.

Park:

Sentence 1: There is a beautiful park right in front of her mansion.

Sentence 2: You can't park your car in the no-parking zone.

Point:

Sentence 1: Don't point your fingers at her on your mistake.

Sentence 2: He made a valid point in the meeting today.

List of Homophones

Homophone Words & Sentences	Homophone Words & Sentences
Aural -The Aural experience of the concert was impressive	Oral- She practices good oral hygiene
Ascent – He began a long ascent of Mt. Everest	Assent – They want the PM's assent on the bill
Access – The elevator gave access to the top floor	Excess – Do not take an excess of stress in life
Ate – The ape ate all the apples	Eight – We will meet after the office at eight
Bald – He is planning to go bald (hairless)	Bawled – She began to bawl (cry) like a child

Baron – His mother is a press baron (important person)	Barren – This hall used to be a barren building
Blew – He picked a tissue and blew his nose	Blue – His favourite colour is blue
Band – He played the guitar in the live band yesterday	Banned – Taking pets to malls should be banned
Beat – Will he be able to beat the champion of all times?	Beet – He loves to eat beet because it is healthy
Bolder – She is bolder and stronger to cope with the situation	Boulder- He was sitting on a boulder when he fell into the sea

List of Homophones

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Bolder – She is bolder and stronger to cope with the situation	Boulder- He was sitting on a boulder when he fell into the sea

Brake – Use the brake to stop the truck or it will kill the dog	Break – The children play and enjoy during the break
Carat – He bought her half-a-carat diamond ring	Carrot – Drinking carrot juice regularly is good for health
Callous – His callous comments make me feel sad	Callus – The irritated cells healed by forming callus
Ceiling – The ceiling of the palace shone like gold and diamond	Sealing – The closing door sounded like the sealing of her fate
Cent – He was treated in hospital for 50 cents	Scent – The scent of the sandal is refreshing and sweet
Choir – She is a member of a church choir	Quire – The scribe numbered the quires of the manuscript leaves
Censor – The film got the approval from the censor	Sensor – There are sensor water taps in the office building and there is no need to touch them
Dual – The meeting with the Chairman will serve dual purpose.	Duel – Do you think we should duel over this?
Disburse – I disbursed the EMI for our house	Disperse – Seeds can be dispersed with the storms
Dam – The torrential rain might burst the dam	Damn – She treated her badly and she will be damned to hell for it
Die – Doctors said she will die as she is suffering from cancer	Dye – She dyed her hair pink
Eave – The wild bees usually nest under the eaves of the building	Eve – On the eve of her birthday we have planned a surprise
Eye – She is blind in one eye	Aye – Aye! you are right here and they are searching for you all over.
Fined – He was fined 10 thousand rupees for driving without a helmet.	Find – I could find myself new topics to write articles
Flair – She had the flair for writing	Flare – A flare of something went through her face when she met an accident

Franc – He might be from France as I can see the currency Franc in his wallet	Frank – She is frank and open-hearted
Gait – We saw the gait (walking style) of a Cheetah in the zoo	Gate – The guard opened the gate and let the students in the school
Hew – The carpenters will hew the logs with an axe	Hue – The hue of the prism is like the rainbow in the sky
Holy – Kashi is a holy place and a tourist attraction as well	Wholly – The claims from the insurance is wholly without the interest
Islet – The islet of Santa Clara is worth visiting	Eyelet – He saw the kidnappers from the eyelet of the wall in his room
Idle – She was sitting idle but did not complete the assignments given	Idol – He is the idol of all the young singers in the industry

4.4. Paragraph Writing

A paragraph is a group of related sentences that discuss and elaborate a single, complete idea.

The sentences are connected like the links of a chain and together they develop a theme or atopic sentence.

The central or main idea of the paragraph should be expressed as a complete sentence, stating the idea and explaining it with details and examples.

Be sure to express your topic sentence that clearly expresses the main idea in the form of a conclusion, observation or opinion.

A topic sentence should be general enough to be explained or supported with further discussion.

Do not make the mistake of confusing a topic sentence with a subject or a title for writing. Remember the topic sentence expresses the entire theme of a paragraph in one sentence which serves a base.

Avoid personal remarks and express the topic sentence in simple language. Do not elaborate complicated statements. Be precise and direct.

How do you write a good paragraph; what are its salient features?

A good paragraph should possess unity and coherence.

Unity:

The first principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea.

Every sentence in the paragraph must be closely connected with the main topic of the paragraph. If summarized they usually result in a single sentence and that is the topic sentence.

Coherence:

The second principle of paragraph construction is coherence. The presentation should be logical and natural. There should be logical sequence of thought. Events must be related in order of their occurrence that it should be both logical and chronological order.

All the ideas should be connected with the central idea and arranged according to their importance. Spatial order is also important. Visual descriptions often follow spatial order.

Key points to remember:

Try to understand the central idea around which the paragraph is built. Arrange the points in logical and chronological order. Pay attention to your first and last or concluding sentence.

Both should be impressive. Write complete sentences in a simple and precise manner.

Connect your sentences with transitions. Transitions are words and phrases that show how ideas in a sentence relate to each other. They act as verbal sign posts like, for example, **to begin with, in addition to, furthermore, however, nevertheless, all the same, not withstanding,** etc.

Use pronouns and demonstrative adjectives – **this, that, those, these** and pronouns like **many, each, some, either, such** and easily connect sentences.

Notice how the underlined transitions in the following paragraph signal the connecting of ideas between sentences.

Each one of us can make a more productive effort to cut down on the use of fossil fuels in this country.

To begin with, all of us can start reducing gas and oil consumption by

driving only when we have a dire need.

In addition, we can begin car-pooling to work once or twice a week and we can also buy smaller cars with better gas mileage.

Another way to reduce our fuel consumption would be to use less gas and electricity at home. How many times **for example** have you walked out of a room and left the lights or fan on when no one else was there? **Furthermore**, why not use a microwave to cook instead of traditional gas ovens which consume more time? I am not suggesting that we must do all these things.

However, each of us could start immediately to do some of them to cut down on our use of limited fossil fuels.

To build interest or to create a strong final effect it is sometimes good to begin with the least interesting or striking details or facts and save the strongest for the end. The following paragraph is an example for climactic order.

A dismissal drizzle of rain was falling as the dawn came to Washington after a night of terror. In the street, men stood in groups discussing the tragic drama on which the curtain had not fallen. The city was “in a blaze of excitement and rage”. Then at seven thirty, the tolling of all church bells in the town and hush in the streets; *Lincoln was dead.*

Let Us Sum Up

In this unit, you have studied about the Four English Sentence Types, Simple Compound Complex Sentences, Homographs, Homonyms, Homophones and Paragraph Writing.

Check your progress

1. What is paragraph writing?
2. What is coherence?

Glossary

- Chronological: Arranged in the order in which the events happened.
- Elaborate: To give more details about something
- Logical: Thinking in a sensible way.

Answer to check your progress

1. A paragraph is a group of related sentences that discuss and elaborate a single, complete idea. The sentences are connected like the links of a chain and together they develop a theme or atopic sentence.
2. The second principle of paragraph construction is coherence. The presentation should be logical and natural. There should be logical sequence of thought. Events must be related in order of their occurrence that it should be both logical and chronological order. All the ideas should be connected with the central idea and arranged according to their importance.

Suggested Reading

- Ehrlich Eugene. English Grammar. 3rd ed. McGraw-Hill 2011.
- Ehrlich Eugene. *English Grammar*. 3rd ed. McGraw-Hill 2011.

Block-2: Introduction

Block-2: Sentence structure has been divided into 3 Units (Unit-5 to Unit-7).

Unit-5: **English for Workplace** deals with Discourse Markers, Transcoding and Employer Support by Age Group.

Unit-6: **General Essay Writing** describes about the General Essay Writing Introduction, the Five Paragraph Essay and More tips to make your essay shine Planning Pays.

Unit-7: **Note making** presents about How to Start Note Making and also various aspect of Note Making.

In all the Units of Block -2 **Sentence structure**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

Unit-5

English for Workplace

STRUCTURE

Overview

Objectives

5.1. Discourse Markers

5.2. Transcoding

5.3. Employer Support by Age Group

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this unit the concept of Discourse Markers, Transcoding, and Employer Support by Age Group has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Discourse Markers
- Transcoding
- Employer Support by Age Group.

5.1. Discourse Markers

Discourse markers (words like 'however', 'although' and 'Nevertheless') are referred to more commonly as 'linking words' and 'linking phrases', or 'sentence connectors'. They may be described as the 'glue' that binds together a piece of writing, making the different parts of the text 'stick together'. They are used less frequently in speech, unless the speech is very formal.

Type of relationship:	Sentence connectors	Position within clause/sentence
<i>Adding something</i>	Moreover; In addition; Additionally; Further; Further to this; Also; Besides; What is more.	Initial position

Type of relationship: <i>Making a contrast between two separate things, people, ideas, etc.</i>	Sentence connectors However; On the other hand; In contrast; Yet.	Position within clause/sentence Initial position
Type of relationship: <i>Making an unexpected contrast (concession)</i>	Sentence connectors Although; Even though; Despite the fact that; In spite of the fact that; Regardless of the fact that.	Position within clause/sentence Initial position Starts a second/ subordinate clause
Type of relationship: <i>Saying why something is the case</i>	Sentence connectors Because; Since; As; Insofar as.	Position within clause/sentence Initial position Starts a second/ subordinate clause
Type of relationship: <i>Saying what the result of something is</i>	Sentence connectors Therefore; Consequently; In consequence; As a result; Accordingly; Hence; Thus; For this reason; Because of this.	Position within clause/sentence Initial position
Type of relationship: <i>Expressing a condition</i>	Sentence connectors If; In the event of; As long as...; So long as...; Provided that...; Assuming that...; Given that....	Position within clause/sentence Initial position
		<i>Starts a second/ subordinate clause</i>
Type of relationship: Making what you say stronger	Sentence connectors On the contrary; As a matter of fact; In fact; Indeed.	Position within clause/sentence Initial position

Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.

Care must also be taken, however, to avoid over-use of discourse

markers. Using too many of them, or using them unnecessarily, can make a piece of writing sound too heavy and 'artificial'. They are important, but must only be used when necessary.

What are the different discourse markers that can be used?

There are many discourse markers that express different relationships between ideas. The most common types of relationship between ideas, and the sentence connectors that are most often used to express these relationships, are given in the table below.

The discourse markers in the table are *generally* used **at the start of a phrase or clause**. (a clause is a minimal grammatical structure that has meaning in its own right, and consists of a subject and verb, and often an object too).

Sentence connectors do not always begin a completely new sentence; they may be separated from the previous idea with a semi-colon.

Note that there are two particular features of the sentence connectors indicated below:

Sentence connectors can be used to begin a new sentence or a new clause that follows a semi-colon;

*Some sentence connectors can be placed in different positions within the sentence: initial position (e.g. *Because he is ill, he needs to rest.*) and 'mid-way position' at the start of another clause (e.g. *He must rest, because he is ill.*).*

How can sentence connectors be replaced in order to increase variety in writing?

In your writing, you will want to spend some time ensuring that your work has a sense of variety. In order to do this, you might think of the following:

Use conjunctions as well as/instead of sentence connectors. A conjunction is a word like 'and', 'but', etc., which is used to join two ideas together into a complex sentence.

Unlike sentence connectors such as 'However', etc., a conjunction cannot be used at the beginning of a sentence and must come at a mid-point, at the end of one clause and the beginning of another. It is usually possible to rephrase a pair of sentences that use a sentence connector by using a conjunction instead.

For example, instead of saying 'He studied French; however, his wife studied Physics', it might actually be more natural to say 'He studied English **but** his wife studied Physics'. Similarly, instead of saying 'English

is hard; therefore, one must spend a lot of time practising it', we can say: 'English is hard **so** one must spend a lot of time practising it.'

These are simple examples, but the principle of paraphrase can be extended to other, more complex sentences.

Use conjunctions at least some of the time. Words like and but may seem boring, but they help to lighten the style of your writing. This in turn helps the writing to sound less pompous and formal. And in any case, in writing, it is often helpful to use a variety of structures rather than just saying things in one way.

5.2. Transcoding

Transferring of information from text to graphic forms – bar charts, flow charts

Transfer of the information from verbal to visual and visual to verbal is an important study skill. In this chapter, we shall study how to illustrate text with figures and diagrams. Transcoding is one of the significant features of professional writing.

Any report is made interesting with a couple of illustrations. Visual representation is an added advantage to any presentation. There are two categories of visuals, namely tables and figures.

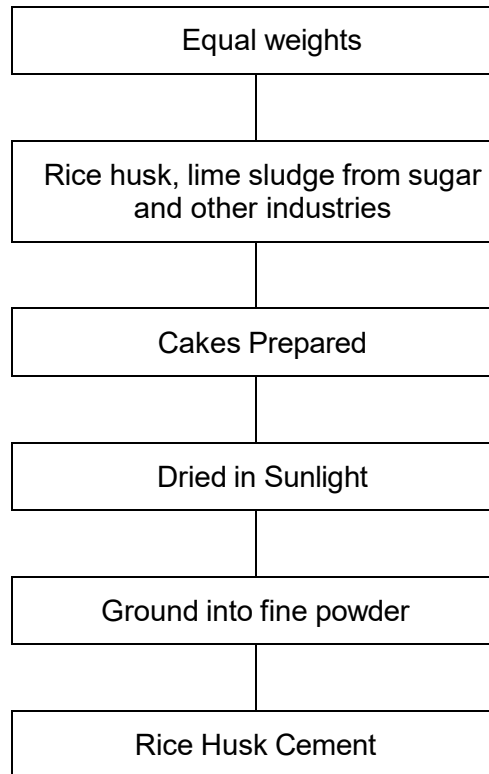
Figures may be further classified into graphs, maps, drawing, charts, diagrams and photographs.

We shall now learn about the flow charts and bar charts. Engineers and draughtsmen are often required to prepare charts and diagrams. The bar chart/graph makes it particularly easy to compare data.

Bar graph is used to indicate for the different periods or quantity of different items during the same period. The length of each bar varies in proportion to the quantity or value they represent. But the bars have same width.

Flow charts deal with the different steps involved in making/manufacturing some material or the process of a person's growth or transfer of some information.

The given flow chart describes the process of manufacturing cement from rice husk by making use of appropriate technology.



Write a paragraph of 100 words using the data given in the above flow chart.

Answer:

Initially lime sludge is collected from the sugar and other industries while rice husk is collected from the rice mill.

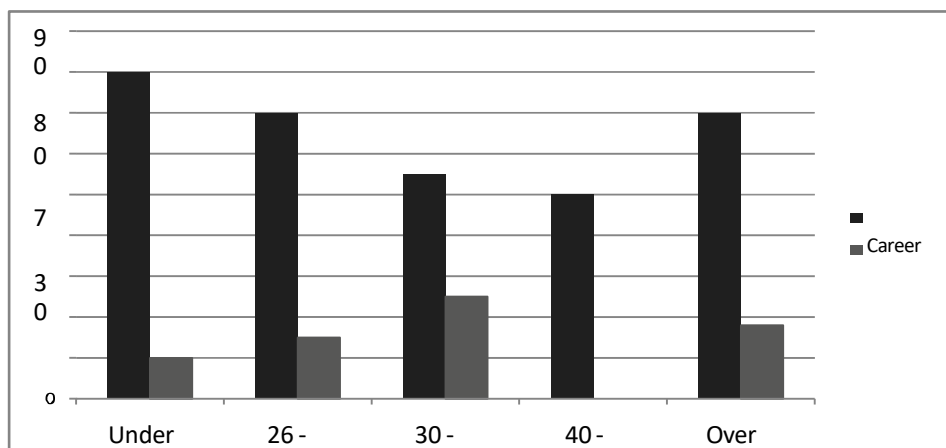
Then equal weights of rice husk and lime sludge are mixed together using adequate water. From the mixture, cakes are prepared and subsequently dried in the sunlight.

Then they are burnt in the open uniformly well. The ashes resulting from the process are collected either manually or mechanical means. When they are ground into nice powder, we get rice husk cement.

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.

Summarize the information in 150 words selecting and reporting the main features and make comparisons where relevant.

Employer Support by Age Group



Reasons for study according to the age of the student

Answer

The first chart deals with employer support with age group and the second deals with the reason of study according to the age group.

The employer support for the different age groups is 65, 50, 35, 38 and 45% respectively. Career option decreases and interest option increases over the age.

The first graphs shows that employer support is maximum (approximately 60%) for the under 26years old students. It drops rapidly to 32% up to the third decade of life, and then decreases in late adulthood up to 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

The second graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26years study for their career. This percentage gradually declines by 10-20%. Every decade only 40% of 40–49-year-olds and 18% of over 49-year-olds are studying for career reasons in the late adulthood.

Conversely, the second graph also shows that study stemming from interest increased with age. There are only 10% of under 26-year-olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40–49-year-olds study for career and interest. However, 70% of over 49-year-olds study for interest in comparison to 18% studying for career reasons in that age group.

Let Us Sum Up

In this unit, you have studied about the Discourse Markers, Transcoding, and Employer Support by Age Group.

Check your progress

1. What is transcoding?
 2. What are discourse markers?
-

Glossary

- Dramatically: Exaggeration in gesture or vocal expression
 - Gradual: Happening slowly or over a long period of time
 - Sludge: A thick, soft unpleasant substance like mud
-

Answer to check your progress

1. Transfer of the information from verbal to visual and visual to verbal is an important study skill. In this chapter, we shall study how to illustrate text with figures and diagrams. Transcoding is one of the significant features of professional writing. Any report is made interesting with a couple of illustrations. Visual representation is an added advantage to any presentation. There are two categories of visuals, namely tables and figures. Figures may be further classified into graphs, maps, drawing, charts, diagrams and photographs.
 2. Discourse markers (words like 'however', 'although' and 'Nevertheless') are referred to more commonly as 'linking words' and 'linking phrases', or 'sentence connectors'. They may be described as the 'glue' that binds together a piece of writing, making the different parts of the text 'stick together'. They are used less frequently in speech, unless the speech is very formal.
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Suggested Reading

- Ehrlich Eugene. *English Grammar*. 3rd ed. McGraw-Hill 2011.
- English Grammar: A Complete Introduction. Teach Yourself 2019.

Unit-6

General Essay Writing

STRUCTURE

Overview

Objectives

6.1. General Essay Writing Introduction

6.2. The Five Paragraph Essay

6.3. More tips to make your essay shine Planning Pays

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

This unit learning with General Essay Writing Introduction, The Five Paragraph Essay, more tips to make your essay shine Planning Pays.

Objectives

After completion of this unit, you will be able to:

- General Essay Writing Introduction
- The Five Paragraph Essay
- More tips to make your essay shine Planning Pays.

6.1. General Essay Writing Introduction

Despite the fact that, as Shakespeare said, "the pen is mightier than the sword," the pen itself is not enough to make an effective writer. In fact, though we may all like to think of ourselves as the next Shakespeare, inspiration alone is not the key to effective essay writing. You see, the conventions of English essays are more formulaic than you might think – and, in many ways, it can be as simple as counting to five.

Steps to Writing an Essay

Follow these 7 steps for the best results:

Read and understand the prompt: Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.

Plan: Brainstorming and organizing your ideas will make your life much easier when you go to write your essay. It's a good idea to make a web of your ideas and supporting details.

Use and cite sources: Do your research. Use quotes and paraphrase from your sources, but NEVER plagiarize.

Write a Draft: Ernest Hemingway once said, "The first draft of anything is always crap." While the truth behind this statement is debatable, drafts are always a good place to get any of your "crappy" ideas out of the way and are often required by professors and instructors. **Make a strong thesis:** The thesis (main argument) of the essay is the most important thing you'll write. Make it a strong point.

Respond to the prompt: Once you have worked out any kinks in your draft, you can start writing the final draft of your essay.

Proofread: Read your response carefully to make sure that there are no mistakes and that you didn't miss anything.

Of course, every essay assignment is different and it's important to be mindful of that. If one of these steps isn't applicable to the essay you are writing, skip it and move to the next one.

6.2. The Five Paragraph Essay

Though more advanced academic papers are a category all their own, the basic high school or college essay has the following standardized, five paragraph structure:

Paragraph 1:	Introduction
Paragraph 2:	Body 1
Paragraph 3:	Body 2
Paragraph 4:	Body 3
Paragraph 5:	Conclusion

Though it may seem formulaic – and, well, it is - the idea behind this structure is to make it easier for the reader to navigate the ideas put forth in an essay. You see, if your essay has the same structure as every other one, any reader should be able to quickly and easily find the information most relevant to them.

The Introduction

Want to see sample essays?

Check out our Sample Essay section where you can see scholarship

essays, admissions essays, and more!

The principle purpose of the introduction is to present your position (this is also known as the "thesis" or "argument") on the issue at hand but effective introductory paragraphs are so much more than that. Before you even get to this thesis statement, for example, the essay should begin with a "hook" that grabs the reader's attention and makes them want to read on. Examples of effective hooks include relevant quotations ("no man is an island") or surprising statistics ("three out of four doctors report that...").

Only then, with the reader's attention "hooked," should you move on to the thesis. The thesis should be a clear, one-sentence explanation of your position that leaves no doubt in the reader's mind about which side you are on from the beginning of your essay.

Following the thesis, you should provide a mini-outline which previews the examples you will use to support your thesis in the rest of the essay. Not only does this tell the reader what to expect in the paragraphs to come but it also gives them a clearer understanding of what the essay is about.

Finally, designing the last sentence in this way has the added benefit of seamlessly moving the reader to the first paragraph of the body of the paper. In this way we can see that the basic introduction does not need to be much more than three or four sentences in length. If yours is much longer you might want to consider editing it down a bit!

Here, by way of example, is an introductory paragraph to an essay in response to the following question:

"Do we learn more from finding out that we have made mistakes or from our successful actions?"

"No man is an island" and, as such, he is constantly shaped and influenced by his experiences. People learn by doing and, accordingly, learn considerably more from their mistakes than their success. For proof of this, consider examples from both science and everyday experience.

The Body Paragraphs

The middle paragraphs of the essay are collectively known as the body paragraphs and, as alluded to above, the main purpose of a body paragraph is to spell out in detail the examples that support your thesis.

For the first body paragraph you should use your strongest argument or most significant example unless some other more obvious beginning point (as in the case of chronological explanations) is required. The first sentence of this paragraph should be the topic sentence of the paragraph

that directly relates to the examples listed in the mini-outline of introductory paragraph.

A one sentence body paragraph that simply cites the example of "George Washington" or "LeBron James" is not enough, however. No, following this an effective essay will follow up on this topic sentence by explaining to the reader, in detail, who or what an example is and, more importantly, why that example is relevant.

Even the most famous examples need context. For example, George Washington's life was extremely complex – by using him as an example, do you intend to refer to his honesty, bravery, or maybe even his wooden teeth? The reader needs to know this and it is your job as the writer to paint the appropriate picture for them. To do this, it is a good idea to provide the reader with five or six relevant facts about the life (in general) or event (in particular) you believe most clearly illustrates your point.

Having done that, you then need to explain exactly why this example proves your thesis. The importance of this step cannot be understated (although it clearly can be underlined); this is, after all, the whole reason you are providing the example in the first place.

Seal the deal by directly stating why this example is relevant.

Here is an example of a body paragraph to continue the essay begun above:

Take, by way of example, Thomas Edison. The famed American inventor rose to prominence in the late 19th century because of his successes, yes, but even he felt that these successes were the result of his many failures. He did not succeed in his work on one of his most famous inventions, the lightbulb, on his first try nor even on his hundred and first try. In fact, it took him more than 1,000 attempts to make the first incandescent bulb but, along the way, he learned quite a deal. As he himself said, "I did not fail a thousand times but instead succeeded in finding a thousand ways it would not work." Thus, Edison demonstrated both in thought and action how instructive mistakes can be.

A Word on Transitions

You may have noticed that, though the above paragraph aligns pretty closely with the provided outline, there is one large exception: the first few words. These words are example of a transitional phrase – others include "furthermore," "moreover," but also "by contrast" and "on the other hand" – and are the hallmark of good writing.

Transitional phrases are useful for showing the reader where one section

ends and another begins. It may be helpful to see them as the written equivalent of the kinds of spoken cues used in formal speeches that signal the end of one set of ideas and the beginning of another. In essence, they lead the reader from one section of the paragraph of another. To further illustrate this, consider the second body paragraph of our example essay:

In a similar way, we are all like Edison in our own way. Whenever we learn a new skill - be it riding a bike, driving a car, or cooking a cake - we learn from our mistakes. Few, if any, are ready to go from training wheels to a marathon in a single day but these early experiences (these so-called mistakes) can help us improve our performance over time. You cannot make a cake without breaking a few eggs and, likewise, we learn by doing and doing inevitably means making mistakes.

Hopefully this example not only provides another example of an effective body paragraph but also illustrates how transitional phrases can be used to distinguish between them.

The Conclusion

Although the conclusion paragraph comes at the end of your essay it should not be seen as an afterthought. As the final paragraph is represents your last chance to make your case and, as such, should follow an extremely rigid format.

One way to think of the conclusion is, paradoxically, as a second introduction because it does in fact contain many of the same features. While it does not need to be too long – four well- crafted sentences should be enough – it can make or break an essay.

Effective conclusions open with a concluding transition ("in conclusion," "in the end, "etc.) and an allusion to the "hook" used in the introductory paragraph. After that you should immediately provide a restatement of your thesis statement.

This should be the fourth or fifth time you have repeated your thesis so while you should use a variety of word choice in the body paragraphs it is an acceptable idea to use some (but not all) of the original language you used in the introduction. This echoing effect not only reinforces your argument but also ties it nicely to the second key element of the conclusion: a brief (two or three words is enough) review of the three main points from the body of the paper.

Having done all of that, the final element – and final sentence in your essay – should be a "global statement" or "call to action" that gives the reader signals that the discussion has come to an end.

In the end, then, one thing is clear: mistakes do far more to help us learn and improve than successes. As examples from both science and everyday experience can attest, if we treat each mistake not as a misstep but as a learning experience the possibilities for self-improvement are limitless.

Taken together, then, the overall structure of a five-paragraph essay should look something like this:

Introduction Paragraph

An attention-grabbing "hook" A thesis statement

A preview of the three subtopics you will discuss in the body paragraphs.

First Body Paragraph

Topic sentence which states the first subtopic and opens with a transition
Supporting details or examples

An explanation of how this example proves your thesis Second Body Paragraph

Topic sentence which states the second subtopic and opens with a transition
Supporting details or examples

An explanation of how this example proves your thesis Third Body Paragraph

Topic sentence which states the third subtopic and opens with a transition
Supporting details or examples

An explanation of how this example proves your thesis Concluding Paragraph

Concluding Transition, Reverse "hook," and restatement of thesis.
Rephrasing main topic and subtopics.

Global statement or call to action.

6.3. More tips to make your essay shine Planning Pays

Although it may seem like a waste of time – especially during exams where time is tight – it is almost always better to brainstorm a bit before beginning your essay. This should enable you to find the best supporting ideas – rather than simply the first ones that come to mind – and position them in your essay accordingly.

Your best supporting idea – the one that most strongly makes your case and, simultaneously, about which you have the most knowledge – should go first. Even the best-written essays can fail because of ineffectively placed arguments.

Aim for Variety

Sentences and vocabulary of varying complexity are one of the hallmarks of effective writing. When you are writing, try to avoid using the same words and phrases over and over again. You don't have to be a walking thesaurus but a little variance can make the same idea sparkle.

If you are asked about "money," you could try "wealth" or "riches." At the same time, avoid beginning sentences the dull pattern of "subject + verb + direct object." Although examples of this are harder to give, consider our writing throughout this article as one big example of sentence structure variety.

Practice! Practice! Practice!

In the end, though, remember that good writing does not happen by accident. Although we have endeavoured to explain everything that goes into effective essay writing in as clear and concise a way as possible, it is much easier in theory than it is in practice.

As a result, we recommend that you practice writing sample essays on various topics. Even if they are not masterpieces at first, a bit of regular practice will soon change that – and make you better prepared when it comes to the real thing.

Let Us Sum Up

In this Unit you have learned about the General Essay Writing Introduction, The Five Paragraph Essay, more tips to make your essay shine Planning Pays.

Check your progress

1. What is an essay?
2. What are the components of a five-paragraph essay?
3. What is proofreading?

Glossary

- Adequate: Enough for what one needs
- Endeavour: An attempt to do something
- Variance: State of being in disagreement

Answer to check your progress

1. An essay is a piece of writing that is written to convince someone of something or to simply inform the reader about a particular topic. In order for the reader to be convinced or adequately informed, the essay must include several important components to make it flow

in a logical way.

2. Though more advanced academic papers are a category all their own, the basic high school or college essay has the following standardized, five paragraph structure: Introduction, Body 1, Body 2, Body 3 and Conclusion
3. Proofreading means carefully checking for errors in a text before it is published or shared. It is the very last stage of the writing process, when you fix minor spelling and punctuation mistakes, typos, formatting issues and inconsistencies.

Suggested Reading

- Essay Do's & Don'ts : A Practical Guide to Essay Writing. Third ed. Oxford University Press 2023.
- Fuggle Sophie. Essay Writing. Trotman 2011.

Unit-7

Note Making

STRUCTURE

Overview

Objectives

7.1. How to Start Note Making?

7.2. Note Making

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this unit the concept of **How** to Start Note Making? and Note Making including the note making format has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- How to Start Note Making?
- How to start Note Making?

7.1. How to Start Note Making?

Give a Quick Read

One needs to understand the **importance of reading** before commencing the note making task. It is important to give a quick look over the passage to get a sense of the information, its tone, ideological inclination, etc. Moreover, it helps you in knowing the main idea of the passage as well as the author's aim of writing. However, as this is intended to develop a preliminary understanding of the passage, you must read at one stroke and leave the critical or knotty sections for when you begin your intensive reading. This should not take more than 3-5 minutes.

Intensive Read

After you are done with your quick reading session, you can now start reading attentively and carefully. As you have already gone through the passage once and are attuned with its main idea, reading the passage

Carefully now assists you in developing a clear grasp over the facts, opinions, arguments, and counter-arguments mentioned by the author.

Furthermore, many passages contain a huge amount of information which you have put into categories of relevant, somewhat relevant or irrelevant. Doing this, in turn, will help you in better note making and preparation.

You must also remember that there may be sections or opinions that you may not agree with. You should not let any such information have an impact on the notes you prepare in any way or manner. During this phase, skipping any sentence or phrase is not advisable even if you feel it is not pertinent.

Word Limit

Typically, for note making questions, the word limit you must adhere to is 50-100 words. However, as per specific question patterns, the permitted word limit may change.

What is Note Making in English Grammar?

Note making is a process of creating a record of important details from source such as passage, paragraph etc. Source can also be written document or oral communication. Note making means to record the essence of information that are crucial.

Note Making Format

Note making is an art. Be it for **article writing**, jotting down ideas for an **essay on environment**, for **story writing**, or for **competitive exams**, you need to have an outline so as to avoid missing any important detail. Here is a rough format you can follow to solve note making questions for exams:

Heading/Title– This is the starting section of your note which must convey the central idea of the passage. Various sub-headings and points hereon elaborate on this heading. It must be short, clear and crisp.

Subheadings, Points, and Sub-points– Sub-headings are fundamental components of passage which further contain important information that needs to be delineated into points and sub-points.

Abbreviations and Symbols– In order to shorten long words, it is common and permitted to use abbreviations while note making. However, make use of abbreviate forms judiciously and remember to provide a key at the end of your note, listing all the full forms. Common symbols like '&', '@', '#', '%', etc. are also permitted.

Note Making Examples

After getting familiar with the basic details regarding note making, let us

go through a sample to understand how one can answer such questions and score well in the exam:

Points to Remember for Note Making

Now that you are well aware of the specifics of the note making process, go through the following tips and tricks, mistakes generally committed and how to avoid them:

Use thesis statement: A thesis statement encapsulates the sense of the whole idea into a single and brief sentence. It can act as a road map that tells the reader about what he/she can expect while reading the included points. Write as many thesis statements as you can while preparing as this will aid you in getting the hang of writing in a short, succinct and brief manner.

Revise at least Once: As note making requires you to trim down information, revising at least once after you have prepared your notes is vital. You may have missed relevant data pertaining to the passage.

Use Active Voice: While preparing notes, make use of sentences only in active voice and do not use passive voice along with 'had', 'have', etc.

Do not cross Word Limit: Note making is a play of words and crossing the word limit may result in the imposition of penalty.

Be Choosy: Make use of only the most relevant information and do away with whatever that is already implied.

Note Making

Tips To Prepare Notes:

Prepare notes using phrases only, never use complete sentences

The topic sentence of each paragraph is the main point and ideas affiliated to it are Sub-points- one or more, depending on the concepts in the paragraph.

Each sub-point may or may not have supplementary ideas which become sub-sub-points. Provide an appropriate title for the notes or the summary or abstract, as given in the question.

Include a minimum of 4-6 distinctly different recognizable short forms i.e., abbreviations of the words in the notes.

Cover all the important points in the notes meaningfully to prepare the abstract/summary in about 80100 words.

Write the summary or abstract in complete sentences in a paragraph. How To Summarise a Given Passage

Read (First Read): Read the passage very carefully and critically. Read the passage straight through. Do not stop to look up anything that gives you trouble at the first reading. You should get a feel for the author's tone, style and main idea.

Reread (Second Read): Rereading should be active reading. Underline the topic sentences and key facts with pencil. Label the areas that you want to refer to as you write your summary. Also label the areas that you find irrelevant. Identify areas that you do not understand and try to clarify those points.

One Sentence at a time: Now write the main idea of each paragraph in one well- developed sentence. Make sure that what you include in your sentence are key points and not minor details. **Write a Thesis Statement:** The key to a well-written summary is the Thesis Statement. A quality Thesis Statement could either express one main idea or assert your conclusions about the subject. Generally, a thesis statement consists of the following parts –

a clearly identifiable topic or subject matter, and

a succinct summary of what you have to say about that topic.

Ready to Write: You can use Thesis Statement as the introductory sentence of your summary, while your other sentences can make up the body. In fact, a good summary should give ideas, facts or points in the order in which they are given in the original text. Add some transition words such as-then, however, also, moreover etc., that help with the overall structure and flow of the summary. The following tips will help you to write a good summary:

Write in the present tense (preferably in active voice).

Be Concise-Summary should be within the word limit (about 80 words) and should be coherent without any errors in logic. Don't put your opinions, ideas or interpretations into the summary. **Check for Accuracy:** Reread your summary and make sure that you have accurately represented the author's ideas and key points. Make sure that your summary does not contain your own comments.

Revise: Revise your summary for style, grammar and punctuation. Correct all the errors in composition and rewrite it if needed.

7.2. Note Making

Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of reading a text. It is a productive skill which integrates both reading and writing skills.

Note making is used to

Keep a record of the main points of a reading text for future use and reference

Revise for an exam

Update information to analyse a text

Reading strategy:

A careful reading plan is to identify the central idea, important points and supporting details. It would enable you to understand the text quickly and make appropriate notes.

Read the text quickly in order to identify its purpose, scope, central idea, logical organization and different writing techniques like narration, description, explanation and so on.

Recognize the key lexical items related to the topic Identify the relationships among the units within the text Read the key points and signal words

Ignore irrelevant matter and concentrate on the main parts

Deduce meanings of words and phrases from their context and infer relationships Interpret graphic aids used in the text

How to make notes?

Read the passage carefully Heading

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page

Subheadings

How was the main idea being presented and developed? Are there two or three subordinate ideas?

You can frame subheadings based on these Points

Are there further details or points of the subtitles that you wish to keep in the notes?

All subheadings should be written at a uniform distance from the margin within dent i.e. with suitable space and number.

Your notes should look like this: Heading

Sub heading

Point 1

Sub Sub heading Sub point 1

Sub point 2

Point 3

Sub heading 2

Point 1

Sub – sub heading Sub point 1

Format

Main heading: I, II, III, IV, etc. Sub Heading: a, b, c, d, etc.

Sub sub heading: i, ii, iii, iv, etc.

Three methods of note making:

Topicalising, schematting and sequencing

Topicalising:

Main points and central idea should be rephrased in points. Redundant words and phrases are to be removed.

Schematizing:

Scientific and technical texts may contain forms or figures, classification, contrasts, processes and so on. So, we can schematize notes i.e. organize notes in the form of tables and diagrams

Description of substances	Tables
Description of processes	Flow chart/ Diagram
Narrative description	Flow chart
Classificatory information	Tree diagram
Compare and contrast	Table/ Bar diagram

Sequencing:

Sequencing refers to the process of making a clear layout for fast and accurate interpretation of notes. Use numerals/ letters/ Roman numerals – I, II, III for the main ideas

Capital letters - A, B, C, D for main sub divisions

Arabic numbers – 1, 2, 3, 4 for minor divisions

Small letters - a, b, c, d for further sub divisions

Small Roman letters - i, ii, iii, iv for further sub divisions

After making notes, you are also expected to give a summary of the passage.

How do you summarize?

Summarizing is a skill which is essential in many facets of your life. In this technology driven world, everybody values time and hence the art of condensation whereby you give brief account that saves a lot of time. Summary provides maximum information in minimum number of words. Summarizing improves our ability to write concisely by making us aware of the kind of details that can be avoided to achieve precision.

The five C's are very important to summarize: **completeness, compactness, conciseness, clarity and coherence.**

The summary must have all the essential elements/contents of the original. All the ideas should form a compact whole. Unity is important.

Brevity is the soul of wit. All the ideas should be clear and concise.

Clarity of expression is very essential. No vague statements. All the sentences/ideas should have logical, chronological and spatial order. The linking of ideas should be coherent.

Summarizing, like note making is a productive skill integrating both reading and writing skills. To write effective summaries you need to read the material carefully with good comprehension.

Let Us Sum Up

In this unit you have learned about how to Start Note Making? and also the concept of Note Making.

Check your progress

1. What are compound sentences?
2. What is note making?

Glossary

Judiciously: Good judgment or discernment; wisely or prudently.

Systematic: Done using a fixed plan or method.

Answer to check your progress

1. A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction.
2. Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of reading a text. It is a productive skill which integrates both reading and writing skills.

Suggested Reading

- Lemaster A. James. Notemaking Superwrite : Alphabetic Writing System. 2nd ed. South-Western Educational Pub 1996.
- Somervell D. C. Hints on Notemaking in English Subjects. G. Bell & Sons 1925.

Block-3: Introduction

Block-3: Listening to telephonic talk to fill blanks has been divided into 3 Units (Unit-8 to Unit-10).

Unit-8: Reading Text Skimming deals with introductory aspects Reading Text Skimming, Simple Sentences, Compound Sentences and Complex Sentences and also WH-Questions (Open Questions).

Unit-9: Collocations explains about the Introductory **details of** Collocations and also the details about Idioms and Phrases .

Unit-10: Letter writing describes about the various aspects of Letter Writing

In all the Units of Block -3 **Listening to telephonic talk to fill blanks**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

Unit-8

Reading Text Skimming

STRUCTURE

Overview

Objectives

8.1. Reading Text Skimming

8.1.1. Simple Sentences

8.1.2. Compound Sentences

8.1.3. Complex Sentences

8.2. WH-Questions (Open Questions)

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this Unit, the concept of Reading Text Skimming, Simple Sentences, Compound Sentences, Complex Sentences and WH-Questions (Open Questions) has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Reading Text Skimming, Simple Sentences, Compound Sentences, Complex Sentences and
- WH-Questions (Open Questions)

8.1. Reading Text Skimming

Skimming is used to get the main idea of the text, or find a particular piece of information quickly. For example, when you read a newspaper, you usually read through the article to get what you want and not reading it word by word. Skimming is done at a speed, three to four times faster than normal reading. People often use skimming skill when they have lots of material to read in a limited amount of time. While skimming you make a distinction between main points and sub points, facts versus opinions, relevant and irrelevant, explicit and implicit.

Skim the material:

Try to pick out the main idea of the piece you are reading. Often you can find it in the title or the first paragraph

Try to determine the organization method. What is the rhetorical strategy used? Is it cause and effect? Compare and contrast, narration, etc.

Look for the definitions and difficult words that you must understand if you are to understand what follows

Skim all the sub headings. They will give you an overview of the material

Read the first sentence of every paragraph and also the last sentence which would help you to provide the context

If something confuses you, try to figure it out. Read two or three times. If you are still unable to understand, move on

Underline the main ideas, list supporting details and write an outline. After this write the summary.

Skim through the passage and answer the questions given below in 40 seconds. You may use the guidelines given in the preceding discussion. After predicting the content, encircle the most appropriate answer or each question:

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made many foodstuffs unfit to eat. Some research has shown that perhaps eighty percent of all human illnesses are related to diet and forty percent of cancer is related to diet as well, especially cancer of the colon. People of different cultures are more prone to contract certain illnesses because of the characteristic food they consume.

That food is related to illness is not a new discovery. In 1945, Government researchers realized that nitrites and nitrates (commonly used to preserve colour in meat) as well as other food additives caused cancer. Yet these carcinogenic additives remain in our food and it becomes more difficult all the time to know which ingredients on the packaging labels of processed food are helpful or harmful.

The additives we eat are not at all so direct. Farmers often give Penicillin to cattle to poultry and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes but for financial reasons. The farmers are simply trying to fatten the animals in order to get higher price on the

market. In spite of the food and drug administration, the practices continue.

A healthy diet is directly related to good health. Often, we are unaware of detrimental substances we ingest. Sometimes well-meaning of farmers or others do not realize the consequences add these substances to food without our knowledge.

What is the best title for this passage?

Harmful and harmless substances in food.

Improving health through natural diet.

The food you eat can affect your health.

Avoiding injurious substances in food.

Which one of the statements is true?

Drugs are always given to animals for medical reasons.

Some of the additives added in your food are added to food itself and some are given to living animals.

Food may cause forty percent of cancer in the world. Ans – 1-c. 2-a

A common weakness in writing is the lack of varied sentences. Becoming aware of three general types of sentences--simple, compound, and complex--can help you vary the sentences in your writing.

The most effective writing uses a variety of the sentence types explained below.

8.1.1. Simple Sentences

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

Joe waited for the train.

"Joe" = subject, "waited" = verb

The train was late.

"The train" = subject, "was" = verb

Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

Tip: If you use many simple sentences in an essay, you should consider revising some of the sentences into compound or complex sentences (explained below).

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences often are short. The use of too many simple sentences can make writing "choppy" and can prevent the writing from flowing smoothly.

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

8.1.2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**.

Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

For

And

Nor

But

Or

Yet

So

Examples of **compound sentences** include the following:

Joe waited for the train, **but** the train was late.

I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.

Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.

Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

Tip: If you rely heavily on compound sentences in an essay, you should consider revising some of them into complex sentences (explained below).

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can indicate some type of relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word "and," for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use "and" can weaken writing.

Clearer and more specific relationships can be established through the use of complex sentences.

8.1.3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

Because Mary and Samantha arrived at the bus station before noon

While he waited at the train station

after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

after

although

as

because

before

even though if

since

though

unless

until

when

whenever

whereas

wherever

while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the independent clause comes first, a comma should **not** be used to separate the two clauses.

I did not see them at the station because Mary and Samantha arrived at the bus station before noon.

Joe realized that the train was late while he waited at the train station.

Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.

The term **periodic sentence** is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "While he waited at the train station, Joe realized that the train was late."

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

Should you begin a sentence with "and" or "but" (or one of the other coordinating conjunctions)?

The short answer is "no." You should avoid beginning a sentence with "and, "or," "but," or the other coordinating conjunctions. These words generally are used to join together parts of a sentence, not to begin a new sentence. However, such sentences can be used effectively. Because sentences beginning with these words stand out, they are sometimes used for emphasis.

If you use sentences beginning with one of the coordinating conjunctions, you should use these sentences sparingly and carefully.

Should you begin a sentence with "because"?

There is nothing wrong with beginning a sentence with "because."

Perhaps some students are told not to begin a sentence with "because" to avoid sentence fragments (something like "Because Mary and Samantha arrived at the bus station before noon" is a sentence fragment), but it is perfectly acceptable to begin a sentence with "because" as long as the sentence is complete (as in "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.")

8.2. WH- Questions (Open Questions)

Essentially, there are two types of questions: Yes / No questions and Wh– questions. Wh– questions are so called because with the exception of the question word how, all the question words begin with the letters Wh. They are also called open questions because the number of possible responses is limitless. This means they must be answered with more information than just a simple "yes" or "no."

Here are the Wh- English question words.

who,

whom

what

when

where

why

how

which

whose

Who and whom are used to obtain information about a person or people.
question response

Who is at the door?

Tom is at the door.

Who wants an apple?

I want an apple.

Whom is he dating?

(Who is he dating?)

He is dating Anna.

Learn more about the difference between who and whom.

What is used to request information about somebody or something.
question response

What is this?

This is a bird.

What did she say?

She said to be quiet.

What have they done?

They've broken the window.

When is used to obtain information about the time period in which an
action occurs.

Question response.

When does Anna arrive?

She arrives at 10:30.

When can I see you again?

I don't know.

When was the race?

The race was yesterday.

Where is used to obtain information about the location of a person or thing.
Question response

Where does Natasha live?

She lives in Miami.

Where were the keys?

The keys were in the car.

Where have you been?

We have been at the bank.

Why is used to obtain information about the reason something happens, or the reason somebody does something.

Question response

Why is the street closed?

They are repairing it..

Why did Alex leave?

He had a meeting.

Why haven't you called?

I lost my cell phone.

In informal American English, "How come?" is sometimes used in place of "Why?" Why is she late?=How come she's late?

Why did he stay?

How come he stayed? Why can't you go?

How come you can't go?

How is used to obtain information about the way something happens, or the manner or way somebody behaves or does something.

Question response

How does this work?

Push the red button.

How was your mother?

She was much better.

How has the weather been?

It's been very rainy.

How will he win the race?

By training every day.

Which is used to obtain information in order to make a comparison between two or more similar things or people.

Question response

Which of these pens is the best?

The black one. Which author do you enjoy?

I enjoy reading Borges.

Which river is longer, the Nile or the Amazon?

The Nile. Which street leads downtown?

The street on the left.

Whose is used to obtain information about who something belongs to.
Question response

Whose book is on the table?

That's Tom's book. Whose idea was that?

It was her idea.

Whose child is this that has a cough?

He is my child.

Let Us Sum Up

In this unit, you have studied about Reading Text Skimming, Simple Sentences, Compound Sentences, Complex Sentences and WH-Questions (Open Questions).

Check your progress

1. What are abbreviations and symbols?

Glossary

Periodic sentence: It used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause.

Answer to check your progress

1. In order to shorten long words, it is common and permitted to use abbreviations while note making. However, make use of abbreviated forms judiciously and remember to provide a key at the end of your note, listing all the full forms. Common symbols like '&', '@', '#', '%', etc. are also permitted.

Suggested Reading

- Lemaster A. James. Note making Super write : Alphabetic Writing System. 2nd ed. South-Western Educational Pub 1996.
- Somervell D. C. Hints on Note making in English Subjects. G. Bell & Sons 1925.

Unit-9

Collocations

STRUCTURE

Overview

Objectives

9.1. Introduction Collocations

9.2. Idioms and Phrases

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

This unit deals with an introduction to collocation, idioms and phrases and also instructs on how to draft different types of letters.

Objectives

After completion of this unit, you will be able to:

- Learn collocation
- Learn to use idioms and phrases

9.1. Introduction Collocations

As you study the vocabulary you need for FCE, you will soon realise that combine with others to form partnerships, or collocations. This will help you to produce language of the level required to do well in the examination.

Collocations are important in every part of the examination, but your knowledge of them is especially tested in Paper 3 (Use of English).

In Part 2 of this paper you have to use one word to fill in a blank, for example:

Jimmy made his way to the station exit. This was the first time he had been to London **(10)**his own and he was feeling a bit scared.

In this exercise you have to think of the word yourself.

In Part 1, however, you are given a choice:

10 A by **B** for **C** on **D** in

The correct answer is **C** because the expression is *on his own*.

As you read through that extract, did you notice another useful collocation, *made his way*?

Collocations are also important in part 3 of the Use of English paper. You complete a sentence so that it means the same as the first sentence you are given, for example:

There must always be somebody with her.

own

She should not be left _____ at any time.

The answer is *on her own*.

Being aware of these partnerships will enable you to build up your vocabulary so that you can use it when you take your exam.

Adjective + Preposition A

Paper 3

Complete each sentence with an adjective from the list on the left and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

accustomed	capable	good	relevant	at
ashamed	dependent	jealous	responsible	for
afraid	famous	proud	sensitive	of
aware	full	ready	typical	onto

She was _____ her friend because she had a better dress.

The waste paper bin was _____ crumpled sheets of paper.

This computer is _____ producing sophisticated graphics.

The town is especially _____ its elegant architecture.

I felt very _____ making such a stupid mistake.

After weeks of preparation the hall is nearly _____ the grand opening.

Could you add this up for me? I'm not very _____ maths.

Who is _____ writing those words on the wall?

She was so _____ her nephew's achievement that she couldn't stop

talking about it.

It took some time to get _____ the slower pace of life in the country after the frantic atmosphere of the town.

We try to eat food which is _____ the region in which we are travelling.

Are you _____ any reason why he should be late?

They built nuclear power stations so as not to be _____ coal as their main source of energy.

This is not really _____ our discussion so can we get back to the main point of the meeting?

He sleeps with the light on because he's _____ the dark.

Be careful what you say to Scott. He's very _____ criticism and sulks for days.

Complete each group of collocations with the correct preposition.

Accustomed _____ peace and quiet good _____
her job adding up getting up late so much noise afraid _____
the dark English jealous _____ what other people do making
a mistake saying something silly ashamed _____ yourself
her rich friends his English! proud _____ her grandson what
I've done his work doing a thing like that aware _____ a
strange smell what he's done ready _____ anything people
staring looking rather untidy bed the next question capable _____ high
speeds working fast anything! Relevant _____ the argument our
discussion the problem dependent _____ imports how he feels what happens
responsible _____ the equipment making a mess France and Italy
famous _____ its museums making pottery his paintings sensitive
_____ that detergent any movement criticism full _____ pride fun
dark blue liquid typical _____ the region the way he acts people who ...

Test yourself from time to time by covering the words that follow each adjective. How many collocations can you remember?

Adjective + Preposition B

Revise & Organise

Complete each sentence with an adjective from the list on the left

and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

absent	keen	short	suspicious	at for
better	late	similar	terrible	from
guilty	opposed	sorry	terrified	of
harmful	satisfied	suitable	tired	on to
				with

Because of the flu epidemic many staff were _____ work.

They were _____ strangers so they kept following us around and watching what we were doing.

I feel really _____ her because she has to do all the work while the others go out and enjoy themselves.

They won't be _____ just a small party! They'll want to invite every single one of their friends!

I must hurry or I'll be _____ work.

She's never been very _____ going to meetings so I wouldn't be surprised if she doesn't turn up.

The jury found him _____ robbing the bank. We're totally _____ the road-widening scheme and will fight it all the way.

She's much _____ driving than he is. I'm a bit _____ money at the moment so could you pay?

She's not really _____ this job. We wanted someone with more experience.

This incident is very _____ what happened yesterday except that it was later on in the day.

She wouldn't tell her father because she was _____ what he might do if he lost his temper.

I can recognise faces but I'm _____ remembering names! He got _____ hearing the same old excuses, day after day.

Some chemicals are _____ the environment because they kill beneficial insects.

Complete each group of collocations with the correct preposition.

1. absent ____ school work
the meeting
2. better ____ sport than me
explaining things maths
3. guilty ____ wasting time
murder not listening
4. harmful ____ people with
asthma certain insects the
environment.
5. keen ____ football making
models fashion
6. late ____ the meeting work
school
7. opposed ____ this scheme
paying so much wasting more
money
8. satisfied ____ the result
what I've done how things
went
9. short ____ money breath time
10. similar ____ my dress what
I saw the one I've got
11. sorry ____ yourself what I
said being late
12. suitable ____ handicapped
people children the time of year
13. suspicious ____ strangers
everything he says people who ask
questions
14. terrified ____ missing the
train what he'll do being alone
15. terrible ____ maths spelling
remembering names
16. tired ____ this weather eating
this stuff waiting

Verb+ Preposition A

Test yourself from time to time by covering the words that follow each adjective. How many collocations can you remember?

Complete each sentence with the correct form of one of the verbs below and the preposition

from or *on*. Use each verb once only.

borrow	depend	insist	rely
concentrate	differ	operate	resign
congratulate	economise	prevent	retire
decide	escape	recover	suffer

She ____ her job after she was offered another with more responsibility and a higher salary.

He might come. It will _____ how he feels. You must

_____ the road when you're driving!

He got very annoyed and _____ seeing the manager.
The surgeon _____ her immediately and saved her life.

I decided to _____ my job early even though it meant I wouldn't get such a good pension.

It will take her weeks to _____ such a major operation so she won't be back at work for some time.

We had security men on the door to _____ unwanted guests _____ getting into the party.

I've sent her a card to _____ her _____ passing her test. The bank wouldn't lend me the money so I had to _____ it _____ my parents.

This design _____ slightly the first one I showed you. I _____ backache so I have to go to a physiotherapist once a week.

After weeks of discussion they've finally _____ the new colour scheme for the staff canteen.

They managed to _____ the prison by bribing a guard. You can _____ Frances to keep you up to date with all the latest gossip.

With less money coming, we'll have to _____ food and other necessities.

Now put the correct preposition in each group of collocations.

1. borrow (a book) _____ the library my parents a friend of his	9. insist _____ good service seeing her punctuality
2. concentrate _____ your work driving what I'm doing	10. operate _____ a patient
3. Congratulate _____ his results her success winning	11. prevent _____ doing something leaving cheating
4. decide _____ a colour scheme which to choose the (blue) one	12. recover _____ a cold a serious illness a nasty shock
5. depend _____ imports how I feel if I have time	13. rely _____ every employee you the bus service

6. differ _____ the others what I expected what I wanted	14. resign _____ the committee his job
7. economise _____ fuel electricity food	15. retire _____ work at 65
8. escape _____ prison this routine the crowd	16. suffer _____ a headache toothache a bad cold

Notice when you need an *-ing* form of the verb. This is important in the exam.

Verb + preposition B

Complete each sentence with the correct form of one of the verbs below and the preposition

of, for, in or to. Use each verb once only.

accus	Belong	hope	seared
apologise	blame	object	specialise
approve	consist	pay	succeed
believe	forgive	remind	thank

The test I took _____ two written papers and an interview.

I've kept the luggage label as a souvenir to ___ me ___ the wonderful holiday we had.

After taking a general course she decided to _____
_____ tropical medicine. After trying for an hour I finally _____
_____ starting the car. Where will I find the money
to _____ a new suit?

That coat _____ Andrew and this is Ricky's.

Some guests have _____ having to pay extra to use the swimming pool. I'm not surprised they're annoyed!

Army helicopters were brought in to help _____ the missing children.

I had never _____ ghosts until I stayed at a mysterious old house in the country.

He wrote a letter _____ all the trouble he had caused and asking her to forgive him.

He's the person in charge. I ___ him ___ the mix-up.

From the way she spoke you could tell that she didn't ___ the arrangements for the wedding.

I don't think I'll ever ___ her ___ making me look such a fool in front of all those people.

The policeman ___ him ___ breaking into the house, but he said he could prove he had been somewhere else.

Let's ___ the best. You never know – the weather might clear up. I'd just like to ___ you ___ your help. I couldn't have managed without you.

Now put the correct preposition in each group of collocations.

Pay careful attention to the expressions which are followed by the -ing form of the verb.

accuse ___ murder breaking in not caring

hope ___ the best a good result better luck next time!

apologise ___ my mistake being late forgetting

object ___ the by-pass paying extra using my phone

approve ___ all-night TV his friends smoking

pay ___ the meal having my car fixed wasting so much time

believe ___ healthy exercise eating well ghosts

remind ___ my holiday the time we ...something

belong ___ my dog a friend of mine everyone

search ___ the solution the missing children somewhere to stay

blame ___ the disaster what happened getting angry

specialise fast food commercial French selling furniture

consist ___ two parts three sections five papers

succeed ___ my attempts to ... meeting her passing my exam

forgive ___ what he did leaving me not asking

thank ___ the present your help coming

Cover the verb and see whether you can remember it by just looking at the preposition

Verb + noun + preposition A

In this exercise you must complete each sentence with a suitable verb and preposition from the lists below. You may use each verb or preposition more than once. Make sure you use the correct form of the verb!

Catch	lose	pay	take	of	on	to
Keep	make	put				

She ___ advantage ___ her father's good mood and asked if her boyfriend could stay for dinner.

Was anybody ___ attention ___ what she was saying?

Could you ___ care ___ our dog while we're on holiday?

She ___ charge ___ the project when Mr East was away.

I've ___ count ___ the number of times he's said that.

Could you ___ an eye ___ the washing while I'm out?

I wish she wouldn't ___ such a fuss ___ her nephew! You can see he really hates it!

___ no notice ___ him! He's just showing off!

The salesman started to ___ pressure ___ her to sign the agreement straightaway.

While I was watching the match, I ___ sight ___ them standing at the back of the crowd.

We must ___ a stop ___ all this arguing.

Don't forget you'll have to ___ tax ___ that money you earned, so you're not as rich as you thought you were!

Bill ___ great exception ___ Mary's remark and didn't speak to her for the rest of the day.

My new supervisor was so bossy that I ___ an instant dislike ___ him

Study Tip: Look back at the exercise and underline the complete word partnership in each sentence (for example, catch sight of someone).

Complete the first column with partnerships from the exercise on page 14 or these four expressions:

make sense play a trick set fire take pity

Space has been left for you to add your own partnerships.

- _____ **of** benefit while you can
- _____ **of** look after
- _____ **of** be in control
- _____ **of** not remember how many
- _____ **of** hug, kiss, give presents etc.
- _____ **of** ignore
- _____ **of** understand
- _____ **of** see suddenly
- _____ **on** watch, check now and again
- _____ **on** feel very sorry for
- _____ **on** try to persuade
- _____ **on** give money to the government!
- _____ **on** deceive
- _____ **to** listen carefully
- _____ **to** start something burning
- _____ **to** not allow to continue
- _____ **to** immediately dislike
- _____ **to** be very upset about

Test yourself later by covering the phrases on the left in the first column and looking at the definitions on the right. Can you remember which partnership belongs to each definition?

Verb + noun + preposition B

Complete each sentence with the correct form of *make* or *take* and one of the prepositions below. You may use each preposition more than once.

For	From	In	Off	with
------------	-------------	-----------	------------	-------------

He's very shy so it's not easy to _____ friends_him. I've still

got to all the arrangements _ the party next weekend.

He refused to _ all the credit _ the success and said that it had been a team effort.

Many local people have _____ an active interest _____ our plans to bring live music back to the town.

For the first few months he ___ great pride ___ showing people around his new house.

I watched a comedy programme to try and ___ my mind _____ what had happened.

Why should I _ the blame _____ the mix-up? We've moved the wardrobe to _____ room _ an extra bed. We don't _____ a charge _ repairs if the item is still under guarantee.

She's agreed to part _____ next month's show. I finally _____ contact _____ him at his New York office. She's ___ a remarkable recovery _____ her illness.

The cars pulled over to the side of the road to _ way ___ the ambulance.

I took her to an expensive restaurant to _____ amends _____ forgetting her birthday.

Underline the complete word partnership in each sentence above.

Study TIP: There are a lot of word partnerships that include the verb make and take. This mean that there could be a question in Paper 3 (Use of English) with an expression using either of these two words.

Below you will see a list of word partnerships with *make* and *take*. Most are from the exercise opposite but some more have been added. Supply the missing preposition in each case.

Choose from *at, for, from, in, off* and *with*.

Space has been left for you to add any more partnerships that you find.

1 You make amends _____ the trouble you caused.

2 You make an application _____ a job as a secretary.

3 You make arrangements _____ the party next week.

4 You make a charge _____ repairing the broken door.

- 5 You make contact _____ a customer by email.
- 6 You make friends _____ other members of the class.
- 7 You make a recovery _____ a serious illness.
- 8 You make room _____ an extra person at the table.
- 9 You make way _____ someone in a hurry.
- 10 You take the blame _____ what went wrong.
- 11 You take the credit _____ making the party a success.
- 12 You take an interest _____ the project.
- 13 You take a look _____ some important papers.
- 14 You take your mind _____ what happened.
- 15 You take part _____ a competition.
- 16 You take great pleasure _____ presenting her with her prize.
- _____
- 17 You take pride _____ showing the model you've made.

Match each noun on the left with a verb on the right. Use each word once only. Write your answers in the boxes provided.

Exercise 1

- | | |
|-------------|-----------------|
| an accident | a braksb beatsc |
| a dog | boils |
| a heart | falls |
| snow | fits |
| the sun | happens |
| a sweater | loses h passesi |
| a team | rings |
| a telephone | J shines |
| time | |
| water | |

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Exercise 2 Now do the same with these words.

a band burns
 a car fades
 a carton of milk gathers d itches e
 a colour lands
 a crowd leaks
 a fire plays
 a nose recovers
 a patient sails
 a plane skids
 a ship

1	
2	
3	
4	
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6	
7	
8	
9	
10	

Noun + Verb

Now write sentences using the partnerships you have made.

Can you think of any more verbs that can follow the nouns above?

Put each of the following nouns once only in a suitable partnership. Put another verb with each noun. (For help, look at the opposite page.)

a band	a dog	a plane	a sweater
a car	a fire	a ship	a team
a colour	a heart	snow	time
a crowd	a nose	the sun	water

1 _____ rises sets	9. _____ crashes starts
2 _____ grows cheers	10 _____ practises wins
3 _____ drifts melts	11 _____ freezes flows
4 _____ floats sinks	12 _____ growls bites
5 _____ crashes flies	13 _____ performs rehearses
6 _____ pounds breaks!	14 _____ clashes matches
7 _____ stretches shrinks	15 _____ bleeds runs
8 _____ spreads glows	16 _____ flies drags

Verb + noun

Match each verb on the left with a noun on the right. Some verbs can be followed by more than one noun but you must use each word once only. Write your answers in the boxes provided.

Exercise 1

catch	breakfast
change	your breath
do	your own business
give	a corner
have	(me) a favour
hold	fire
mind	house
move	your mind
permission	take
turn	place

1	
2	
3	
4	
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10	

Exercise 2 Now do the same with these words.

do	evidence
give	an example
have	fun
keep	home
lead	a mistake
leave	a seat
make	the truth
set	the washing-up
take	watch
tell	the way

1	
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Verb + Noun

Now write sentences using the partnerships you have made.

Put each of the following verbs once only in a suitable partnership.

Put another noun with each verb. (For help, look at the opposite page.)

catch	do give	have	keep	leave	set take	tell
change		hold	lead	make		turn

1 _____ the page the handle	8 _____ a bus a cold
2 _____ a meeting my hand	9 _____ your homework the ironing
3 _____ your time her temperature	10 _____ lies a story
4 _____ a message a space	11 _____ a light bulb trains
5 _____ advice an interview	12 _____ a secret a diary
6 _____ a headache a shower	13 _____ some homework the alarm
7 _____ progress a noise	14 _____ a quiet life the world in ...

Study Tip: The four verbs give, have, make and take form many partnerships so it is worth noting down any new expressions you meet.. write a sentence for each of the expressions. This will help you to remember what they mean and how they are used.

Verb + Noun (Antonyms)

In this exercise you will see sentences which include a verb in capital letters. You have to fill each blank with the antonym (opposite) of that verb. Choose from the list of verbs below. Use each verb once only and make sure you use the correct form of the verb.

accept	deny	hit	miss
attack	fail	keep	nod
borrow	forget	lengthen	tighten
catch	hide	lower	weaken

He refused to CONFIRM or _____ the report.

I _____ the bus this morning so I'll get there early tomorrow to make sure I CATCH it.

He _____ his head if he agreed and SHOOK it if he didn't.

They've RAISED a few prices and _____ some others.

Do you really expect her to _____ her promise after she's BROKEN so many others?

He was the only one who _____ my offer after all the others had REJECTED it.

I'll THROW the ball and you can _____ it.

Only one bullet the target. All the others MISSED.

I can REMEMBER where it was I met her but I've _____ when.

Rather than _____ the lunch break, they want to SHORTEN it.

The first time I took my driving test, I _____. In fact, I only PASSED at the fourth attempt.

We were supposed to _____ our feelings and not SHOW any emotion, whatever happened.

He thought he was _____ the mechanism but in fact he was LOOSENING it.

Their forwards were _____ the goal so almost the whole team raced back to DEFEND it.

The crisis hasn't _____ her resolve, but STRENGTHENED it instead.

I would prefer to LEND money rather than _____ it.

Put an antonym in each blank. Use the verbs below for the new partnerships (as well as the words on page 22).

complicate enter lose save Space has been left for you to add more examples of your own.

1	accept _____	an offer
2	attack _____	a proposal
3	break _____	a promise
4	catch _____	a bus
5	confirm _____	a statement

6	fail _____	a test
7	gain _____	confidence
8	leave _____	a building
9	lend _____	money
10	miss _____	the target
11	nod _____	your head
12	raise _____	prices
13	remember _____	a name
14	shorten _____	a skirt
15	show _____	your feelings
16	simplify _____	matters
17	throw _____	a ball
18	tighten _____	your grip
19	waste _____	time
20	weaken _____	an argument

Adjective + noun (antonyms)

Complete each sentence with an adjective which is opposite in meaning to the adjective in capital letters. Use an adjective from the list below. Use each adjective once only.

artificial	emotional	light	shallow
busy	exact	low	stale
calm	flexible	mild	superior
dark	gentle	rapid	worthless

The scarf looked black in _____ light, but here, in NATURAL light, I can see it's really dark blue.

I started swimming at the _____ end but I soon felt brave enough to go to the DEEP end.

I want the _____ figures, not APPROXIMATE ones!

Most days are QUIET but some can be very _____.

When we sailed, the sea was _____ but it soon got very ROUGH.

He gave me a _____ smile, which made me feel very INFERIOR.

I always eat a _____ lunch because my personal trainer says that HEAVY meals are bad for you.

He got very _____ when he heard the news, but she stayed CALM.

We'll go swimming when it's _____ tide. The beach is completely covered at HIGH tide.

Why does he have such a RIGID attitude? If he were more _____, I'm sure we could come to some kind of agreement.

The bread in this country goes _____ very quickly so we buy it FRESH every day.

At first, progress was _____ but later it became very SLOW as we met some unforeseen difficulties.

What had started out as a _____ breeze soon became a very STRONG wind.

One daughter had _____ hair while the other had FAIR hair.

The burglar took only the VALUABLE jewellery, leaving behind the _____ trinkets.

The weather this year has been extremely _____ compared to those SEVERE storms of last year.

Put an antonym in each blank. Use these adjectives for the new partnerships: considerable poor severe smooth

Space has been left for you to add more examples of your own.

- | | | | |
|---|------------|-------|----------|
| 1 | artificial | _____ | light |
| 2 | calm | _____ | sea |
| 3 | calm | _____ | response |
| 4 | dark | _____ | skin |
| 5 | deep | _____ | water |

- | | |
|-------------------|----------|
| 6 exact _____ | time |
| 7 flexible _____ | policy |
| 8 good _____ | health |
| 9 high _____ | opinion |
| 10 light _____ | meal |
| 11 mild _____ | winter |
| 12 quiet _____ | day |
| 13 rapid _____ | progress |
| 14 rough _____ | surface |
| 15 slight _____ | change |
| 16 stale _____ | food |
| 17 strong _____ | taste |
| 18 strong _____ | wind |
| 19 superior _____ | quality |
| 20 valuable _____ | painting |

Adverb + Adjective

Match each adverb with one of the adjectives given. Use each item once only. Complete the sentences using the collocations you have found.

heavily _____
completely _____
highly _____
vitaly _____

insanely _____
terribly _____
bitterly _____
conveniently _____

armed disappointed exhausted important jealous located
profitable sorry

I'm _____ but I'm afraid I've broken one of your cups.

Rex was _____ of Kim's previous boyfriends and was always asking about them.

The house is _____, a short walk from the city centre.

We'd been looking forward to the trip and were _____ when

it was called off.

I must see the boss before he leaves this evening. It's _____
_____!

Bill's been working hard all day so he's _____.

The business was _____ and soon Sandra became a millionaire. The
President arrived, surrounded by a group of _____
_____ soldiers.

Now do the same with these collocations.

eternally _____
fully _____
perfectly _____
unbelievably _____

totally _____
deeply _____
widely _____
keenly _____

available clear grateful insured interested
shocked stupid unacceptable

I left the window open and somebody got in and stole my handbag. How
could I have been so _____!

The manager said his behaviour was _____ and
fired him immediately.

This product is _____ so you should have no difficulty
buying it.

Sam first went to a football match at the age of five and has been _
_____ in it since then.

Jean's father made it _____ that he disapproved of her
latest boyfriend.

Make sure you're _____ before you go on holiday as
hospital bills can be very high. I will be _____ for the help
you gave me when I was trying to pass my exam.

Words can't express how _____ we were at the news of
his death.

**Look at each group of adjectives and, from the list below, choose an
adverb to go in front of them. Use each adverb once only.**

deeply	heavily	perfectly	strictly	totally
fully	highly	seriously	thoroughly	widely

1. Different frank _____ committed (to) unacceptable	6. Infectious probable _____ skilled profitable opposed (to) critical.
2. Confidential limited _____ forbidden necessary true.	7. Miserable professional _____ ashamed spoilt unpleasant.
3. Automatic aware _____ justified insured	8. Ill wrong worried _____ injured weakened
4. Clear happy _____ understand able safe reasonable.	9. Disappointed impressed _____ suspicious shocked religious.
5. Built guarded _____ armed dependent (on) influenced (by)	10. Differing accepted _____ known available respected

Use this space to add more examples of adverb + adjective partnerships.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adverb + Verb

Match each verb with one of the adverbs given. Use each item once only. Complete the sentences using the collocations you have found. Use the verb in the correct tense.

grasp _____
check _____
work _____
sign _____

fall _____
forget _____
resemble _____
misjudge _____

Closely completely deeply firmly hard seriously sharply

thoroughly

I recognised Jane immediately as she _____ her mother.

If you _____ enough, I'm sure you'll pass your exam.

Sales of ice creams rose steadily during the summer and then _____ when the bad weather started.

Oh no! I _____ about our wedding anniversary! My wife will kill me!

Lynette her daughter _____ by the hand and crossed the road.

Before starting a climb, it's essential to all your gear _____.

When I asked what was wrong, Brian _____ and continued reading his paper. I _____ my boss's reaction. Instead of being pleased, he threatened to fire me!

Now do the same with these collocations.

scream _____
speak _____
watch _____
drink _____

fall _____
complain _____
_____ recover
_____ recommend

After Jen left him, Ed began to _____ There were empty bottles everywhere.

At the end of their holiday they _____ about the service at the hotel.

I tried to convince my brother to lend me his car but, unfortunately, I _____.

It was such a terrible accident that it's doubtful that she'll _____ from it.

Now _____ and see if you can discover how the trick is done.

The concert is bound to be popular so I would _____ buying your tickets as soon as possible.

He didn't _____ very _____ so I wasn't able to catch everything he said.

When they saw the snake, the children _____ and ran away in panic.

Put one of the following adverbs with each group of verbs. Use each adverb once only.

clearly closely deeply firmly fully hard heavily seriously strongly thoroughly

1. approve condemn _____ encourage recommend	6. breathe think feel sigh _____
2. harm underestimate _____ think misjudge	7. bleed rain borrow drink _____
3. Understand explain _____ appreciate recover	8. discuss inspect revise check _____
4. try squeeze think _____ work	9. see remember understand speak _____
5. declare control reply _____ grasp	10. supervise question listen watch _____

Put each of the adverbs with a suitable verb in the list. Use each adverb once only. Space has been left for you to add other examples of adverb + verb partnerships.

1. Actively badly distinctly freely sincerely _____ admit _____ encourage _____ hope _____ need _____ remember _____ _____ _____
--

2. conclusively faithfully favorably fundamentally steadily compare _____ differ _____ grow _____ promise _____ prove _____ _____ _____

Phrases with

IN Complete each sentence with one of the phrases below. Use each phrase once only.

in common in the end in a moment in order in public in silence in
 in a good mood in ink in pain tears in time
 in love in the past in pieces in a whisper

Phrases with

I found her _____ after her boyfriend had walked out on her, so I tried to cheer her up.

He wasn't too happy at first but _____ we managed to persuade him.

In the exam you must write your answers _____, not **in pencil**, otherwise you'll be **in trouble!**

The dog was obviously _____ so the vet gave him an injection **in order to** stop it hurting so much.

They listened to him _____, and even after he'd finished, it was some time before anyone spoke.

_____ families used to stay together but nowadays they often live in different parts of the country.

If we hurry we might get to the station _____.

She looks confident but **in fact** she's never sung _____ before today.

They have so little _____ but **in spite of** this he's still going out with her.

In addition to the broken mirror, I found a vase lying _____ on the floor.

He should be back _____ so would you like to sit down and wait for him?

You could tell they were _____ by the way they walked along **hand in hand** and kept gazing into each other's eyes.

So as not to disturb anyone we had to speak _____ and I didn't catch everything that Clare said.

Dad seems to be _____ so why not ask him if you can borrow the car?

If you kept your files _____, you would be able to find information much more easily.

Underline all the expressions with *in* and notice how they are used in the sentences.

Complete the column on the right to make phrases with *in*. Use phrases from page 30 as well as the following choices:

error fashion a hurry particular practice Space has

been left for you to add your own examples.

1. We don't share any interests. We have nothing in _____.
2. It was difficult but I finally did it. I did it in _____.
3. I didn't want the others to hear. I spoke in _____.
4. That was a mistake. It was sent to you in _____.
5. This is what everyone is wearing. This dress is in _____.
6. He's really cheerful. I wonder what's put him in _____.
7. We got there before the train left. We arrived in _____.
8. Slow down! You're always in _____.
9. 'Keen on' is not strong enough. She's obviously in _____.
10. You need a pen. Your answers must be in _____.
11. He won't be long. He'll be here in _____.
12. Keep your papers tidy. Keep them in _____.
13. That's what happens nowadays. It was different in _____.
14. It must hurt a lot. You can see she's in _____.
15. I like pop music in general and rock music in _____.
16. She says one thing in private and another in _____.
17. It works in theory but I'm not sure it'll work in _____.
18. The vase had been smashed. We found it in _____.
19. Nobody spoke. They all listened in _____.
20. She was crying her eyes out. I found her in _____.

Study Tip: Test yourself later and revise before the exam by covering the column on the right and checking how many expressions you can remember.

Complete each sentence with one of the phrases below. Use each phrase once only.

on business	on the increase	on sale
on a diet	on his mind	on strike
on fire	on his own	on time
on foot	on the phone	on his way
on guard	on the radio	

Her latest hit is in all good record shops.

He prepared the whole meal _____. I offered to help, but he wanted to prove he could do it.

She spends hours _____ talking to all her friends. I've never known this bus to arrive _____. **On average**, it arrives about five minutes late.

The staff threatened to go _____ if the management did not meet their demands.

It looks as if the whole building is _____

. There are flames everywhere.

On the other hand, he could have something _____

. He's not really concentrating on what he's doing.

We had to complete the journey _____ after the car ran out of petrol.

There was a soldier _____ at the main entrance so I took a photo of him in his uniform.

I was listening to some music _____ when there was a news flash about a plane crashing with a hundred passengers **on board**.

The latest figures show that crime is _____, especially in urban areas.

Ms Swanson is away _____ at the moment, visiting one of our agents, and unfortunately her secretary is away **on holiday**.

Jake was _____ to the office when the accident occurred.

It looks tempting but I won't have any dessert. I'm supposed to be _____.

Notice all the expressions with *on*. Once again, you see how important word partnerships are.

Complete the column on the right with phrases with *on*. Use phrases from page 32 as well as the following choices:

the coast credit loan principle purpose trial Space
has been left for you to add your own examples.

1. The trip is to do with my job. I'll be away on _____.
2. Somebody's borrowed the book. It's out on _____.
3. He doesn't need any help. He can do it on _____.

4. He has to be careful what he eats. He's on _____.
5. I can see flames. The building must be on _____.
6. He's thinking about something. There's something on _____.
7. The hall was well protected. There were soldiers on _____.
8. She's going to walk. She's getting there on _____.
9. She's got two years to pay. She's buying it on _____.
10. His house is by the sea. He lives on _____.
11. More people are being attacked. Violence is on _____.
12. That was no accident! She did that on _____.
13. I believe it's morally wrong. I wouldn't do it on _____.
14. He's always ringing somebody up. He's always on _____.
15. They took her to court. They put her on _____.
16. They stopped work in protest. They all went on _____.
17. You can still buy it. It's still on _____.
18. The train arrived at 7.30 as expected. It came on _____.
19. He's left home. He'll be here shortly. He's on _____.
20. They broadcast his speech. I heard it on _____.

_____	_____
_____	_____
_____	_____
_____	_____

Phrases with out of

Complete each sentence with one of the phrases below. Use each phrase once only.

The lift was _____ so we had to use the stairs.

out of breath	out of order
out of control	out of practice
out of date	out of the question
out of doors	out of reach
out of luck	out of sight
out of her mind	out of tune
out of necessity	out of work

I watched them until they went _____ behind a hedge.

It only takes one person to sing _____ and the whole performance is ruined.

This catalogue is _____ so the information about prices is no longer correct. He says he's _____ but I don't think he was ever any good at tennis!

She's been _____ for over a year now and she's almost given up hope of ever finding a job.

I'm afraid you're _____! I sold the last copy five minutes ago.

The steering wouldn't work and the tractor went _____ and crashed into the wall.

Those children should be _____, in the fresh air, rather than in here watching television.

It's _____! I can't possibly lend you any more!

You get _____ just climbing the stairs! You really must do some exercises to get fit.

It is essential to put all medicines _____ on a high shelf so that small children can't get to them.

Wendy's crazy. She must be _____ to think that she can get away with stealing all that money!

We had no choice and took a plane _____ We wouldn't have arrived on time otherwise.

Complete the column on the right with phrases with *out of* from the exercise on page 34, or by using the following words:

**danger debt fashion place print season Space has
been left for you to add your own examples.**

1. I'm so unfit. After any kind of effort I get **out of** _____.
2. That's old news. That news is **out of** _____.
3. I've repaid the money I owe so I'm finally **out of** _____.
4. People wore that last year. This year it's **out of** _____.
5. I couldn't steer the car properly. It was **out of** _____.
6. We were safe. We were **out of** _____.
7. Don't stay inside all day. Spend some time **out of** _____.
8. There isn't any left. How unfortunate! You're **out of** _____.
9. It doesn't belong there. It's **out of** _____.
10. The lift doesn't work. It's **out of** _____.
11. With all this unemployment, lots of people are **out of** _____.
12. It was the only thing we could do. We did it **out of** _____.
13. She's crazy! She must be **out of** _____.
14. You won't find cherries now. They're **out of** _____.
15. We can't possibly go! It's **out of** _____.
16. She wasn't tall enough to get it. It was **out of** _____.
17. The book isn't available any more. It's **out of** _____.
18. The singing was awful. I'm sure somebody was **out of** _____.
19. I can't see her. She's **out of** _____.
20. I haven't played tennis for ages. I'm **out of** _____.

Phrases with of

Finish each expression with one of the nouns given and then use the expressions to complete the sentences. Use each item once only.

- | | |
|----------------|----------------|
| bar of _____ | crowd of _____ |
| block of _____ | gust of _____ |
| box of _____ | pack of _____ |

bunch of _____ slice of _____

bread cards flats grapes matches soap spectators
wind

I was walking up the hill when a _____ blew my hat off.

William nearly used up the whole _____ trying to light the fire.

As the two teams came on the pitch, the _____ started to cheer loudly.

I want to make some more toast, so could you cut me another _____?

No wonder he doesn't feel hungry. He's just eaten the entire _____!

Sue was washing herself in the shower when the _____ slipped out of her hands.

The magician took the _____ and dealt them out face down on the table.

Mitch lives in that tall _____ opposite the station.

Now do the same with these expressions.

bunch of _____
chain of _____
cup of _____
flash of _____

Gang of _____
Member of _____
Packet of _____
set of _____

I need to drink a _____ to wake myself up.

The bank was robbed by a _____ armed with shotguns.

During the storm a _____ struck the building, causing considerable damage.

That's the third she's smoked today. She should really try to cut down.

The manager was not available, so another _____ had to deal with the customer.

When we started assembling the cupboard I couldn't make any sense of the _____ that came with the pieces.

Pamela picked a _____ from the garden and took them to her

mother in hospital. Barry has built up the business and now owns a _____ throughout the country.

In each group, complete the expressions, using the words given. Use each word once only.

A

- 1 pot of _____
- 2 tube of _____
- 3 flock of _____
- 4 bar of _____
- 5 herd of _____
- 6 item of _____

D

- 1 packet of _____
- 2 jar of _____
- 3 piece of _____
- 4 bunch of _____
- 5 set of _____
- 6 block of _____

news	birds	chocolate	flats	flowers	advice
cows	yoghurt	toothpaste	crisps	tools	
	marmalade				

B				E		
1	row	of	_____	1	sigh	of
2	bouquet	of	_____	2	chest	of
3	lump	of	_____	3	pair	of
4	sheet	of	_____	4	way	of
5	pair	of	_____	5	letter	of
6	party	of	_____	6	pinch	of

flowers	sugar	houses	relief	Application	Salt
paper	visitors	trousers	sunglasses	Life	drawers

*

C				F		
1	loaf	of	_____	1	clap	of
2	pair	of	_____	2	shower	of
3	tin	of	_____	3	point	of
4	rate	of	_____	4	piece	of
5	spell	of	_____	5	spoonful	of
6	range	of	_____	6	standard	of

soup	exchange	mountains	rain	music	living
bread	scissors	bad weather	thunder	view	sugar

Prepositional phrases

Complete each phrase below with one of the following prepositions:

at	by	for	from	under	without
----	----	-----	------	-------	---------

_____ accident _____ first _____ now on

_____ age _____ guarantee _____ present

_____ air _____ the impression _____ sale

_____ control _____ instance _____ times

_____ far _____ least _____ warning

Now use each of the phrases above once only to complete the following sentences:

He was _____ that we were going out together. Whatever gave him that idea?

Is there anything non-alcoholic orange juice _____?

I'm sure he broke the window _____. He can't have done it on purpose.

He usually travels _____ as it's much quicker.

_____ I hated maths but later I got quite keen on it.

She was _____ but she managed to get into the club because she looks much older than she really is.

The television is still _____ so there was no charge.

We saw a new house _____ at quite a reasonable price.

Suddenly, _____, the door burst open and she rushed in.

There aren't any vacancies _____ but there should be some in a week or two.

We expect _____ 200 people to turn up as there has been lots of publicity.

This is _____ the cheapest holiday we've ever been on. We usually pay much more.

Usually the heat doesn't bother me but _____ it can get pretty unbearable.

A new system starts today. _____ all latecomers have to wait in the canteen until the next lesson starts.

You must keep that dog _____ as we go across the fields or he'll chase after the sheep.

Put the phrases from the exercises into the appropriate list.

Add one of the prepositions to the words below to make more phrases to add to your lists. Space has been left for your own examples.

_____ all means _____ delay _____ mistake
_____ the time being

_____ any rate _____ doubt _____ pressure _____
time to time

AT	BY	FOR
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
FROM	UNDER	WITHOUT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Make sentences with any phrases you are not sure about so that you can understand and remember them.

Collocations review

Complete each of the blanks with one word only.

By (1) _____ the most terrifying day of my life was the day I met my girlfriend's family. Her father (2) _____ to her going out with

somebody he had never met and insisted (3) meeting me to see if he approved (4) his daughter's 'young man'. I spent hours getting (5) _____ for the dreaded event. I spent so long trying to choose clothes suitable (6) the occasion that I (7) _____ the bus and had to (8) _____ my way to my girlfriend's house (9) _____ foot. I had been instructed to be there for afternoon tea at three o'clock, and as I did not want to be (10) _____ for this first meeting, I ran the last 500 metres. As I (11) _____ the corner of the street where her house was situated, I took a quick (12) _____ at my watch. It was five to three. I was there just (13) _____ time. My girlfriend, Sandra, opened the door, startled to see me out of (14) _____ because I had been running. The family (15) _____ barked an unfriendly welcome at me but Sandra told me not to (16) _____ any attention as he was quite friendly really. I'm sure my heart was (17) _____ twice as fast as I went into the house. I was shown into a room which was so dark that (18) _____ first it was impossible to make out who was inside. Gradually, I became (19) _____ of four figures standing by a table. They stared at me (20) _____ silence. There was no escape. I was doomed.

9.2 Idioms and Phrases

The Idioms and Phrases are as follows

Idioms & Phrases	Meanings
Rank and File	Ordinary People
By fits and starts	In short periods, not regularly
A wee bit	A little
Out of the wood	Free from difficulties and dangers
Under his thumb	Under his control
At one's wits end	In a state where one does not know what to do
Between the devil and the deep sea	Between two dangers
Burn the midnight oil	Work or study hard

Call a spade a spade	Speak frankly and directly
Come off with flying colours	Be highly successful
Hoping against hope	Without hope
Hit the nail on the head	Do or say the exact thing
An axe to grind	A personal interest in the matter
To get rid of	Dispose of
At daggers drawn	Bitterly hostile
To play ducks and drakes	To act foolishly or inconsistently
To take the bull by the horns	To tackle a problem in a bold and direct fashion

*

Rain cats and dogs	Rain heavily
To move heaven and earth	To make a supreme effort
No avail	Without any result
Bark up the wrong tree	Accuse or denounce the wrong person
Keep one at bay	Keep one at a distance
Make a clean breast of it	Confess – especially when a person has done a wrong thing
Have a card up one's sleeve	Have a secret plan in reserve
Like a cat on hot bricks	Very nervous
Cat and dog life	Life full of quarrels
Cock and bull story	Made up story that one should not believe
Cry for the moon	Ask for the impossible
The pros and cons	The various aspects of a matter in detail
Be in a tight corner	In a very difficult situation
Cross one's t's and dot	Be precise, careful and one's i's exact
At arm's length	To keep at a distance

Out of the question	Impossible
Out of the way	Strange
Show a clean pair of heels	Run away
Keep one's fingers crossed	The anxiety in which you hope that nothing will upset your plans
In the nick of time	Just at the last moment
Sitting on the fence	Hesitate between two decisions
Spread like wild fire	Spread quickly
The gift of the gab	Talent for speaking
By hook or by crook	By fair or foul means
Feather one's own nest	Make money unfairly
Throw out of gear	Disturb the work
Take to one's heels	Run away
Tooth and nail	With all one's power
Die in harness	Die while in service
Take a leaf out of one's book	Imitate one
Leave no stone unturned	Use all available means
A man of straw	A man of no substance
Read between the lines	Understand the hidden meaning
In cold blood	Deliberately and without emotion
A thorn in the flesh	A constant source of annoyance
Smell a rat	Suspect something foul
Harp on the same string	Dwell on the same subject
Bury the hatchet	End the quarrel and make peace
Leave one in the lurch	Desert one in difficulties; leave one in a helpless condition
Like a fish out of water	In a strange situation

*

At one's beck and call	Under his control
To make both ends meet	To live within one's income
In hot water	In trouble

Nip in the bud	Destroy in the early stage
Stick to one's guns	Remain faithful to the cause
To eat humble pie	To apologize humbly and to yield under humiliating circumstances
In high spirits	Very happy
Put the cart before the horse	Put or do things in the wrong order
To all names	To abuse
On tenterhooks	In a state of suspense and anxiety
Wash one's dirty linen	Discuss unpleasant in public-private matters before strangers
To bell the cat	To face the risk
A hard nut to crack	A difficult problem
Let the cat out of the bag	Reveal a secret
A big gun	An important person
Kill two birds with one stone	To achieve two results with one effort
Take one to task	Rebuke
Gain ground	Become Popular
To blow one's own	To praise one's own trumpet achievement
A bosom friend	A very close friend

*

A brown study	Dreaming
Turn a deaf ear	Disregard / ignore what one says
A close shave	Narrow escape
Turn over a new leaf	Change for the better
Make up one's mind	Decide
In the long run	Eventually; ultimately
Bring to light	Disclose
Pay off old scores	Take revenge
Hard and fast rules	Strict rules
At the eleventh hour	At the last moment
To cut a sorry figure	To make a poor show
With a high hand	Oppressively
Burn one's fingers	Get into trouble by interfering in other's affairs
Laugh one's head off	Laugh heartily

Chew the cud	Ponder over something
Play second fiddle	Take an unimportant part
Above board	Honest and open
Through thick and thin	Under all conditions
Put a spoke in one's wheel	To upset one's plans
At sixes and sevens	In a disordered/disorganized manner, chaotic

Let Us Sum Up

In this unit have studies about introduction to collocation, idioms and phrases.

Check your progress

1. What is a preposition?

Glossary

Expressions: Something that you say that shows your opinions or feelings.

Freestanding: Not attached to or supported by another structure.

Occasionally: At infrequent or irregular intervals

Answer to check your progress

1. A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.

Suggested Reading

- Take My Word for It : A Dictionary of English Idioms. University of Minnesota Press 2022.
- *The Oxford Dictionary of Idioms*. Fourth edition Fourth ed. Oxford University Press 2020. *INSERT- MISSING- DATABASE- NAME* Accessed 2 Feb. 2024.

Unit-10

Letter Writing

STRUCTURE

Overview

Objectives

10.1. Letter Writing

Let Us Sum Up

Overview

This unit deals with an instruction on how to draft different types of letters.

Objectives

After completion of this unit, you will be able to:

- Draft letters
-

10.1. LETTER WRITING

Letter writing is an art. It is the commonest mode of communication. It is different from other forms of writing because it is intended for a specific reader. A letter is written when something has to be conveyed to someone sitting far away. Writing requires imagination, creativity, careful planning and organisation. The language of the letter should be interactive.

While writing a letter

Remember to.....

Mention your intention of writing the letter in the opening paragraph. Divide your letter into paragraphs, to mark changes of subject matter. Include all the relevant information.

Be courteous and gentle in your suggestions, even while writing a complaint. Keep your sentences short.

Use simple English words. Use simple and direct language. Avoid spelling, grammatical and careless mistakes in your letter. Write neatly.

Be accurate, brief and precise.

Use the block format that has no indentation and is left aligned.

Prescribed Letters for Intermediate in Uttarakhand Board Syllabus # BUSINESS OR OFFICIAL LETTERS -Asking for and giving information.

-Placing orders and sending replies.

-Making enquiries.

-Registering complaints.

#LETTERS TO THE EDITORS-Giving suggestions on an issue.

#JOB APPLICATIONS

***THE LAYOUT OF A BUSINESS LETTER/ AN OFFICIAL LETTER/
LETTER TO THE EDITOR***

Sender's Name

(At the top left hand corner)

The date

(The date should be written below the address of the sender)

Name and the address of addressee.

(The name and designation of the addressee should be on the left margin)

Subject

(It should be an instant idea of the theme and should not be written in more than one line)

Salutation

(Salutation is the mode of addressing a person. The usual form of salutation is-i)Sir or Dear Sir for individuals

Sirs or Dear Sirs or Messers for companies and firms

If the letter is addressed to a lady, salutation 'Madam' should be used.)

The Body of The Letter

(Generally two or three paragraphs form the body of a letter. The first paragraph has the introduction (purpose of writing). The second one has the details about the problem or the subject (main information) and the final paragraph deals with the suggestions toward the solution of the problem.)

Complimentary Close

(A formal letter can be ended with 'Yours faithfully', 'Yours sincerely' or 'Yours truly'. Remember that 'YOURS' never takes an apostrophe and the second word is not capitalized.

This element is a single word or phrase, separated from the message by a blank line.)

Signature

(The sender's full signature with name and designation comes at the end

of a letter.)[You have to leave one line gap between various elements.]

Business letters

-Making Enquiries/ Placing Orders

Enquires are made when a buyer wishes to know the quality, price, availability of goods to be purchased or the terms of sale.

Letters of enquires describes what the writer wants and why. It is also written to request information. That information can be for job seekers, prices, college applications or any other services.

A letter of placing order is a contract of sale and purchase of goods or of services offered. Orders are considered to be one of the simplest types of direct requests.

While placing an order just state your needs clearly and directly. You must be sure to include complete and accurate information.

Qs. You are Sujata/Shirish, Physical education teacher of VVM Public School, Bageshwar. Write a letter to the Sales Manager of Bharat Sports Limited, Katyur Bazaar, Bageshwar placing an order for sports articles that you wish to purchase for your school.

Ans.

VVM Public School Bageshwar

14 December, 2017

The Sales Manager Bharat Sports Ltd. Katyur Bazaar Bageshwar

Subject: Order for sports articles

Sir

We wish to purchase following sports articles for our school. Kindly arrange to send them by the end of this month. Also please ensure that the sports articles sent are of the best quality and packed properly to avoid any damage. Payment shall be made soon after receiving the parcel of the goods.

S no.	Items	Quantity
1	Hockey Sticks	28 pieces
2	Footballs	12 pieces
3	Volley Balls	20 pieces
4	Volley Ball Nets	20 pieces
5	Badminton Rackets	20 pieces

Please supply them and deduct the permissible discount in the invoice.

Yours truly Shirish

Physical Education Teacher

Letter of Complaint

Complaint letters are usually written to business firms, water supply boards, telecommunication boards, electricity boards, sewerage boards and several other organizations. Their purpose is to remind the people of these firms about their defective products or poor services. It is extremely important to provide all the details in your complaint letter as the information can be further used for verification.

The letter should demand immediate response, quicker decision or positive action in order to resolve the complaint as soon as possible. The message conveyed in the complaint letter should be direct and credible.

Qs. Write a letter to the Post Master, General Post Office, Pithoragarh complaining of late delivery of letters. You are Mohit/Mona of Takana, Pithoragarh.

Ans.

Friends Colony, Takana Pithoragarh

11 November, 2017

The Post Master General Post Office Pithoragarh

Subject: Complaint regarding late delivery of letters

Sir

This is to bring to your kind notice that the beat postman of our area is not performing his duties well. He never delivers our letters, money orders, parcels etc. on time. He visits only once a week and delivers the letters of the whole week that day. As a result of his careless attitude towards duties, we often get deprived of the important information of marriage, death, etc. of our relatives and friends.

Several times people could not reach on time to attend the interview or join service due to the negligence on the part of the postman. We have

repeatedly requested him to be regular and deliver the letter on time but he pays no heed to our requests.

I sincerely request you to personally enquire into the matter and take immediate action for the redressal of our grievances.

Yours faithfully Mona

(A resident of Friends Colony)

Takana

Letter to the Editor

Newspapers, weeklies and magazines play an important role in shaping public opinion, public minds and decisions about many national and international issues because they have a large number of readers. Writing letters to the editors is a great way to engage with a topic you are passionate about and to influence public opinion. These letters are written to shape public opinion, to share information and ideas, to increase awareness, to advocate your cause or to start community conversation. It is a written way of talking to a newspaper or magazine. It takes a position for or against an issue or simply inform or both.

Qs. Write a letter to the Editor of "The Times of India", Delhi expressing your concern over the increase in the rate of road accident, rash driving and overcrowded road transport. You are Priya/Priyanshu living at B-47 Avas Vikas, Mayur Vihar, New Delhi.

Ans.

B-47 Avas Vikas Mayur Vihar New Delhi

13 November, 2017The Editor

The Times of India

New Delhi

Subject: Increasing cases of road accidents, rash driving and overcrowding

Sir

Through the columns of your esteemed newspaper, I wish to express the anguish of the general public over the increasing number of road accidents, cases of rash driving and the problem of overcrowding in the buses.

The bus drivers have no regard for the traffic rules. They drive vary rash under the influence of liquors. They even jump the red light signals installed on the roads.

Still the private bus operators stop at unauthorized stops. The uncontrollable speed and race with other buses is the main cause of accidents. They even overtake the other buses for picking up more passengers. The conductors pack their buses to suffocation. As a result, ladies and old people are unable to get into the buses.

It requires stricter watch on the part of the traffic police. More traffic police should be employed to check the violations of the traffic rules. Proper road signals and road marks should be marked. The surprise check by traffic police in civil dress can play an effective role in booking the culprits.

Yours truly Priyanshu

Job Applications

Job applications are usually written in reply to advertisements. They require a formal and precise treatment. Job application is an opportunity to highlight your most relevant qualifications and experiences enhancing your resume and increasing your chances of being called for an interview.

Qs. You are Nandini/Navin. You have seen an advertisement for the post of an English teacher in Rani Public School, Dehradun. Write a letter in response to the advertisement applying for the post. Give your detailed bio-data also.

Ans.

99 Rajpur Road Dehradun
15 December, 2017
The Manager
Rani Public School
Dehradun

Subject: Application for the post of an English teacher

Sir

I would like to apply for the post of an English teacher that you have advertised in "Amar Ujala" of 10 December, 2017.

I have the required qualification. I was happy to note that you do not insist on experience.

If selected, this would be my first job. I am a sincere, honest and hardworking person. I am friendly and have good communication skills.

I am enclosing my bio-data for your kind perusal and favourable consideration. Yours truly Nandini

Encl.: Bio-data

Bio-data

Name : Nandini
Father's name : Sh. V. K. Tiwari
Date of Birth : 07 October, 1992
Sex : Female
Marital Status : Unmarried
Permanent Address : 99 Rajpur Road,
Dehradun

Educational Qualifications :

Examination	Board/ University	Subjects	Year	Division
High School	U K Board	Hindi, English, Math, Science, Social Science	2007	First
Intermediate	U K Board	Hindi, English, History, Economics, Political Science	2009	First
B.A.	Garhwal University	English, History, Economics	2012	First
M.A.	Garhwal University	English Literature	2014	First
B.Ed.	Garhwal University	All Compulsory Subjects	2016	Theory-First, Practical- First

Languages Known : Hindi and English

Hobbies : Reading, writing and Music

References : i) Sh. VK Dixit, Principal,

Govt. Model School, Dehradun

ii) Smt. Rajni Pal, Principal,

AK Secondary School, Vikas Nagar, Dehradun

Activities

Write a letter to the Senior Superintendent of Police about many lawless activities going on outside your school campus. You are Rakshit/Riya of M.V.M. Public School, Nainital.

You are Yashwani/Yashwant of KVN Senior Secondary School, Haldwani. There has been frequent power cut in your locality for the last two months. Write a letter to the Chief Engineer of Electricity Board, Uttarakhand for prompt supply of electricity.

Write a letter to the Bookseller, Karolbagh Delhi-II, placing an order for books that you wish to purchase for your school. You are Rahul, the librarian of MP Inter College, Karolbagh.

Write a letter to the Editor of 'National Herald', New Delhi, about water scarcity in your locality. You are Mohan/Seema of Dehradun.

You are a social worker. You are upset as some good schools are admitting as many as 60-70 students in a class just to mint money, which is adversely affecting the academic standards. Write a letter to the Editor of a national daily highlighting this corrupt practice.

Write an application for the post of a clerk in DAV College, Greater Kailash, Delhi. You are Smriti/Tarun of E-44 Mayur Vihar, Delhi.

PHRASAL VERBS

The Phrasal verbs are certain verbs which are followed by certain prepositions or Adverbs, which give a new significance to them. For instance ;

She *backed up* my claims. She *backed out* the contract.

In the first sentence the meaning of phrasal verb is supported. While in the second sentence, the meaning of 'backed out of' means withdrew from.

Hence, by adding prepositions or Adverbs to the verbs, different meanings are achieved. Phrasal verbs are a significant part of English language. They are primarily used in spoken and informal text. In formal and academic writing, phrasal verbs are better avoided.

Transitive Phrasal Verbs:

In transitive phrasal verb, there is always an object. These phrasal verbs have three words. For example;

My sister dropped out of school before she could graduate.

Intransitive Phrasal Verbs:

In the intransitive phrasal verb, there is no object in the sentence. These phrasal verbs are not followed by an object. For example;

Once you leave prison, you can always go back again.

Bio-data

Name : Nandini
Father's name : Sh. V. K. Tiwari
Date of Birth : 07 October, 1992
Sex : Female
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High School	U K Board	Hindi, English, Math, Science, Social Science	2007	First
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M.A.	Garhwal University	English Literature	2014	First
B.Ed.	Garhwal University	All Compulsory Subjects	2016	Theory-First, Practical- First

Languages Known : Hindi and English
Hobbies : Reading, writing and Music
References : i) Sh. VK Dixit, Principal,
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Activities

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Write a letter to the Bookseller, Karolbagh Delhi-II, placing an order for books that you wish to purchase for your school. You are Rahul, the librarian of MP Inter College, Karolbagh.

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You are a social worker. You are upset as some good schools are admitting as many as 60-70 students in a class just to mint money, which is adversely affecting the academic standards. Write a letter to the Editor of a national daily highlighting this corrupt practice.

Write an application for the post of a clerk in DAV College, Greater Kailash, Delhi. You are Smriti/Tarun of E-44 Mayur Vihar, Delhi.

Let Us Sum Up

In this unit you have learned about various letter writing.

Block-4: Introduction

Block-4: Reported speech has been divided into 2 Units (Unit-11 to Unit-12).

Unit-11: Phrasal Verbs and Punctuation deals with the important aspects of Phrasal Verbs and also the main concepts of Punctuation.

Unit-12: Reported Speech describes about the various aspects of Reported Speech in detail.

In all the Units of Block -4 **Reported speech**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

Unit - 11

Phrasal Verbs and Punctuation

STRUCTURE

Overview

Objectives

11.1. Phrasal Verbs

11.2. Punctuation

Let Us Sum Up

Overview

In this unit the concept of Phrasal Verbs and Punctuation has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Phrasal Verbs
 - Punctuation
-

11.1. Phrasal Verbs

The Phrasal verbs are certain verbs which are followed by certain prepositions or Adverbs, which give a new significance to them. For instance ;

She *backed up* my claims. She *backed out* the contract.

In the first sentence the meaning of phrasal verb is supported. While in the second sentence, the meaning of 'backed out of' means withdrew from.

Hence, by adding prepositions or Adverbs to the verbs, different meanings are achieved. Phrasal verbs are a significant part of English language. They are primarily used in spoken and informal text. In formal and academic writing, phrasal verbs are better avoided.

Transitive Phrasal Verbs:

In transitive phrasal verb, there is always an object. These phrasal verbs have three words. For example;

My sister *dropped out of* school before she could graduate.

Intransitive Phrasal Verbs:

In the intransitive phrasal verb, there is no object in the sentence. These phrasal verbs are not followed by an object. For example;

Once you leave prison, you can always go back again.

call xyz off	cancel	Jack called the wedding off because he wasn't in love with his fiancé.
calm down	relax after being angry	You are still mad. You need to calm down before you drive the truck.
cut xyz off	stop providing	The company cut off our phone because we didn't pay the bill.
cut someone off	take out of a will	My grandparents cut my mother off when she remarried.
drop back	move back in a position/group	Andrew dropped back to third place when he fell off his bike.
drop in/by/over	come without an appointment	I might drop in/by/over for coffee sometime this week.
drop out	quit a class, school etc.	I dropped out of Arts because it was too difficult.
eat out	eat at a restaurant	I don't feel like cooking dinner. Let's eat out .
end up	eventually reach/do/decide	We ended up renting a film instead of going to the theatre.
fall apart	break into pieces	My new dress fell apart in the washing machine today.
fall down	fall to the ground	The picture that you hung up last night fell down today.
fall out	separate from an interior	The money must have fallen out of her pocket.
find xyz out	discover	We tried to keep the time of the party a secret, but Sam found it out .

get xyz across/over	communicate, make understandable	I tried to get my point across/over to the judge but he wouldn't listen.
get around	have mobility	My grandmother can get around fine in her new wheelchair.
get away	go on a vacation	We worked so hard this month that we had to get away for a week.

*

Phrasal Verb	It's Meaning	An Example
ask around	ask multiple people the same question	I asked around but nobody has seen my car.
add up to xyz	equals to xyz	Your purchases add upto \$3200.
back abc up	to support	My mother backed me up over my decision to quit my job.
blow xyz up	add air	We have to blow 90 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the freeway in the snowstorm.
call someone back	return a phone call	I called the company back but the offices were closed for the holiday.
get away with xyz	do without being noticed or punished	Jack always gets away with cheating in his maths tests.
get back	return	We got back from our vacation last weekend.

get xyz back	receive xyz you had before	Sara finally got her Science notes back from my roommate.
get together	meet (usually for social reasons)	Let's get together for a movie this weekend.
get up	stand	You should get up and give the elderly woman your seat.
give someone away	reveal hidden information about someone	His boss gave him away to the police.
give someone away	take the bride to the altar	My father gave me away at my wedding.
give xyz away	ruin a secret	My little brother gave the surprise party away by accident.
give xyz away	give xyz to someone for free	The library was giving away old books on Thursday.

11.2.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 Torrecampoduring the “Basic Online Writing Training” for SUC Writers:

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 parenthetical 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

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).

1. Featured in Irish names such as O' Neal and O' Casey. 'O = Of (?)

'O = anglicisation of "ua" meaning grandson

2. 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.

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?

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

Uses of the Hyphen

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- self-
produced conscious

7. For line breaks in words ending in -ing, if a single final consonant in the root word is doubled before the suf-fix, 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.

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 re- production 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 extra terestials [*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.

Recommendation and Instructions

In business writing, technical writing, and other forms of composition, instructions are written or spoken directions for carrying out a procedure or performing a task. It is also called instructive writing.

Step-by-step instructions typically use the second-person point of view (you, your, yours). Instructions are usually conveyed in the active voice and the imperative mood: Address your audience directly.

Instructions are often written in the form of a numbered list so that users can clearly recognize the sequence of the tasks.

Effective instructions commonly include visual elements (such as pictures, diagrams, and flowcharts) that illustrate and clarify the text. Instructions intended for an international audience may rely entirely on pictures and familiar symbols. (These are called wordless instructions.)

Observations and Examples

"Good instructions are unambiguous, understandable, complete, consistent, and efficient." (John M. Penrose, et al., *Business Communication for Managers: An Advanced Approach*, 5th ed. Thomson, 2004)

The Lighter Side of Instructions:

Juno: Okay, have you been studying the manual?

Adam: Well, we tried.

Juno: The intermediate interface chapter on haunting says it all. Get them out yourselves. It's your house. Haunted houses aren't easy to come by.

Barbara: Well, we don't quite get it.

Juno: I heard. Tore your faces right off. It obviously doesn't do any good to pull your heads off in front of people if they can't see you.

Adam: We should start more simply then?

Juno: Start simply, do what you know, use your talents, practice. You should have been studying those lessons since day one. (Sylvia Sidney, Alec Baldwin, and Geena Davis in Beetlejuice, 1988)

Basic Features

"Instructions tend to follow a consistent step-by-step pattern, whether you are describing how to make coffee or how to assemble an automobile engine. Here are the basic features of instructions:

Specific and precise title

Introduction with background information

List of parts, tools, and conditions required sequentially ordered steps

Graphics

Safety information

Conclusion that signals completion of task

Sequentially ordered steps are the center piece of a set of instructions, and they typically take up much of the space in the document."

Checklist for Writing Instructions Use short sentences and short paragraphs. Arrange your points in logical order.

Make your statements specific. Use the imperative mood.

Put the most important item in each sentence at the beginning. Say one thing in each sentence.

Choose your words carefully, avoiding jargon and technical terms if you can. Give an example or an analogy, if you think a statement may puzzle a reader. Check your completed draft for logic of presentation.

Don't omit steps or take shortcuts.

Helpful Hints

"Instructions can be either freestanding documents or part of another document. In either case, the most common error is to make them too complicated for the audience. Carefully consider the technical level of your readers. Use white space, graphics, and other design elements to make the instructions appealing. Most important, be sure to include Caution, Warning, and Danger references before the steps to which they apply." (William Sanborn Pfeiffer, Pocket Guide to Technical

Communication, 4th ed. Pearson, 2007)

Testing Instructions

To evaluate the accuracy and clarity of a set of instructions, invite one or more individuals to follow your directions. Observe their progress to determine if all steps are completed correctly in a reasonable amount of time. Once the procedure has been completed, ask this test group to report on any problems they may have encountered and to offer recommendations for improving the instructions.

Let Us Sum Up

In this unit you have learned about Phrasal Verbs and Punctuation .

Unit-12

Reported Speech

STRUCTURE

Overview

Objectives

12.1. Reported Speech

Let Us Sum Up

Overview

In this unit, the concept of Reported Speech has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Reported Speech

12.1. 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. Here's how it works:

We use a reporting verb like 'say' or '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 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'.

On the other hand, 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 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 she was living in London.

past simple “I bought a car” She said she had bought a car OR She said she bought a car.

past continuous

I was walking along the street”

She said she had been walking along the street.

present perfect

“I haven't seen Julie” She said she hadn't seen Julie.

past perfect* “I had taken English lessons before”

She said she had taken English lessons before.

will “I'll see you later” She said she would see me later. would*
“I would help, but..” She said she would help but...

can “I can speak perfect English”

could* “I could swim when I was four”

She said she could speak perfect English. She said she could swim when she was four.

shall “I shall come later” She said she would come later.

should* “I should call my mother”

She said she should call her mother

might* “I might be late” She said she might be late

must “I must study at the weekend”

* doesn't change.

She said she must study at the weekend OR She said she had to study at the weekend

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.

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.:

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.

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.

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

Let Us Sum Up

In this unit you have studied about the concept of reported speech.

Block-5: Introduction

Block-5: Listening to Reviews has been divided into 2 Units (Unit-13 to Unit-14).

Unit-13: Accepting and Declining Offers deals with Introduction , various aspects of Accepting a Job Offer and Declining a Job Offer.

Unit-14: Writing a Formal E-mail explains about the important aspects of writing a Formal Email.

In all the Units of Block -5 **Listening to Reviews**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

Unit-13

Accepting and Declining Offers

STRUCTURE

Overview

Objectives

13.1. Introduction

13.2. Accepting a Job Offer

13.3. Declining a Job Offer

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Reading

Overview

In this unit, the concept of accepting a job offer and declining a job offer has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Accept a Job Offer
- Decline a Job Offer

13.1. Introduction

Post-graduate Employment.

Ideally, when an employer extends an offer for *post-graduation* employment, the offer will include a written document detailing salary and benefits. Most written offers are sent as PDF email attachments. Many employers, particularly smaller law firms, may be less formal in extending offers and provide only a verbal offer of employment. It is appropriate for you to request that the employer provide a written offer. If you feel uncomfortable making this request, you should at minimum email the employer a statement of your understanding of the offer and the terms to which you are agreeing.

Law Clerk/Summer Associate/Intern Position.

It is most common that employers will **not** include a written offer for *law*

clerk/summer associate/intern positions. The exceptions are often larger law firms and corporations with written offers most commonly being sent via email. When accepting a law clerk position, it is equally prudent to confirm in an email or other written communication your understanding of the terms of the position.

i. Timing.

Consider the Offer.

An offer of employment for a post-graduate position requires you to make a very important decision. Decisions are not nearly as weighty when accepting a law clerk or temporary position. When given an offer for an attorney position, avoid the temptation to accept a job offer on the spot.

Instead, take time to review your options. Weigh your choices carefully and evaluate each opportunity and how it fits with your career goals. It is important you consider your options and that you have your questions answered before committing to a part-time or full-time job.

If you are given an offer and you know it is the position you want, and you feel you are well informed regarding salary, benefits, work expectations and responsibilities, you can accept immediately. If you are not prepared to make a decision when the offer is extended, you should express enthusiasm for the position and the employer and then inquire as to the deadline for accepting or declining the offer. *Always* acknowledge receipt of an offer within 24 hours of it being received or extended.

Always acknowledge receipt of an offer within 24 of it being received or extended

Requesting Additional Time.

You have the option of requesting additional time to consider an offer, although understand that employers are not obligated to grant such requests. In addition, some employers will express

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Disappointment when you ask to have additional time. Small law firms, for example, often state a strong preference for students making decisions within a few days.

If/when you request additional time to consider an offer, do not seek career counsel from the offering employer. While it is appropriate to inform the employer that you are considering other options and would prefer two weeks to do so, it is not appropriate to explain the timelines of other employers, why you really want to wait to hear from other employers, etc.

Employers do not care about your job search; they care about hiring the best candidate. And the “best candidate” is in part the individual who is really excited about the opportunity, not the individual who needs three weeks to see where the chips fall with other firms.

If you are active in a job search and have future interviews scheduled and/or are waiting to hear from employers with whom you have already interviewed, you may find yourself in a quandary of needing to accept or decline an offer before you know all your options. In this instance, we strongly encourage you to meet with a member of the CPC’s professional staff. They will walk you through options and etiquette. We do not recommend relying on guidance from family, friends, or individuals outside the legal community.

Marquette Law School’s Guidelines for the Timing of Offers and Decisions.

The members of the National Association for Law Placement (NALP) – law schools and legal employers – have developed Principals for Fair and Ethical Recruitment Process that provide “suggested best practices designed to ensure the highest standards of professionalism, fairness, transparency, and non-discrimination.” These principals guide law school recruiting policies – including those of Marquette Law School – that pertain to employers seeking to recruit law students. Marquette Law School’s Recruiting Policies for Employers, which are set forth in *Appendix B* of this guide, are designed to create an environment in which students have sufficient time to make informed career decisions and employers can rely on receiving responses within a reasonable time. We encourage you to review and familiarize yourself with these standards. Note, however, that while many legal employers abide by these policies, particularly large law firms, many do not.

13.2. Accepting a Job Offer

Call or Write?

While you certainly can accept an offer by telephone or in-person, *an acceptance should always be confirmed in writing*. It is common for employers to communicate written offers through email, but some still mail hard copies. It is best to respond in kind with your written acceptance.

The Acceptance Communication.

Even though you secured the job, it is still important that you impress the employer. Doing so reaffirms that they made the right choice. The acceptance letter or email communication should be brief, consisting of

three short paragraphs. See *Appendix A* for sample acceptance letters.

First Paragraph. The first paragraph should contain the formal acceptance of the job offer.

Second Paragraph. Confirm any employment details such as salary, where you will be working, start date, housing matters, etc.

Third Paragraph. Reiterate your enthusiasm for the job and that you look forward to working with the employer.

Do NOT Rescind.

It is <i>not</i> appropriate to accept an offer and to then continue with your job search.
--

It is *not* appropriate to accept an offer and to then continue with your job search. Once you have accepted a job offer, you should withdraw from all interviews and inform other employers for which you remain a candidate that you no longer wish to be considered for the position. Professional circles are small and memories long. It is unprofessional and unethical to accept a job offer with the intent of continuing an active job search and rescinding your acceptance should you receive a different offer.

13.3. Declining a Job Offer

Call or Write?

As with acceptances, it is appropriate and professional to decline an offer by telephone with formal follow up in writing if circumstances suggest a written follow up is necessary.

Tips for Declining a Job Offer.

When declining an offer, keep the following in mind:

Avoid saying anything negative about the employer, even if you had a negative experience interviewing.

If you choose to decline an offer because another offer is a better fit for your interests, strengths, and goals, it is fine to state this, though it's unnecessary. *Do not, however, provide details about why the declined offer is not the best fit.* Indeed, *try to avoid providing any specifics at all.* Doing so simply gives the employer a chance to counter your rationale and, in some cases, even criticize your decision.

You need not state which offer you accepted, though you may do so if you wish. Be professional and courteous.

The Decline Communication.

Only two or three brief paragraphs are necessary for the purposes of a decline letter/email. Sample decline letters are provided in *Appendix A*. It is rare to mail a hard copy letter declining a job. Most common is a phone conversation and/or email communication. When sending an email, it should be structured as follows:

First Paragraph. Thank the employer for the offer and the opportunity.

Second Paragraph (or part of first paragraph). State that you are declining the offer. Depending on the course of the conversation, you may tactfully and briefly explain in general terms why you are declining, but it's not necessary to do so. Your explanation should be no more than a simple statement that you accepted an offer that was a better fit or that your job search has gone in a different direction. If appropriate, consider reiterating your interest in the employer.

Third Paragraph. Express your appreciation for their interest in you.

APPENDIX A

Sample Communications

Sample Acceptance Email:

Dear Ms. Williams:

I am writing to confirm my acceptance of your offer of employment for summer 2022 per our telephone conversation on November 26. I am delighted to be joining Hill, Meagher & Trask.

As we discussed, I will work from May 23 through August 12, 2022, at a salary of \$2,800.00 per week. I will present myself at the reception desk on the 34th floor of your offices on May 23 at 8:30

a.m. I am in the process of securing housing in Atlanta and will apprise you of my new contact information as soon as it is available. Until then, please do not hesitate to contact me at 414.575.1278 or gina.peters@marquette.edu.

I am excited to work with you and the attorneys at HM&T. I am grateful for the offer, and I look forward to taking full advantage of the opportunities provided to me as a summer associate.

Sincerely,

Gina Peters

Sample Decline Email:

Dear Mr. Hertzl:

Thank you very much for your telephone call and email offering me the position of Assistant General Counsel with JLM International's legal department. While I appreciate the challenging opportunity you offer, I received another offer which I believe more closely aligns with my current career goals and interests. Therefore, although the decision was a difficult one, I must decline your offer.

I greatly appreciate all the hospitality extended to me by your office, and I wish you well in your endeavors.

Sincerely,

Elizabeth McGrath

Sample Decline Letter:

October 30, 2021

Ms. Julia P. Reynolds, Hiring Partner Billings,
Taft, Golden & Harkes, S.C.
400 Miller Plaza, 40th Floor
850 Water Street

Milwaukee, WI 53202

Dear Ms. Reynolds:

Thank you very much for considering me for Billings, Taft, Golden & Harkes' 2022 Summer Associate Program and for your recent offer. I appreciate the time you and the other attorneys at BTGH took to interview me and discuss the firm.

After much consideration, I have decided to accept a position with another law firm and, therefore, must decline your generous offer. I was extremely impressed with Billings Taft and the attorneys I met throughout the interview process, and I will not hesitate to again apply for a position with the firm if appropriate based on my future circumstances.

I wish you and your firm success with your recruiting efforts, and I hope our paths cross again. Thank you again for your time and consideration.

Best regards,

Charles R. Barry

ii. Book Review

What is a review?

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. This handout will focus on book reviews.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Becoming an expert reviewer: three short examples

Reviewing can be a daunting task. Someone has asked for your opinion about something that you may feel unqualified to evaluate. Who are you to criticize Toni Morrison's new book if you've never written a novel yourself, much less won a Nobel Prize? The point is that someone

—a professor, a journal editor, peers in a study group—wants to know what you think about a particular work. You may not be (or feel like) an

expert, but you need to pretend to be one for your particular audience. Nobody expects you to be the intellectual equal of the work's creator, but your careful observations can provide you with the raw material to make reasoned judgments. Tactfully voicing agreement and disagreement, praise and criticism, is a valuable, challenging skill, and like many forms of writing, reviews require you to provide concrete evidence for your assertions.

Consider the following brief book review written for a history course on medieval Europe by a student who is fascinated with beer:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300- 1600, investigates how women used to brew and sell the majority of ale drunk in England. Historically, ale and beer (not milk, wine, or water) were important elements of the English diet. Ale brewing was low-skill and low status labor that was complimentary to women's domestic responsibilities. In the early fifteenth century, brewers began to make ale with hops, and they called this new drink "beer." This technique allowed brewers to produce their beverages at a lower cost and to sell it more easily, although women generally stopped brewing once the business became more profitable.

The student describes the subject of the book and provides an accurate summary of its contents. But the reader does not learn some key information expected from a review: the author's argument, the student's appraisal of the book and its argument, and whether or not the student would recommend the book. As a critical assessment, a book review should focus on opinions, not facts and details. Summary should be kept to a minimum, and specific details should serve to illustrate arguments.

Now consider a review of the same book written by a slightly more opinionated student:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600 was a colossal disappointment. I wanted to know about the rituals surrounding drinking in medieval England: the songs, the games, the parties. Bennett provided none of that information. I liked how the book showed ale and beer brewing as an economic activity, but the reader gets lost in the details of prices and wages. I was more interested in the private lives of the women brewsters. The book was divided into eight long chapters, and I can't imagine why anyone would ever want to read it.

There's no shortage of judgments in this review! But the student does not display a working knowledge of the book's argument. The reader has a

sense of what the student expected of the book, but no sense of what the author herself set out to prove. Although the student gives several reasons for the negative review, those examples do not clearly relate to each other as part of an overall evaluation—in other words, in support of a specific thesis. This review is indeed an assessment, but not a critical one.

Here is one final review of the same book:

*One of feminism's paradoxes—one that challenges many of its optimistic histories—is how patriarchy remains persistent over time. While Judith Bennett's *Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600* recognizes medieval women as historical actors through their ale brewing, it also shows that female agency had its limits with the advent of beer. I had assumed that those limits were religious and political, but Bennett shows how a "patriarchal equilibrium" shut women out of economic life as well. Her analysis of women's wages in ale and beer production proves that a change in women's work does not equate to a change in working women's status. Contemporary feminists and historians alike should read Bennett's book and think twice when they crack open their next brew sky.*

This student's review avoids the problems of the previous two examples. It combines balanced opinion and concrete example, a critical assessment based on an explicitly stated rationale, and a recommendation to a potential audience. The reader gets a sense of what the book's author intended to demonstrate. Moreover, the student refers to an argument about feminist history in general that places the book in a specific genre and that reaches out to a general audience. The example of analyzing wages illustrates an argument, the analysis engages significant intellectual debates, and the reasons for the overall positive review are plainly visible. The review offers criteria, opinions, and support with which the reader can agree or disagree.

Developing an assessment: before you write

There is no definitive method to writing a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft.

What follows is a series of questions to focus your thinking as you dig into the work at hand. While the questions specifically consider book reviews, you can easily transpose them to an analysis of performances, exhibitions, and other review subjects. Don't feel obligated to address

each of the questions; some will be more relevant than others to the book in question.

What is the thesis—or main argument—of the book? If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?

What exactly is the subject or topic of the book? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?

Find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?

How does the author structure her argument? What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?

How has this book helped you understand the subject? Would you recommend the book to your reader?

Beyond the internal workings of the book, you may also consider some information about the author and the circumstances of the text's production:

Who is the author? Nationality, political persuasion, training, intellectual interests, personal history, and historical context may provide crucial details about how a work takes shape.

Does it matter, for example, that the biographer was the subject's best friend? What difference would it make if the author participated in the events she writes about?

What is the book's genre? Out of what field does it emerge? Does it conform to or depart from the conventions of its genre? These questions can provide a historical or literary standard on which to base your evaluations. If you are reviewing the first book ever written on the subject, it will be important for your readers to know. Keep in mind, though, that naming "firsts"—alongside naming "bests" and "only"—can be a risky business unless you're absolutely certain.

Writing the review

Once you have made your observations and assessments of the work under review, carefully survey your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of

your review. Then, outline the arguments that support your thesis.

Your arguments should develop the thesis in a logical manner. That logic, unlike more standard academic writing, may initially emphasize the author's argument while you develop your own in the course of the review. The relative emphasis depends on the nature of the review: if readers may be more interested in the work itself, you may want to make the work and the author more prominent; if you want the review to be about your perspective and opinions, then you may structure the review to privilege your observations over (but never separate from) those of the work under review. What follows is just one of many ways to organize a review.

Introduction

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience. The Writing Center's handout on [introductions](#) can help you find an approach that works. In general, you should include:

The name of the author and the book title and the main theme.

The context of the book and/or your review. Placing your review in a framework that makes sense to your audience alerts readers to your "take" on the book. Perhaps you want to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements. Your choice of context informs your argument.

The thesis of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book's particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.

Your thesis about the book.

Summary of content

This should be brief, as analysis takes priority. In the course of making your assessment, you'll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.

The necessary amount of summary also depends on your audience. Graduate students, beware! If you are writing book reviews for colleagues—to prepare for comprehensive exams, for example—you may want to devote more attention to summarizing the book's contents. If, on

the other hand, your audience has already read the book—such as a class assignment on the same work—you may have more liberty to explore more subtle points and to emphasize your own argument.

Analysis and evaluation of the book

Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.

You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book.

If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight.

Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author's points in your own words.

Conclusion

Sum up or restate your thesis or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis. This paragraph needs to balance the book's strengths and weaknesses in order to unify your evaluation. Did the body of your review have three negative paragraphs and one favourable one? What do they all add up to? The Writing Center's handout on [conclusions](#) can help you make a final assessment.

In review

Finally, a few general considerations:

Review the book in front of you, not the book you wish the author had written. You can and should point out shortcomings or failures, but don't criticize the book for not being something it was never intended to be.

With any luck, the author of the book worked hard to find the right words to express her ideas. You should attempt to do the same. Precise language allows you to control the tone of your review.

Never hesitate to challenge an assumption, approach, or argument. Be sure, however, to cite specific examples to back up your assertions

carefully.

Try to present a balanced argument about the value of the book for its audience. You're entitled—and sometimes obligated—to voice strong agreement or disagreement. But keep in mind that a bad book takes as long to write as a good one, and every author deserves fair treatment. Harsh judgments are difficult to prove and can give readers the sense that you were unfair in your assessment.

Let Us Sum Up

In this unit you have learned about the concept of accepting a job offer, and declining a job offer .

Check your progress

1. How accept a job offer?
2. How to decline a job offer?

Glossary

- Accurate: Exact and correct; without mistakes.
- Astounding: Causing somebody to feel extremely surprised.
- Jumbled: To mix things together in a confused and untidy way.

Answer to check your progress

1. Thank the employer. Start off the acceptance letter by thanking the employer for the offer. · Accept the job offer. · Clarify any remaining points in the offer.
2. When you decline a job offer, start by being straightforward and honest in your message. Finish your conversation or email with a thank you note and some pleasantries. You want the hiring manager to know that you appreciate their effort to hire you.

Suggested Reading

1. Cooper Helen. *Interview Skills*. Trotman 2011.
2. Corfield Rebecca. *Successful Interview Skills: How to Prepare Answer Tough Questions and Get Your Ideal Job*. 5th ed. Kogan Page 2009. Insert-Missing-Database-Name Accessed 2 Feb. 2024.

Unit - 14

Writing a Formal E-mail

STRUCTURE

Overview

Objectives

14.1. Writing a Formal Email

Let Us Sum Up

Check your progress

Answer to check your progress

Overview

In this unit the concept of writing a formal email has been clearly explained.

Objectives

After completion of this unit, you will be able to:

- Draft a Formal Email
-

14.1. Writing a Formal Email

In the information age, email has become the dominant form of communication. Being able to write a polished, professional email is now a critical skill both in college and the workplace. Below are some key distinctions between formal and informal writing, as well as some guidelines to follow when composing a formal email to a superior (professor, current or prospective employer, etc.) or someone who does not know you.

Informal vs. Formal

Informal:

- Written to friends and family
- Accuracy and grammar (spelling and punctuation) are not important
- You can make up your own rules

Example:

Hi Anne,

I miss you so much! Can't wait to see you on Friday!! We haven't hung out in so long! I miss my bestie! Maybe we can go to the movies or dinner or just chill and watch TV and catch up...idc, whichever you want.

Love ya, Jules

Formal:

- Written to a professor, colleague, boss, etc.
- Must always be professional Accurate grammar, punctuation, and spelling necessary

Example:

Dear Professor Johnson,

I was unable to attend class today due to a doctor's appointment. When you have a moment, could please let me know what I missed and what homework I need to have completed for Friday?

Thank you, Julia Smith

Email Format:

Salutation:

The salutation of a formal email is similar to the salutation of a letter. When writing to someone you do not know by name, you put "To Whom it May Concern." When applying for a job, you would address the person by, "Dear Hiring Manager." If you do know the recipient's name, you put "Dear Mr./Ms.

Smith." For a formal salutation, you should not use the recipient's first name or the informal greetings "Hello" or "Hey."

Body Paragraphs:

It is important to remember that an email needs to be concise. The first sentence, known as the opening sentence, can be a greeting if the situation allows it.

- I hope all is well with you.
- Thank you for your prompt response.

However, for most formal emails it is best to get straight to the point. Depending on the subject, you should have a maximum of four paragraphs and each paragraph should contain a single point. It is also important to provide questions in order to prompt a response. At the end of your last paragraph you should provide a "thank you" or "call to action" depending on the subject of your email.

- Thank you for your assistance with...
- Thank you for your time and I look forward to hearing back from you.

- Please feel free to call or email me if you have any questions.
- I would appreciate it if this could be taken care of promptly.

Closing:

Like the salutation, the closing of a formal email can be the same as the closing to a letter.

However, unlike the salutation, there are more options for a closing.

- Thank you
- Best regards
- Sincerely

Types of Words

Learning a word's meaning is just one part of understanding that word. Once you know a word's antonyms, synonyms and homonyms, you can add a lot of variety to speech and writing. But what are synonyms and antonyms, and what do they have to do with homonyms? Learn more about each type of word and how they can help increase your vocabulary.

What Are Homonyms?

Homonyms are words that have the same spelling and pronunciation but different meanings. Because these words sound and look the same but mean something different, they can be a source of entertainment, confusion or even inspiration. Many puns are inspired by homonym mix-ups!

Some common homonyms include:

- **bat** - an implement used to hit a ball (such as a baseball **bat**) or a nocturnal flying mammal (such as a fruit **bat**)
- **bear** - a hibernating animal (such as a grizzly **bear**) or to carry something (such as **bearing** children)
- **fire** - a flaming blaze (such as a forest **fire**) or to terminate someone from a job (such as **firing** an employee)
- **trip** - to stumble or fall (such as **tripping** on a curb) or a vacation (such as a summer **trip**)
- **watch** - a wearable timepiece (such as a wrist**watch**) or to look at something (such as **watching** television)

Homonyms are often confused with homophones, which have the same pronunciation but are spelled differently, and homographs, which are pronounced differently but are spelled the same. It's helpful to know any

homonyms to a word that you're learning in order to avoid word mix-ups in the future.

What Are Synonyms?

Synonyms are words that share meanings with other words. They are used to add variety to writing and speech and allow you to avoid repetition. The words **amazing**, **astounding** and **marvelous** are all synonyms. Their meanings are similar and can be interchanged with one another.

Synonyms must be the same part of speech. For example, **beautiful** and **princess** have the same connotation of beauty, but they are not synonyms because **beautiful** is an adjective and **princess** is a noun.

Examples of synonym pairs include:

- **skill** and **ability**
- **lead** and **guide**
- **guest** and **visitor**
- **love** and **adore**
- **angry** and **furious**

Synonyms make it possible for writers to create a certain mood with their subtle differences. For example, the verb "walk" sets a different pace than "saunter," and "drink" implies a different style than "guzzle." The differences are implied by the word selected, and when a writer is trying to paint a picture in a reader's mind, those differences can make or break a writer's prose. What Are Antonyms?

Words with opposite meanings are called antonyms. Like synonyms, antonym pairs must be the same part of speech. Antonyms show a contrast between two ideas.

Examples of antonym word pairs are:

- **full** and **empty**
- **fail** and **succeed**
- **happy** and **sad**
- **tiny** and **enormous**
- **wonderful** and **terrible**

Some common prefixes indicate that a word is an antonym to its root word. For example, the prefixes *un-* (unhappy, unwise), *dis-* (disinterested, dislike) and *im-* (improper, impolite) form a new word that is the opposite of its root word.

Homophones, Homonyms, and Homographs

Homophones:

Homophones are words that sound the same and may be spelled differently but have different meanings. heal – I hope the cut will heal quickly.

heel - The heel of Jane's shoe was worn. Other common homophones:

cent, scent cell, sell be, bee eye, I hear, here mail, male pair, pear sew, so to, two, too Homonyms

Homonyms are words that sound the same and are spelled the same, but have different meanings. They are also known as multiple meaning words.

shed - Please put the shovel in the shed.

shed - Snakes shed their skin as they get bigger. Other common homonyms:

fair, scale, suit, left, band, fine, pound, row, well, band Homographs

Homographs are words that are spelled alike but may have different pronunciations and different meanings. Some are pronounced the same, while others have different pronunciations.

present - Anna will present the award to the winner. present – Jake bought a present for his friend.

Other common homographs:

conduct, project, desert, minute, content, subject, produce

Rearrangement of Sentences

Rearrangement of sentences implies the arrangement of jumbled sentences in a systematic and meaningful way. In this type of question, generally six jumbled sentences are given. The first and the sixth sentences remain in their places. The remaining four jumbled sentences are to be serial led in a meaningful and correct way.

Let Us Sum Up

This unit deals with accepting a job offer, declining a job offer and writing a formal email.

Check your progress

1.What are the elements in an email?

Answer to check your progress

1.The email message envelope consists of three items: sender, subject line, and pre header. All three items are visible in the inbox of the user's email application.

Model End Semester Examination Question Paper

Bachelor of Business Administration (BBA)/
Bachelor of Commerce (B.Com)/
BA (Hons)-English/BA (Hons)-Economics

Course Code: DLENG-10/ Course Title: English-V

Max. Marks: 70

Time: 3 hours

PART – A (2 Marks) 5X2=10 Marks

Answer any FIVE questions out of EIGHT questions
[All questions carry equal marks]

1. What is Monologue?
2. Write a short note on report.
3. Define coherence.
4. What is paragraph writing?
5. Give a few examples of discourse markers.
6. Define transcoding.
7. What is note making?
8. Write a note on the purpose of proofreading.

PART - B (5-Marks) 4X5=20 Marks

Answer any FOUR questions out of SEVEN questions
[All questions carry equal marks]

1. Give a short note on creative writing.
2. Discuss briefly the components of an essay.
3. Write a brief note on the kinds of sentences.
4. Discuss the types of prepositions with suitable examples.
5. What are the steps involved in writing a book review?
6. Write a letter to the manager on accepting a job offer.
7. Give a note on abbreviations and its functions with suitable examples.

PART - C (10 Marks) 4X10= 40 Marks

Answer any FOUR questions out of SEVEN questions
[All questions carry equal marks]

1. Elucidate any ten idioms and phrases.
2. Draft an email to the HR requesting to work from home.
3. Explain simple, compound and complex sentences with examples.
4. Write a complaint letter to the post office regarding late delivery of letters.
5. Give a detailed note on different types of essays with appropriate examples.
6. Discuss the forms and functions of homographs, homonyms and homophones with examples.
7. Write a detailed note on the appropriate uses of tenses with suitable examples.

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