

**BBA 1303**  
**Business English**  
**Study Module**

**স্কুল অব বিজনেস**  
**SCHOOL OF BUSINESS**



**Bangladesh Open University**  
**বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়**

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**BBA 1303**  
**Business English**

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# Unit 1: Parts of Speech

## Unit Highlights

- Introduction to parts of speech
- Noun and Pronouns
- Verbs, Adjectives, and Adverbs
- Prepositions, Conjunctions, and Interjections

## Technologies Used for Content Delivery

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Parts of Speech, Nouns and Pronouns



### Lesson Objectives

After studying this lesson, you should be able to:

- Identify nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in a sentence.
- Write sentences with advanced syntax of English by making a right use of all the eight parts of speeches.

A quick overview of parts of speech will provide you with a good understanding of the classification of words before you move towards the sentence structure.

You're probably quite familiar with the "grammar police"—those people who find it necessary to correct any grammar mistake you make. You, in fact, may be a member of the "grammar police" squad yourself, but if you're not, you probably get a little tired of the corrections. After all, this person understood what you were saying. Why is it necessary to correct?

However, there are times when correctness is really important, and when you write for an academic audience or a professional audience, correctness is a pretty big deal. The fact is that people judge us based on our writing, and correctness is a part of that. From that perspective, understanding grammar and the proper usage of the major parts of speech, will be helpful.

English has nine parts of speech. Every word in English is at least one part of speech. Many words can be more than one part of speech. To understand English grammar, students need to gain an understanding of the parts of speech, the classification of words and their function in English language.

|                                                |                                               |
|------------------------------------------------|-----------------------------------------------|
| Every name is called a <b>Noun</b> ,           | As quickly, slowly, badly, well;              |
| As field and fountain, street and town;        | The <b>Preposition</b> shows relation,        |
| In place of the noun the <b>Pronoun</b> stands | As in the street, or at the station;          |
| As he and she can clap their hands;            | <b>Conjunctions</b> join, in many ways,       |
| The <b>Adjective</b> describes a thing,        | Sentences, words, or phrase and phrase;       |
| As magic wand and shiny bridal ring;           | !!!The <b>Interjection</b> cries out, 'Heed'! |
| The <b>Verb</b> means action, something done-  | I need an exclamation mark'                   |
| To read, to write, to jump to run;             | There is one more to be kept among winners    |
| How things are done, the <b>Adverbs</b> tell,  | We know them as <b>Article Determiners</b> .  |

### Nouns

**Nouns** are the first words you learned as a child, and you probably have a really strong sense of what a noun is. After all, how could we possibly talk about anything if we're unable to give it a name?

Are you wondering why in the world we have to complicate something as simple as nouns by discussing so many different types of nouns?

The answer is that it's important to learn about the different types of nouns as you work to ensure proper structures and agreements in your sentences.

Nouns are often explained in terms of Common/Proper/Collective/ Verbal and Compound Nouns.

### ***Proper Nouns***

A **proper noun** refers to a specific person, place, organization, etc. Proper nouns are capitalized because they are specific nouns.

Some examples of proper nouns are **Sabbir**, **Apple** (the company), **Dhaka**, and the Raju Bhashkorjo.



### ***Common Nouns***

A common noun refers to a general group or class of people, places, objects, etc. One way to identify a common noun is called the “the” test. If you can use the noun with the article the (or another article like a or an) in front of it, the word is likely a common noun.



Some examples are the *game*, the *movie*, and the *ghost*.

Of course, it’s important to remember that the “the” test does not work all the time. It’s just a good guideline.

Some exceptions to the “the” test would be with proper nouns (discussed on the previous page) like the Dallas Cowboys and the Boston Red Sox. Even though they would pass the “the” test, they are proper nouns, not common nouns.

Nouns can get a little tricky when it comes to a discussion of collective nouns.

### ***Collective Nouns***

**Collective Nouns** are nouns such as family, team, and majority. The tricky part comes when we have to make a decision about whether these nouns are singular or plural because we have to choose verbs that will agree with these nouns.

And, now, here’s the really tricky part: There are no hard and fast rules. The verb you choose to agree with the collective noun actually depends upon how you want your readers to perceive the noun. Is it a single unit or a group of individuals? Even then, it depends upon context. Take the collective noun family, for example.

The family have all gone their separate ways since Grandma died.

Here, because each member went his or her separate way, you would see the collective noun family as a group of individuals; therefore, you would use a plural verb instead of a singular verb.

But let’s look at another example.

The whole family is coming to my house for Thanksgiving this year. I had better learn to cook a turkey.

Here, the family is seen as a single unit, so you would need a singular verb to agree with the collective noun.

And, after all, there are only about 200 collective nouns in the English language, so you really only have to worry about 200 of these. Okay, that's a lot. But this is a great example of how, very often, there are no hard and fast rules for grammar.

### ***Verbal Nouns***

A verbal noun is a type of noun that is derived from a verb. It looks like a verb but actually functions in a sentence like a noun. Here are some examples:

Running from zombies is hard work.

Jogging is a good exercise that will help you prepare, but you have to do it every day.

We had a meeting to compare our zombie action plans.

Verbal nouns and something called gerunds (a form of a verb or verb phrase that functions as a noun phrase and subject in a sentence) are very similar. In fact, the first two examples above are examples of verbal nouns that are also gerunds. But a verbal noun can be more than a gerund. In the last example, the word meeting, is functioning like a noun but isn't a noun phrase that's the subject of a sentence.

It can certainly get a little confusing, and even the grammar experts disagree sometimes about the differences between verbal nouns and gerunds.

The key thing for you to remember is that, when we are talking about nouns, verbs can sometimes function in your sentences like nouns.

### ***Compound Nouns***

A compound noun is a noun made up of two or more words. Sometimes, compound nouns are hyphenated, but there are plenty of examples of compound nouns that are not hyphenated. There are also compound nouns that are written as one word. Here are some examples:

mother-in-law  
waste-paper basket  
full moon  
blackboard

Some compound nouns that used to be hyphenated are no longer hyphenated, and some compound nouns that used to be two words became one word. The "rules" change based upon common usage.

**Paper-clip** is now just **paperclip**.

And **healthcare** is now generally considered just one word, but some people still say it should be two words, **health care**.

"Rules" of correctness change constantly, and rules related to compound nouns change rather quickly. If you're in doubt about how to write a compound noun, be sure to check a good online dictionary.

A Pronoun is made of two words: PRO as a Prefix and NOUN as the Root Word. A pronoun usually substitutes a specific Noun that has already been mentioned in the written or spoken piece. It eliminates the need for a repetition of the NOUN name. Here is an example:

Karim is a student of BOU  
He is studying BBA

The common types are:

### ***Personal Pronouns***

**Personal pronouns** are pronouns that take the place of common and proper nouns and refer to people and things. Essentially, they “stand in” for people and things when you want to make sure you are not repeating yourself by having to rename people and things all the time. Let’s look at an example.

**My brother** is staying up late to watch a “Walking Dead” marathon. **He** is going to have nightmares!

In this example, the author doesn’t have to repeat **my brother**, thanks to the personal pronoun **he**. Personal pronouns can be singular and plural, and there are first, second, and third person personal pronouns.

### ***Personal (Definite) Pronouns***

| <b>Persons</b>       | <b>Singular</b>       | <b>Plural</b> |
|----------------------|-----------------------|---------------|
| <b>First Person</b>  | I, me                 | we, us        |
| <b>Second Person</b> | you                   | you           |
| <b>Third Person</b>  | she, her, he, him, it | they, them    |

### ***Definite & Indefinite Pronouns***

A definite pronoun would be a pronoun that refers to something specific, so a personal pronoun would also be a definite pronoun.

Indefinite pronouns do not refer to anything specific, so words like **someone** and **everybody** are indefinite pronouns. Indefinite pronouns can be singular or plural.

### ***Indefinite Pronouns***

| <b>Persons</b>            |                                                                                                                                               |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singular</b>           | anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something |
| <b>Plural</b>             | both, few, many, several                                                                                                                      |
| <b>Singular or Plural</b> | all, any, most, none, some                                                                                                                    |

### ***Possessive pronouns***

**Possessive pronouns** are pronouns that show ownership. Some possessive pronouns can be used before nouns and function as adjectives (words that describe nouns). Examples would be pronouns like **my**, **her**, or **his** because you would say things like **my books**, **her computer**, and **his zombie plan**.

Other possessive pronouns stand alone. These are pronouns like **mine**, **yours**, **hers**, and **his**. An example would be **that book is hers**.

### ***Relative & Demonstrative Pronouns***

**Relative pronouns** relate **subordinate clauses** (clauses that cannot stand alone) to the rest of a sentence. Words like **that**, **which**, **who**, and **whom** are examples of relative pronouns.

**Demonstrative pronouns** stand in for a thing or things, and we choose these words based on how close these things are to us. For things that are nearby, we use the pronouns **this** and **these**. For things that are far away, we use the pronouns **that** and **those**.

### ***Reflexive Pronouns***

Reflexive pronouns end in **self** or **selves**, and they're used when a pronoun is both the subject and the object of a sentence.



**He** is going to can all of those beans for her storage room **herself**.  
**I** am going to treat **myself** to a little vacation from all of this worry about a zombie apocalypse movie and spend the day playing video games.

Reflexive pronouns can also be used to show emphasis in a sentence, as illustrated in this example:

**I myself** had to go through all of those web pages to find the one that would be the most helpful for our escape plan.



### **Review Questions**

#### **Question 1.1:**

**Complete the following sentences by selecting the correct pronoun. Copy the completed sentences onto your own sheet of paper. Then circle the noun the pronoun replaces.**

1. In the current economy, nobody wants to waste \_\_\_\_\_ money on frivolous things.
2. If anybody chooses to go to medical school, \_\_\_\_\_ must be prepared to work long hours.
3. The plumbing crew did \_\_\_\_\_ best to repair the broken pipes before the next ice storm.
4. If someone is rude to you, try giving \_\_\_\_\_ a smile in return.
5. My family has \_\_\_\_\_ faults, but I still love them no matter what.
6. The school of education plans to train \_\_\_\_\_ students to be literacy tutors.
7. The commencement speaker said that each student has a responsibility toward \_\_\_\_\_.
8. My mother's singing group has \_\_\_\_\_ rehearsals on Thursday evenings.
9. No one should suffer \_\_\_\_\_ pains alone.
10. I thought the flock of birds lost \_\_\_\_\_ way in the storm.

## Lesson 2: Verbs, Adjectives, and Adverbs



### Lesson Objectives

After studying this lesson, you should be able to:

- Explain Verb, its types, and the context where they are used.
- Learn about Adjective and its classification.
- Describe Adverb, & its types and use them correctly in sentences.

### Verbs

**Verbs** are the parts of speech that show action or indicate a state of being. We put them with nouns, and we create complete sentences. Like nouns, verbs are foundational in our vocabulary, and we learned verbs as children shortly after we learned nouns.



We'll explain the types of verbs first, to give you context and help you establish some "verb vocabulary". Then we will move on to explaining Adjectives and Adverbs.

**Auxiliary verbs** are sometimes called the **helping** verbs because they work with the main verb in a sentence and "help it out". Together, the auxiliary verb and the main verb form a unit. Here are some examples of sentences containing auxiliary verbs

Steven **is leaving** and taking his football with him. How are we going to play now?

Her favorite team **has finished** at the top of the conference, so she **is going** to buy a team jersey. I hope she buys me one, too.

#### Common Auxiliary Verbs:

|       |      |       |
|-------|------|-------|
| am    | did  | is    |
| are   | do   | was   |
| be    | does | were  |
| can   | had  | will  |
| could | have | would |

#### Linking Verbs

Linking verbs join or "link" the subject of a sentence with the rest of the sentence. They make a statement by linking things, as opposed to showing any kind of action.

Common linking verbs are any of the to-be verbs: **am, is, are, was, were, be, been, and being**. However, become and seem are also common, and other verbs have the potential to be linking verbs. It really depends upon the sentence. Here is an example of a common linking verb used in a sentence:

My environmental biology class is interesting because our teacher thinks Bigfoot might exist.

Here are some examples of how other verbs can become linking verbs:

That house looks haunted.  
Those old shoes smell funny.

Because linking verbs and auxiliary verbs are often the same words, you may wonder how you can tell the difference between a linking verb and an auxiliary verb. The key is that linking verbs join the subject and the predicate of a sentence, and in some ways, allow the predicate to rename the subject; auxiliary verbs will be used with other verbs.

### **Action Verbs**

Action verbs are the verbs you can probably identify as verbs quickly and easily. These are the words that show action, words like **jump**, **run**, and **eat**.

There are two main classes of action verbs: **transitive** and **intransitive**, and there aren't separate lists for each class. Action verbs can be both transitive and intransitive because it all depends on the structure of the sentence.

A transitive verb expresses action toward a person or thing named in the sentence. An intransitive verb expresses action without making any reference to an object.

|                                                                           |                                                   |
|---------------------------------------------------------------------------|---------------------------------------------------|
| <b>Transitive:</b><br>The new girl in my class <b>ate</b> Maggie noodles. | <b>Transitive:</b><br>Sufia <b>speaks</b> French. |
| <b>Intransitive:</b><br>The college caretaker <b>complained</b> loudly.   | <b>Intransitive:</b><br>She speaks fluently       |

### **Active Versus Passive Verbs**

Understanding the relationship between the subject and the verb in a sentence and whether or not the subject is the agent in the sentence is very important. Take a moment to read the following two sentences.

Amy grabbed the zombie survival guide.

The zombie survival guide was grabbed by Amy.

Can you see how these sentences are different? In the first sentence, the verb grabbed is active because its subject, Amy is the doer or agent. Amy did the grabbing. In the second sentence, was grabbed is passive because it describes an action done to its subject, guide. The doer of the action, Amy, is now the object of the preposition by.

We want to use active verbs whenever possible as they allow us to express ourselves clearly, succinctly, and strongly. Active verbs imply that we're confident with what we're saying; we believe in our words. Looking back at the two sentences, we can see that the first one uses fewer words and makes no mistake as to who did the action. The latter sentence is wordy and does not directly address Amy.

### **Adjectives**

An **adjective** modifies (describes / distinguishes) nouns and pronouns. In other words, adjectives change nouns or pronouns in some way. So, **movie** is a noun, and a **scary movie** has been changed by the adjective **scary**.

It's important to remember, too, adjectives, as in the case of a **scary movie**, give you a way to inject your point of view into your writing. You might also describe a **loveable book**, a **beautiful dress**, or an **ominous sky**.

## Types of Adjectives

Comparatives and superlatives are types of adjectives, but one (comparatives) provides a relative distinction while the other (superlatives) signifies the most extreme.

Comparative adjectives often end in **er**, and superlative adjectives often end in **est**.

### Comparative:

My World of Warcraft mage is **tougher** than your character.

### Superlative:

My World of Warcraft mage is the **toughest** character ever.

There are also some adjectives that are irregular when you turn them into the comparative and superlative, and some, usually adjectives with two syllables, require that you simply add more or most in front of them.

The following examples are of some regular and some irregular adjectives.

| Adjective | Comparative  | Superlative                                                           |
|-----------|--------------|-----------------------------------------------------------------------|
| kind      | kinder       | kindest                                                               |
| strong    | stronger     | strongest                                                             |
| good      | better       | best                                                                  |
| bad       | worse        | worst                                                                 |
| careful   | more careful | most careful                                                          |
| awesome   | more awesome | most awesome (as in<br><b>This is the most awesome resort ever!</b> ) |

## Adverbs

Adverbs are words that modify or describe a verb, adjective, or another adverb. Just as an adjective change a noun, an adverb changes a verb, adjective, or adverb. Adverbs are easily identified because they often end in **ly**, but this is certainly not always the case.

Descriptions make our writing rich and specific, so we shouldn't be afraid of using adjectives and adverbs in our sentences. Look at these three sentences:

Jon walked to the store to get canned food for his dog

Jon walked to the large store to get canned food for his dog

Jon walked urgently to the massively large store to get canned food for his dog



As you can see, the last sentence is the most descriptive and informative. The use of adverbs and adjectives helps our writing come alive. The following page on adverbs will provide helpful tips on how to correctly use adverbs and give you examples of how adverbs can add descriptive detail to your writing.

### Order of Adverbs

Adverbs most commonly describe how, but below is a more comprehensive list of the most common types of adverbs.

| Type of Adverb                    | Example                                                                                     |
|-----------------------------------|---------------------------------------------------------------------------------------------|
| <b>Adverbs of manner (or how)</b> | Sinthia sang the song <b>terribly</b> . No more karaoke for her!                            |
| <b>Adverbs of time</b>            | Mitu did her homework <b>yesterday</b> , but she did the wrong assignment.                  |
| <b>Adverbs of place</b>           | I met my friend at the restaurant, and that's where we saw the first signs of the outbreak. |
| <b>Adverbs of degree</b>          |                                                                                             |
| <b>Adverbs of frequency</b>       | Michael Jordan <b>rarely</b> misses a free throw, but Shaq <b>frequently</b> does.          |
| <b>Adverbs of purpose</b>         | One must throw the garbage away every day <b>to keep the house from smelling</b> .          |



### Review Questions

**Question 2.1: Read the following sentences and select the correct form of the verb given in brackets.**

- Rita \_\_\_ 10 miles every week. (run/runs)
- A dog in my neighborhood \_\_\_ all night. (barks/bark)
- The cat \_\_\_ the snake. (catch/caught)
- My brother \_\_\_ in the park in the evenings. (play/plays)
- Mila \_\_\_ to school yesterday. (went/go)
- Rima \_\_\_ to be a Doctor after graduation. (want/wants)
- Manju \_\_\_ back to his mother. (ran/run)
- Anamika \_\_\_ very fast. (walk/walks)
- You can \_\_\_ with us. (come/came)
- Did she \_\_\_ anything? (do/done)
- They \_\_\_ till late evening. (plays/played)
- Can you \_\_\_ well? (swim/swam)
- A deer \_\_\_ very fast. (runs/ran)
- My sister and I \_\_\_ every day. (talk/talks)

**Question 2.2: Change the following adjectives to adverbs of manner.**

- |                      |                      |
|----------------------|----------------------|
| 1. Reliable _____    | 10. Rapid _____      |
| 2. Angry _____       | 11. Energetic _____  |
| 3. Sympathetic _____ | 12. Patient _____    |
| 4. Comfortable _____ | 13. Lazy _____       |
| 5. Busy _____        | 14. Laughable _____  |
| 6. Noisy _____       | 15. Democratic _____ |
| 7. Legible _____     | 16. Horrible _____   |
| 8. Sarcastic _____   | 17. Successful _____ |
| 9. Heroic _____      |                      |

**Question 2.3: Rewrite each sentence, inserting the adverb of frequency given in brackets in its correct place to show how often a certain action takes place.**

1. The boys feed the dog. (never)  
\_\_\_\_\_
2. She is sure of herself. (always)  
\_\_\_\_\_
3. She has been seen in his company. (often)  
\_\_\_\_\_
4. Tahmeed is very friendly. (usually)  
\_\_\_\_\_
5. They read a book. (sometimes)  
\_\_\_\_\_

**Question 2.4: Edit the following paragraph by correcting the errors in comparative and superlative adjectives.**

Our argument started on the most sunny afternoon that I have ever experienced. Manju and I were sitting on my front stoop when I started it. I told him that my dog, Tommy, was more smart than his dog, Merlin. I couldnot help myself. Merlin never came when he was called, and he chased histail and barked at rocks. I told Max that Merlin was the most dumbest dogon the block. I guess I was angrier about a bad grade that I received, so Idecided to pick on poor little Merlin. Even though Manju insulted Tommy too, Ifelt I had been more mean. The next day I apologized to Manju and brought Merlin some of Tommy's treats. When Merlin placed his paw on my knee andlicked my hand, I was the most sorry person on the block.

## Lesson 3: Preposition, Conjunction, and Interjection



### Lesson Objectives

After studying this lesson, you should be able to:

- Identify Prepositions, Conjunctions, and Interjections.
- Explain how and when to use them in sentences.

### Preposition

A preposition is a word that connects a noun or a pronoun to another word in a sentence. Most prepositions such as *above*, *below*, and *behind* usually indicate a location in the physical world, but some prepositions such as *during*, *after*, and *until* show location in time.

#### *In, At, and On*

The prepositions *in*, *at*, and *on* are used to indicate both location and time, but they are also used in other specific ways.

| Preposition | Time                                 | Example          | Place   | Example       |
|-------------|--------------------------------------|------------------|---------|---------------|
| <i>In</i>   | year                                 | in 1942          | country | in Zimbabwe   |
|             | month                                | in August        | state   | in California |
|             | season                               | in the summer    | city    | in Chicago    |
|             | time of day (not with <i>night</i> ) | in the afternoon |         |               |

| Preposition | Time                | Example   | Place                   | Example                       |
|-------------|---------------------|-----------|-------------------------|-------------------------------|
| on          | day                 | on Monday | surfaces                | on the table                  |
|             | date                | on May 23 | streets                 | on 18 <sup>th</sup> no street |
|             | specific days/dates | on Monday | modes of transportation | on the bus                    |

| Preposition | Time              | Example         | Place     | Example                 |
|-------------|-------------------|-----------------|-----------|-------------------------|
| at          | time              | at five o'clock | addresses | at 175/A Gulshan Avenue |
|             | with <i>night</i> | at night        | location  | at Pallabi Post office  |

#### Prepositions after Verbs

Prepositions often follow verbs to create expressions with distinct meanings. These expressions are sometimes called prepositional verbs. It is important to remember that these expressions cannot be separated.

| <b>Verbs + Prepositions</b> | <b>Meaning</b>                                                                   | <b>Example</b>                                            |
|-----------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------|
| agree with                  | to agree with something or someone                                               | My husband always <b>agrees with</b> me.                  |
| apologize for               | to express regret for something, to say sorry about something                    | I <b>apologize for</b> being late.                        |
| apply for                   | to ask for something formally                                                    | I will <b>apply for</b> that job.                         |
| believe in                  | to have a firm conviction in something; to believe in the existence of something | I <b>believe in</b> educating the world's women.          |
| care about                  | to think that someone or something is important                                  | I <b>care about</b> the health of our rivers.             |
| hear about                  | to be told about something or someone                                            | I <b>heard about</b> the teachers' strike.                |
| look after                  | to watch or to protect someone or something                                      | Will you <b>look after</b> my dog while I am on vacation? |
| talk about                  | to discuss something                                                             | We will <b>talk about</b> the importance of recycling.    |
| speak to, with              | to talk to/with someone                                                          | I will <b>speak to</b> his teacher tomorrow.              |
| wait for                    | to await the arrival of someone or something                                     | I will <b>wait for</b> my package to arrive.              |

### Tip

It is a good idea to memorize these combinations of verbs plus prepositions. Write them down in a notebook along with the definition and practice using them when you speak.

### Prepositions after Adjectives

Similar to prepositions after verbs, prepositions after adjectives create expressions with distinct meanings unique to English. Remember, like prepositional verbs, these expressions also cannot be separated.

| <b>Adjective + Preposition</b> | <b>Meaning</b>                                                                                             | <b>Example</b>                                                               |
|--------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| angry at, about                | to feel or show anger toward (or about) someone or something                                               | I am <b>angry about</b> the gas wastage in households.                       |
| confused about                 | to be unable to think with clarity about someone or something.                                             | Shwapan was <b>confused about</b> the concepts presented at the meeting.     |
| disappointed in, with          | to feel dissatisfaction with someone or something                                                          | I was <b>disappointed in</b> my husband because he voted for that candidate. |
| dressed in                     | to clothe the body                                                                                         | He was <b>dressed in</b> a pin-striped suit.                                 |
| happy for                      | to show happiness for someone or something                                                                 | I was <b>happy for</b> my sister who graduated from BUET.                    |
| interested in                  | giving attention to something, expressing interest                                                         | I am <b>interested in</b> musical theater.                                   |
| jealous of                     | to feel resentful or bitter toward someone or something (because of their status, possessions, or ability) | I was <b>jealous of</b> her because she always went on vacation.             |
| thankful for                   | to express thanks for something                                                                            | I am <b>thankful for</b> my wonderful family.                                |
| tired of                       | to be disgusted with, have a distaste for                                                                  | I was <b>tired of</b> driving for hours without end.                         |
| worried about                  | to express anxiety or worry about something                                                                | I am <b>worried about</b> my father's health.                                |

## Conjunctions

If words are the building blocks for our writing, then good transitions are the cement that holds them together. To make these transitions in our writing we need to turn to conjunctions. A conjunction is a word or words used to show the connection between ideas.

### Common Types of Conjunctions

#### *Coordinating Conjunctions*

Coordinating conjunctions coordinate or join two equal parts. They are particularly important because, when used with a comma, they can actually connect complete sentences.

Of course, they don't always have to connect complete sentences. Coordinating conjunctions can also connect smaller, equal parts of a sentence.

The key to using coordinating conjunctions is to think about what they are coordinating. This will help you make decisions about which one to use and how to punctuate.

First, however, we should look at the list of coordinating conjunctions. There are only seven, and you may have heard of them as the FANBOYS.

|            |            |
|------------|------------|
| <b>For</b> | <b>Or</b>  |
| <b>And</b> | <b>Yet</b> |
| <b>Nor</b> | <b>So</b>  |
| <b>But</b> |            |

If you are using a coordinating conjunction to connect two complete sentences, you must also use a comma.

I knew that phrase from the debate would be a meme, **but** I am surprised at how quickly it happened.

If you aren't connecting two complete sentences and are just connecting smaller, equal parts of a sentence, you should not use a comma.

I knew that phrase from the debate would be a meme **but** am surprised at how quickly it happened.

You will notice there is no comma because we no longer have two complete sentences (or independent clauses)—one before and after the coordinating conjunction. In the second sentence, the conjunction is simply coordinating a compound predicate.

Coordinating conjunctions can also coordinate smaller words and phrases. The idea is that they coordinate equal parts:

Apples **and** oranges    running    for    office **or** staying    home    to    relax  
werewolves **and** vampires small **but** powerful

#### *Subordinating Conjunctions*

Subordinating conjunctions connect parts that aren't equal. In fact, you can tell by their name that they make a phrase subordinate to the main phrase or clauses.



Common subordinating conjunctions are **after, although, because, before, even though, since, though, and when.**

Key to using subordinating conjunctions correctly is to remember that a subordinating conjunction sets off a phrase, so there should always be words with it.

When a subordinating conjunction appears at the beginning of a sentence, the subordinating phrase is always set off with a comma. When a subordinating conjunction appears at the end of a sentence, the subordinating phrase is not usually set off with commas.

The exceptions are when you use words like **although** or **even though** at the end of a sentence. Because these set-off phrases show contrast, they still get a comma, even when they are used at the end of the sentence.

#### **Examples:**

**Although I tried,** I could not outrun the racing car.

I could not outrun the racing car, **although I tried.**

**Because my alarm clock did not go off,** I missed the full moon and will now have to wait until next month to go out and play.

I missed the full moon and will now have to wait until next month to go out and play **because my alarm clock did not go off.**

You will notice the comma with the although phrase, no matter where it appears in the sentence, but the because phrase follows the standard “rule.”

#### ***Conjunctive Adverbs***

The conjunctions that are not exactly conjunctions are conjunctive adverbs. Conjunctive adverbs are words like **however, moreover, therefore, and furthermore.**

They provide important transitions between ideas and are commonly used to help create a nice, flowing work. Often, you’ll see a conjunctive adverb used after a semicolon to start a new independent clause, as illustrated in this example:

I have several backup plans in place; **however,** I am sure my first plan is the best plan.

Conjunctive adverb should be used every time a semicolon appears, although semicolon is not needed to use a conjunctive adverb. Conjunctive adverbs work well after periods, too.

### **Interjections**

Interjections are short exclamations like Oh!, Um or Ah!

While interjections are very short, they communicate a great deal because they are typically used to express emotion.

Ouch! That hurts!” I said to the vampire.

Whoops! Did I forget to include you in the zombie plan?

Because interjections communicate strong emotions, they should not be over-used.



## Review Questions

### Question 3.1: Underline prepositions in the sentences below:

1. Many famous libraries around the world are tourist attractions.
2. The New York Public Library on Fifth Avenue serves the whole city.
3. Two marble lions in front of the library greet visitors.
4. The library houses a large number of books on a vast range of topics.
5. The library also holds several exhibitions during the year.
6. Its branches hold millions of volumes.
7. The New York Public Library is one of the largest systems in the world.
8. The first public library in America was built in 1833.

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## **Unit 2: Articles- A, An, and The**

### **Unit Highlights**

- Articles in English- A, An and The
- Uses of Articles
- The vs. Zero article

### **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program

## Lesson 1: Articles in English



### Lesson Objectives

After studying this lesson, you should be able to:

- Explain the Articles – A, An and The.
- Using ‘A’, ‘An’ and ‘The’ correctly in sentence construction.

### A, An and The

The articles in English are the words “a, an, and the.” They are very easy to spell, and they are very easy to make mistakes with.

A and An always mean one something. Thus, **a book** means **one book**; **an apple** means **one apple**. Both a and an mean one indefinite something. Indefinite means that the speaker or the writer has not identified exactly who or what he is talking about. After the speaker or writer says who or what he is talking about, native speakers and writers then switch **from a and an to the**. **We use the for definite or identified nouns**. The difference between a and an is as follows:

**We use a before words beginning with a consonant letter or before vowel sounding as ‘yu’/ ‘wa’.** A long U says its name: U. Therefore, we say

a uniform      a book   a smell   a hat   a one-taka note  
a university    a dog    a visit   a horse   a European  
a usual day      a baseball      a door   a house  
a unit   a copy   a zero   a hut   a one-eyed man

**We use an before words beginning with the vowels a, e, i, o, and u as well as consonants sounding as ‘Vowel’.**

an hour   an umbrella   an envelope   an LLB  
an honorable man      an animal      an ink-jet  
an honest woman      an orange      an ugly accident  
an heir   an unusual hat   an image   an MBA

**We use the word the before singular, identified nouns and plural nouns.** Identified nouns are nouns that a speaker or writer has already said once or nouns that are unique. Unique means that there is only one of a certain thing. For example, the sun and the moon are unique. Therefore, we would use the when speaking about the Space Needle, the cafeteria in this college, the teacher of this class, the oldest person in the world, the fastest car, the president of the United States, the clock in the room, etc.

The difference between a book and the book is a book means one of many possible books, while the book means a certain, identified book. A nurse means one of many nurses, while the nurse means one particular nurse.

Lesson 2 can be incorporated with more rules and examples of zero article. Remember that the articles **a** and **an** can only be used with count nouns (nouns that can be counted). Non-count nouns cannot be counted. However, after first mentioning a non-count noun with words such as *some, any, a little, a lot*, etc., the next time you mention those words you use the definite article **the**.

**Examples:**

I have a book. The book is in my office.

A man came into my classroom. The man is from Somalia.

A car stopped in front of my house. The car was a convertible.

There was an umbrella on the counter in my room. The umbrella belongs to one of my students.

An old woman got on the bus. The old woman walked very slowly.

I saw an elephant at the zoo. The elephant had long tusks.

An honest man gave me the money that I lost. The honest man spoke with an accent.

A hat blew off a man's head. The man had just bought the hat.

A young girl wore a school uniform. The girl had to wear the uniform every day to school.

I taught at a university in Idaho. The university was in Pocatello, Idaho.

I drank some coffee. The coffee was from Brazil.

He put some water in a pot. The water in the pot was from the faucet.

There was a lot of hair on the floor of the beauty salon. The hair belonged to the customers.

There isn't any sugar in the sugar bowl. My son used all the sugar.

The Earth revolves around the sun. The moon comes out at night.

The library is located in the middle of this campus.

**Review Questions****Question 1.1: Tell us why these articles (or no article) are correct.**

1. We need to buy some orange juice. My son drank the orange juice this morning.
2. I need to get some money from a cash machine. I think I will go to the cash machine in Safeway for the money. I need the money to buy some food. The food should last a week.
3. My car uses a lot of gasoline. The gasoline is very expensive.
4. He spilled some coffee on a carpet. The coffee stained the carpet.
5. It took me an hour to get from my house to school in the snow.
6. She was an honest woman who had a dishonest husband. The woman divorced the husband.
7. A boy dropped a pencil on the floor. The pencil was yellow. The boy had to pick it up.

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## Lesson 2: The vs Zero Article



### Lesson Objectives

After studying this lesson, you should be able to:

- Explain where to use the and zero articles

#### Articles: the vs. zero article

- **The** oranges are on the table.  
The = **article**
- Oranges are grown in Spain.  
\_\_\_ Oranges = **zero article**

**Zero article** is used with indefinite plurals and uncountable nouns. We use it when we are talking about these things in general.

- **Chocolate** is made from cacao beans.  
NOT: ~~The chocolate is made from cacao beans.~~
- **Oranges** are grown in Spain.  
NOT: ~~The oranges are grown in Spain.~~
- I like **dogs**.  
NOT: ~~I like the dogs.~~

The article **the** (**definite article**) is used with specific plurals and uncountable nouns.

- **The** chocolate is expensive *in this shop*. (**definite article**: Which chocolate? The chocolate *in this shop*.)
- **The** oranges *on the table* are for dessert. (**definite article**: Which oranges? The oranges *on the table*.)

Here are more examples to compare:

- I like music.
- **The** music is very loud in this bar.
- She's very interested in poetry.
- **The** poetry in this magazine is excellent.
- Books are expensive.
- Put **the** books on the table.

In scientific and technical language we can use **the** in general with **singular countable nouns**, to talk about the whole class of things. For example:

- **The koala** can climb trees.
- **Koalas** can climb trees.
- NOT: ~~The koalas can climb trees.~~

#### Zero Articles

Sometimes it is possible to have a noun phrase with NO article—the so-called "ZERO article".

I need *a bowl of rice*. ← indefinite article

I like *the rice in this restaurant*. ← definite article

I eat *rice* every day. ← ZERO article

The ZERO article usually occurs in the following cases:

ZERO Article with Plural and Uncountable Nouns

### General meaning

- *cars, people*
- *life, water*

### Abstract nouns

- *education, happiness, music*

### ZERO Article with Singular Countable Nouns

#### Names

**People:** *Mary, Bill, Josef*

**Places:** *Jupiter, Russia, Bangkok, Heathrow Airport, Cambridge University, Waterloo Station*

**Streets:** *Oxford Street, Wall Street, Picadilly Circus*

**Languages:** *English, Russian*

**Academic subjects:** *History, Law, Physics*

**Days, months:** *Monday, November*

#### Games and Sports

- *football, chess*

#### Meals

- *breakfast, lunch, dinner*

#### Noun + Number

- *platform 3, room 7, page 44*

#### Routine Places

- *in bed, at home, to school, to work*

#### Movement or Transport

- *on foot, by car, by bus, by air*

#### Newspaper Headlines, Notices, User Guides

- *Plane Crashes On House, Keep Area Clean, Insert battery*

#### Example Sentences

Here are some example sentences showing the ZERO article in context.

- |                                                   |                                                          |
|---------------------------------------------------|----------------------------------------------------------|
| • <i><b>Cars</b> can be dangerous.</i>            | • <i>He is in <b>room 45</b>.</i>                        |
| • <i>We seldom see <b>courage</b> like that.</i>  | • <i>Please turn to <b>page 67</b>.</i>                  |
| • <i>I could see <b>clouds</b> in the sky.</i>    | • <i>She's in <b>bed</b>.</i>                            |
| • <i>There was <b>milk</b> on the doorstep.</i>   | • <i>Are you at <b>home</b>?</i>                         |
| • <i>I gave it to <b>Mary</b>.</i>                | • <i>They took her to <b>hospital</b>.</i>               |
| • <i>She arrived in <b>Bangkok</b> yesterday.</i> | • <i>I'm leaving <b>town</b> tomorrow by <b>car</b>.</i> |
| • <i>Do you speak <b>French</b>?</i>              | • <i>I go to <b>school</b> by <b>bus</b>.</i>            |
| • <i>He is good at <b>tennis</b>.</i>             | • <i>We usually meet on <b>Monday</b>.</i>               |
| • <i>People will travel to <b>Mars</b> soon.</i>  | • <i><b>November</b> is quite cold.</i>                  |

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# **Unit 3: Sentence Writing**

## **Unit Highlights**

- Sentence Writing
- Sentence Structure, Fragments, and Run-ons
- Common Sentence Errors

## **Technologies Used for Content Delivery**

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## Lesson 1: Sentence Writing



### Lesson Objectives

After studying this lesson, you should be able to:

- Identity the components of a basic sentence

For both students and professionals, clear communication is important. Whether you are typing an e-mail or writing a report, it is your responsibility to present your thoughts and ideas clearly and precisely. Writing in complete sentences is one way to ensure that you communicate well. This section covers how to recognize and write basic sentence structures and how to avoid some common writing errors.

### Components of a Sentence

Clearly written, complete sentences require key information: a subject, a verb and a complete idea. A sentence needs to make sense on its own. Sometimes, complete sentences are also called independent clauses. A clause is a group of words that may make up a sentence. An independent clause is a group of words that may stand alone as a complete, grammatically correct thought. The following sentences show independent clauses.

|                           |                                           |
|---------------------------|-------------------------------------------|
| <b>Independent Clause</b> | <b>Independent Clause</b>                 |
| We went to the store}     | { We bought the ingredients on our list}, |
| <b>Independent Clause</b> |                                           |
| and then {we went home}   |                                           |

All complete sentences have at least one independent clause. You can identify an independent clause by reading it on its own and looking for the subject and the verb.

### Subjects

When you read a sentence, you may first look for the subject, or what the sentence is about. The subject usually appears at the beginning of a sentence as a noun or a pronoun.

Malik is the project manager for this project. He will give us our assignments.

In these sentences, the subject is a person: *Malik*. The pronoun *He* replaces and refers back to *Malik*.

The computer lab is where we will work. It will be open twenty-four hours a day.

In the first sentence, the subject is a place: *computer lab*. In the second sentence, the pronoun *It* substitutes for *computer lab* as the subject.

### Compound Subjects

A sentence may have more than one person, place, or thing as the subject. These subjects are called compound subjects. Compound subjects are useful when you want to discuss several subjects at once.

Desmond and Maria have been working on that design for almost a year.  
Books, magazines, and online articles are all good resources.

## Verbs

Once you locate the subject of a sentence, you can move on to the next part of a complete sentence: the verb. A verb is often an action word that shows what the subject is doing. A verb can also link the subject to a describing word. There are three types of verbs that you can use in a sentence: action verbs, linking verbs, auxiliary verbs, active vs. passive verbs, etc.

## Prepositional Phrases

Prepositions connect a noun, pronoun, or verb to another word that describes or modifies that noun, pronoun, or verb. Common prepositions include *in*, *on*, *under*, *near*, *by*, *with*, and *about*. A group of words that begin with a preposition is called a prepositional phrase. A prepositional phrase begins with a preposition and modifies or describes a word. It cannot act as the subject of a sentence. The following circled phrases are examples of prepositional phrases.

We went on a business trip. That restaurant with the famous pizza was on the way. We stopped for lunch.



## Review Questions

### Question 1.1:

**Read the following sentences. Underline the subjects, and circle the prepositional phrases.**

1. The gym is open until nine o'clock tonight.
2. We went to the store to get some ice.
3. The student with the most extra points will win the gift.
4. Maya and Tia found an abandoned cat by the side of the road.
5. The driver of that pickup truck skidded on the mud.
6. Anita won the race with time to spare.
7. The people who work for that company were surprised about the merger.
8. Working in haste means that you are more likely to make mistakes.
9. The soundtrack has over sixty songs in languages from around the world.
10. His latest invention does not work, but it has inspired the rest of us.

## Lesson 2: Sentence Structure, Fragments, and Run-ons

After studying this lesson, you should be able to:

- Use meaningful sentence structures to make longer & more complex sentences.
- Explain the common sentence errors

Now that you know what makes a complete sentence—a subject and a verb—you can use other parts of speech to build on this basic structure. Good writers use a variety of sentence structures to make their work more interesting. This section covers different sentence structures that you can use to make longer, more complex sentences.

### Sentence Patterns

Six basic subject-verb patterns can enhance your writing. A sample sentence is provided for each pattern. As you read each sentence, take note of where each part of the sentence falls. Notice that some sentence patterns use action verbs and others use linking verbs.

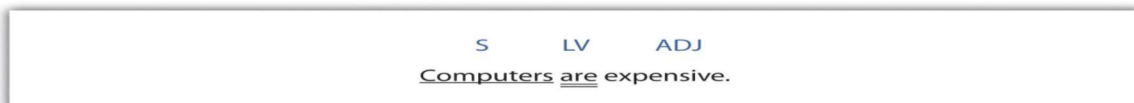
#### Subject–Verb



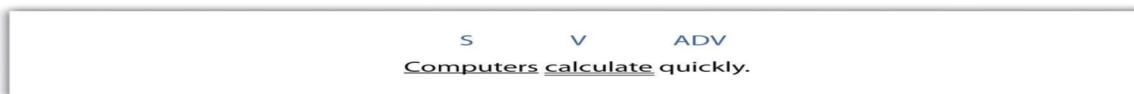
#### Subject–Linking Verb–Noun



#### Subject–Linking Verb–Adjective



#### Subject–Verb–Adverb



#### Subject–Verb–Direct Object

When you write a sentence with a direct object (DO), make sure that the DO receives the action of the verb.



#### Subject–Verb–Indirect Object–Direct Object

In this sentence structure, an indirect object explains *to whom* or *to what* the action is being done. The indirect object is a noun or pronoun, and it comes before the direct object in a sentence.

### Fragments

A sentence that is missing a subject or a verb is called a fragment. A fragment may include a description or may express part of an idea, but it does not express a complete thought.

**Fragment:** Children helping in the kitchen.

**Complete sentence:** Children helping in the kitchen **often make a mess.**

You can easily fix a fragment by adding the missing subject or verb. In the example, the sentence was missing a verb.

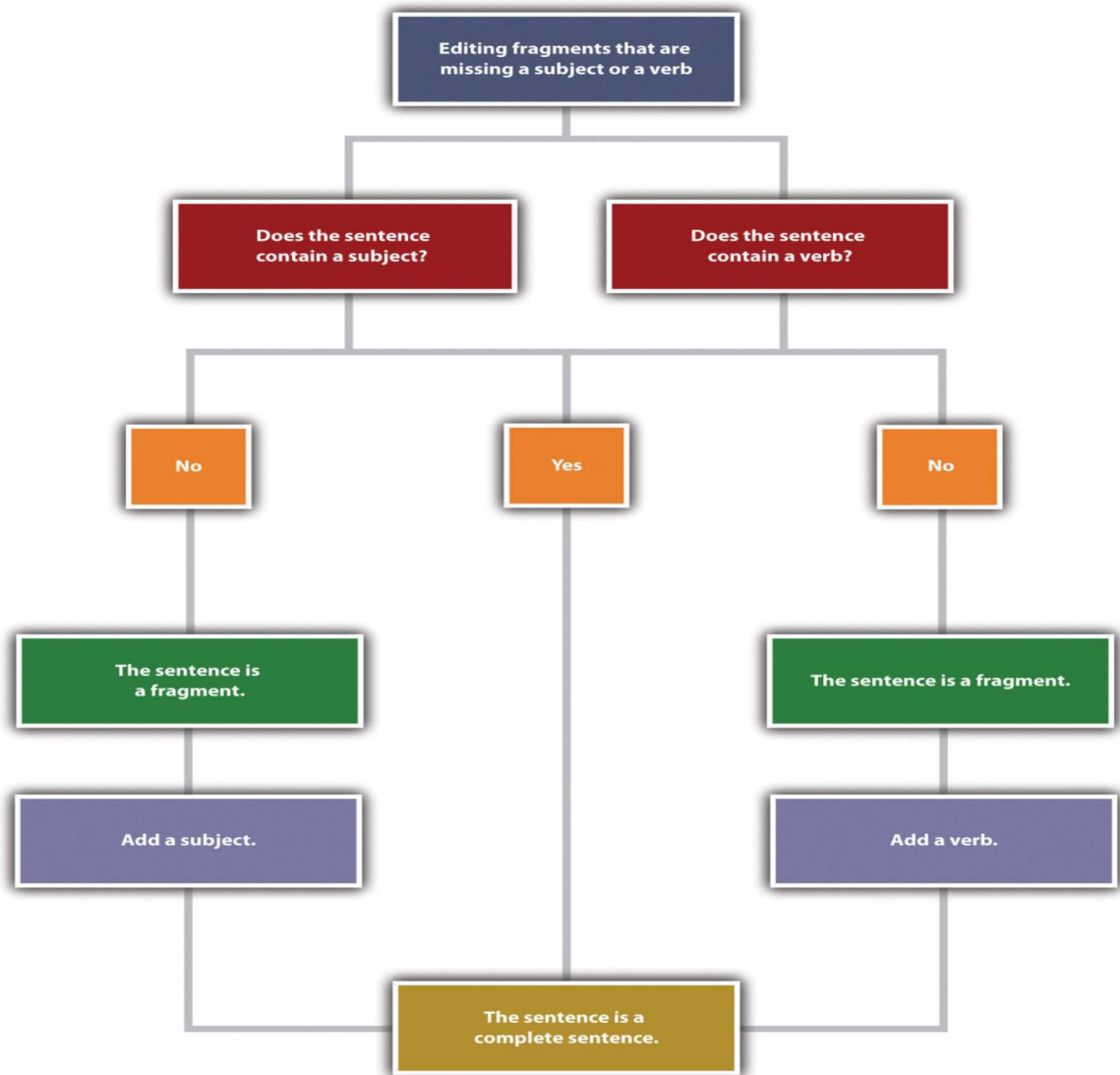


Figure 1.1 Editing fragments that are missing a subject or a verb

See whether you can identify what is missing in the following fragments.

**Fragment:** Told her about the broken vase.

**Complete sentence:** **I** told her about the broken vase.

**Fragment:** The store down on College Street.

**Complete sentence:** The store down on Main Street **sells music.**

### Common Sentence Errors

Fragments often occur because of some common errors, such as starting a sentence with a preposition, a dependent word, an infinitive, or a gerund. If you use the six basic sentence

patterns when you write, you should be able to avoid these errors and thus avoid writing fragments.

When you see a preposition, check to see that it is part of a sentence containing a subject and a verb. If it is not connected to a complete sentence, it is a fragment, and you will need to fix this type of fragment by combining it with another sentence. You can add the prepositional phrase to the end of the sentence. If you add it to the beginning of the other sentence, insert a comma after the prepositional phrase.

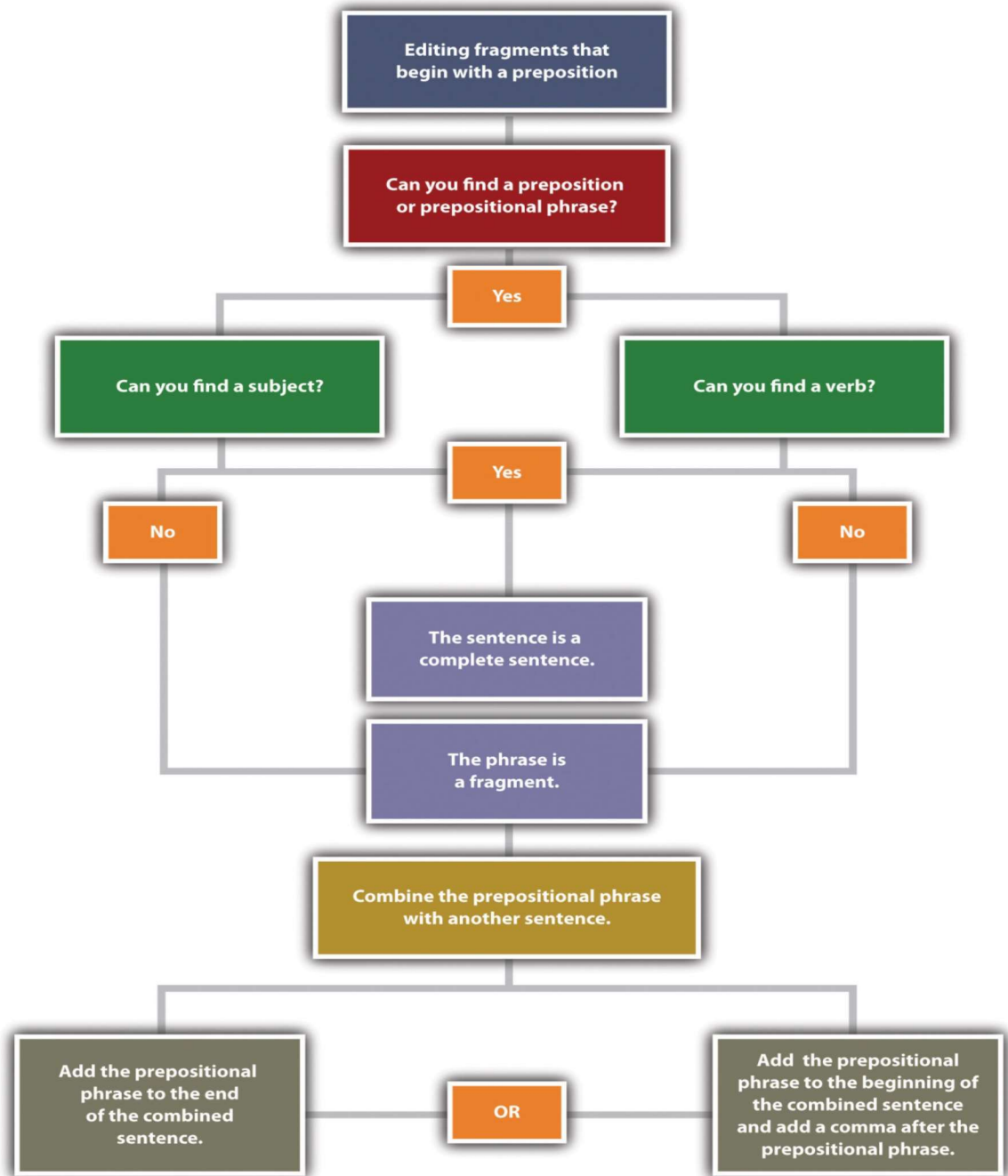


Figure 1.2 Editing fragments that Begin with a preposition

## Examples

**Incorrect:** After walking over two miles. John remembered his wallet.

**Correct:** After walking over two miles, John remembered his wallet.

**Correct:** John remembered his wallet ~~After~~ after walking over two miles.

Clauses that start with a dependent word—such as *since*, *because*, *without*, or *unless*—are similar to prepositional phrases. Like prepositional phrases, these clauses can be fragments if they are not connected to an independent clause containing a subject and a verb. To fix the problem, you can add such a fragment to the beginning or end of a sentence. If the fragment is added at the beginning of a sentence, add a comma.

**Incorrect:** Because we lost power. The entire family overslept.

**Correct:** Because we lost power, the entire family overslept.

**Correct:** The entire family overslept ~~Because~~ because we lost power.

**Incorrect:** He has been seeing a physical therapist. Since his accident.

**Correct:** Since his accident, he has been seeing a physical therapist.

**Correct:** He has been seeing a physical therapist ~~Since~~ since his accident.

## Gerund

When you encounter a word ending in *-ing* in a sentence, identify whether or not this word is used as a verb in the sentence. You may also look for a helping verb. If the word is not used as a verb or if no helping verb is used with the *-ing* verb form, the verb is being used as a noun. An *-ing* verb form used as a noun is called a gerund.

**HV      V**

**Verb:** I was working on homework until midnight.

**Noun:** Working until midnight makes me tired the next morning

## Combination of Fragments

Once you know whether the *-ing* word is acting as a noun or a verb, look at the rest of the sentence. Does the entire sentence make sense on its own? If not, what you are looking at is a fragment. You will need to either add the parts of speech that are missing or combine the fragment with a nearby sentence.

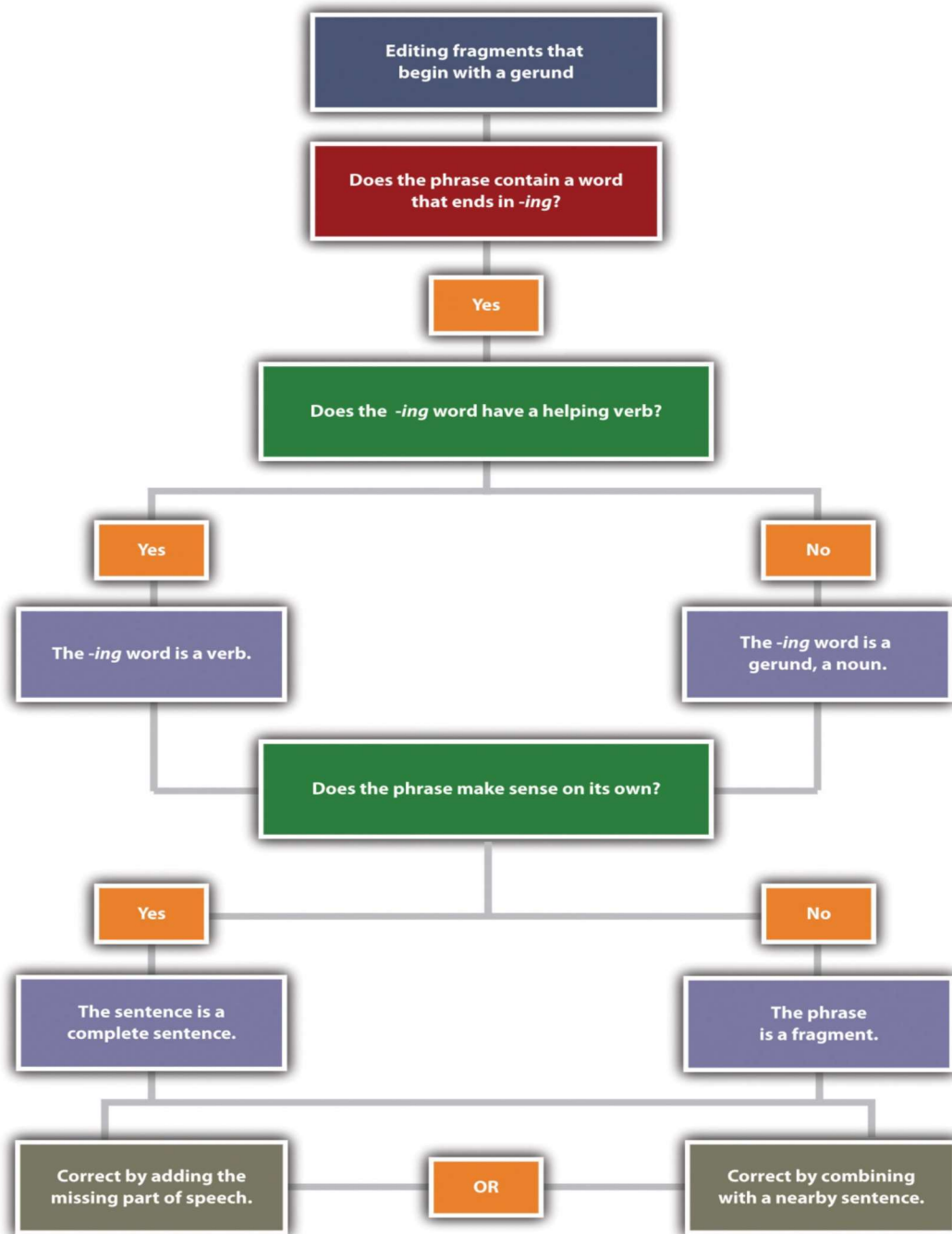


Figure 1.3 Editing fragments that Begin with gerunds

**Incorrect:** Taking deep breaths. Shaeri prepared for his presentation.

**Correct:** Taking deep breaths, Shaeriprepared for his presentation.

**Correct:** Shaeriprepared for her presentation. She **was taking** deep breaths.

**Incorrect:** Congratulating the entire team. Samiharaised her glass to toast their success.

**Correct:** **She was** congratulating the entire team. Samiha raised her glass to toast their success.

**Correct:** Congratulating the entire team, Samiha raised her glass to toast their success.

Another error in sentence construction is a fragment that begins with an infinitive. An infinitive is a verb paired with the word *to*; for example, *to run*, *to write*, or *to reach*. Although infinitives are verbs, they can be used as nouns, adjectives, or adverbs. You can correct a fragment that begins with an infinitive by either combining it with another sentence or adding the parts of speech that are missing.

**Incorrect:** We needed to make three hundred more paper bags. To reach the one thousand mark.

**Correct:** We needed to make three hundred more paper bag**to** reach the one thousand mark.

**Correct:** We needed to make three hundred more paper bags. **We wanted to** reach the one thousand mark.

### **Run-on Sentences**

Sentences with two or more independent clauses that have been incorrectly combined are known as run-on sentences. A run-on sentence may be either a fused sentence or a comma splice.

When two complete sentences are combined into one without any punctuation, the result is a fused sentence. When two complete sentences are joined by a comma, the result is a comma splice. Both errors can easily be fixed.

**Fused sentence:** A family of foxes lived under our shed young foxes played all over the yard.

**Comma splice:** We looked outside, the kids were hopping on the pool.

### **Punctuation**

One way to correct run-on sentences is to correct the punctuation. For example, adding a period will correct the run-on by creating two separate sentences.

**Run-on:** There were no seats left, we had to stand in the back.

**Correct:** There were no seats left. ~~we~~ We had to stand in the back.

Using a semicolon between the two complete sentences will also correct the error. A semicolon allows you to keep the two closely related ideas together in one sentence. When you punctuate with a semicolon, make sure that both parts of the sentence are independent clauses.

Run-on: The accident closed both lanes of traffic we waited an hour for the wreckage to be cleared. Complete sentence: The accident closed both lanes of traffic; we waited an hour for the wreckage to be cleared. When you use a semicolon to separate two independent clauses, you may wish to add a transition word to show the connection between the two thoughts. After the semicolon, add the transition word and follow it with a comma. Run-on: The project was put on

hold we didn't have time to slow down, so we kept working. Complete sentence: The project was put on hold; however, we didn't have time to slow down, so we kept working.

### **Coordinating Conjunctions**

You can also fix run-on sentences by adding a comma and a coordinating conjunction. A coordinating conjunction acts as a link between two independent clauses. These are the seven coordinating conjunctions that you can use: *for, and, nor, but, or, yet, and so*. Use these words appropriately when you want to link the two independent clauses. The acronym *FANBOYS* will help you remember this group of coordinating conjunctions. Run-on: The new printer was installed, no one knew how to use it. Complete sentence: The new printer was installed, but no one knew how to use it.

### **Dependent Words**

Adding dependent words is another way to link independent clauses. Like the coordinating conjunctions, dependent words show a relationship between two independent clauses.

**Run-on: We took the elevator, the others still got there before us.**

**Complete sentence: Although we took the elevator, the others got there before us.**

**Run-on: Cobwebs covered the furniture, the room hadn't been used in years.**

**Complete sentence: Cobwebs covered the furniture because the room hadn't been used in years.**



## **Review Questions**

### **Question 2.1:**

**Copy the following sentences onto your own sheet of paper and circle the fragments. Then combine the fragment with the independent clause to create a complete sentence.**

1. Working without taking a break. We try to get as much work done as we can in an hour.
2. I needed to bring work home. In order to meet the deadline.
3. Unless the ground thaws before spring break. We won't be planting any broccolis this year.
4. Turning the lights off after he was done in the kitchen. Shehab tries to conserve energy whenever possible.
5. You'll find what you need if you look. On the shelf next to the mugs and plates.

### **Question 2.2:**

**A reader can get lost or lose interest in a material that is too dense. Use what you have learned about run-on sentences to correct the following passages:**

1. The report is due on Wednesday but we're flying back from Chittagong that morning. I told the project manager that we would be able to get the report to her later that day she suggested that we come back a day early to get the report done and I told her we had meetings until our flight took off. We e-mailed our contact who said that they would check with his boss, she said that the project could afford a delay as long as they wouldn't have to make any edits or changes to the file our new deadline is next Friday.

2. Anamika tried getting a reservation at the restaurant, but when she called they said that there was a waiting list so she put our names down on the list when the day of our reservation arrived we only had to wait thirty minutes because a table opened up unexpectedly which was good because we were able to catch a movie after dinner in the time we'd expected to wait to be seated.

**Question 2.3: Use what you have learned about run-on sentences to correct the following passages:**

1. The report is due on Wednesday but we're flying back from Chittagong that morning. I told the project manager that we would be able to get the report to her later that day she suggested that we come back a day early to get the report done and I told her we had meetings until our flight took off. We e-mailed our contact who said that they would check with his boss, she said that the project could afford a delay as long as they wouldn't have to make any edits or changes to the file our new deadline is next Friday.
2. Alam tried getting a reservation at the restaurant, but when she called they said that there was a waiting list so she put our names down on the list when the day of our reservation arrived we only had to wait thirty minutes because a table opened up unexpectedly which was good because we were able to catch a movie after dinner in the time we'd expected to wait to be seated.
3. Without a doubt, my favorite artist is Leonardo da Vinci, not because of his paintings but because of his fascinating designs, models, and sketches, including plans for scuba gear, a flying machine, and a life-size mechanical lion that actually walked and moved its head. His paintings are beautiful too, especially when you see the computer enhanced versions researchers use a variety of methods to discover and enhance the paintings' original colors, the result of which are stunningly vibrant and yet delicate displays of the man's genius.

**References:**

Anonymous (2012). English for Business Success.

<https://2012books.lardbucket.org/books/english-for-business-success>

# **Unit 4: Subject-Verb Agreement**

## **Unit Highlights**

- Subject-Verb Agreement
- Errors in subject-verb Agreement

## **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Subject-Verb Agreement



### Lesson Objectives

After studying this lesson, you should be able to:

- Define subject-verb agreement.
- Learn subject-verb agreement in the context of regular and irregular verbs.

### Subject-verb Agreement

**Subject-verb agreement** describes the proper match between subjects and verbs.

Because subjects and verbs are either singular or plural, the subject of a sentence and the verb of a sentence must agree with each other in number. That is, a singular subject belongs with a singular verb form, and a plural subject belongs with a plural verb form.

**Singular:** The cat jumps over the fence.

**Plural:** The cats jump over the fence.

### Regular Verbs

Regular verbs follow a predictable pattern. For example, in the third person singular, regular verbs always end in *-s*. Other forms of regular verbs do not end in *-s*. Study the following regular verb forms in the present tense.

| Person        | Singular Form    | Plural Form |
|---------------|------------------|-------------|
| First Person  | I live.          | We live.    |
| Second Person | You live.        | You live.   |
| Third Person  | He/She/It lives. | They live.  |

### Tip

Add an *-es* to the third person singular form of regular verbs that end in *-sh*, *-x*, *-ch*, and *-s*. (I wish/He wishes, I fix/She fixes, I watch/It watches, I kiss/She kisses.)

**Singular:** I read every day.

**Plural:** We read every day.

In these sentences, the verb form stays the same for the first person singular and the first-person plural.

**Singular:** You stretch before you go to bed.

**Plural:** You stretch before every game.

In these sentences, the verb form stays the same for the second person singular and the second person plural. In the singular form, the pronoun *you* refer to one person. In the plural form, the pronoun *you* refer to a group of people, such as a team.

**Singular:** My mother walks to work every morning.

In this sentence, the subject is *mother*. Because the sentence only refers to one mother, the subject is singular. The verb in this sentence must be in the third person singular form.

**Plural:** My friends like the same music as I do.

In this sentence, the subject is *friends*. Because this subject refers to more than one person, the subject is plural. The verb in this sentence must be in the third person plural form.

### Tip

Many singular subjects can be made plural by adding an *-s*. Most regular verbs in the present tense end with an *-s* in the third person singular. This does not make the verbs plural.

### Irregular Verbs

Not all verbs follow a predictable pattern. These verbs are called irregular verbs. Some of the most common irregular verbs are *be*, *have*, and *do*. Learn the forms of these verbs in the present tense to avoid errors in subject-verb agreement.

#### Be

Study the different forms of the verb *to be* in the present tense.

| Person        | Singular Form | Plural Form |
|---------------|---------------|-------------|
| First Person  | I am.         | We are.     |
| Second Person | You are.      | You are.    |
| Third Person  | He/She/It is. | They are.   |

#### Have

Study the different forms of the verb *to have* in the present tense.

| Person        | Singular Form  | Plural Form |
|---------------|----------------|-------------|
| First Person  | I have.        | We have.    |
| Second Person | You have.      | You have.   |
| Third Person  | He/She/It has. | They have.  |

#### Do

Study the different forms of the verb *to do* in the present tense.

| Person        | Singular Form   | Plural Form |
|---------------|-----------------|-------------|
| First Person  | I do.           | We do.      |
| Second Person | You do.         | You do.     |
| Third person  | He/She/It does. | They do.    |



## Review Questions

### Question 1.1:

**On your own copy, write the correct verb form for each of the following sentences:**

1. I (brush/brushes) my teeth twice a day.
2. You (wear/wears) the same shoes every time we go out.
3. He (kick/kicks) the soccer ball into the goal.
4. She (watch/watches) foreign films.
5. Sinthia (hide/hides) behind the door.
6. We (want/wants) to have dinner with you.
7. You (work/works) together to finish the project.
8. They (need/needs) to score another point to win the game.
9. It (eat/eats) four times a day.
10. Shabuj (fix/fixes) his own motorcycle

### Question 1.2:

**Complete the following sentences by writing the correct present tense form of *be*, *have*, or *do*. Use your own sheet of paper to complete this exercise**

1. I \_\_\_\_\_ sure that you will succeed.
2. They \_\_\_\_\_ front-row tickets to the show.
3. He \_\_\_\_\_ a great Oprah impersonation.
4. We \_\_\_\_\_ so excited to meet you in person!
5. She \_\_\_\_\_ a fever and a sore throat.
6. You \_\_\_\_\_ not know what you are talking about.
7. You \_\_\_\_\_ all going to pass this class.
8. She \_\_\_\_\_ not going to like that.
9. It \_\_\_\_\_ appear to be the right size.
10. They \_\_\_\_\_ ready to take this job seriously.

## Lesson 2: Errors in Subject-Verb Agreement



### Lesson Objectives

After studying this lesson, you should be able to:

- Understand Compound Subject.
- Identify the common errors in subject-verb agreement.

### Compound Subjects

A compound subject is formed by two or more nouns and the coordinating conjunctions *and*, *or*, or *nor*. A compound subject can be made of singular subjects, plural subjects, or a combination of singular and plural subjects.

Compound subjects combined with *or* and *nor* are treated separately. The verb must agree with the subject that is nearest to the verb

**Two singular subjects:** Either you or Jason takes the furniture out of the garage.

**Two plural subjects:** Either you or the twins take the furniture out of the garage.

**Singular and plural subjects:** Either Jason or the twins take the furniture out of the garage.

**Plural and singular subjects:** Either the twins or Jason takes the furniture out of the garage.

**Two singular subjects:** Neither Elizabeth nor Rianna wants to eat at that restaurant.

**Two plural subjects:** Neither the kids nor the adults want to eat at that restaurant.

**Singular and plural subjects:** Neither Elizabeth nor the kids want to eat at that restaurant.

**Plural and singular subjects:** Neither the kids nor Elizabeth wants to eat at that restaurant.

### Separation of Subjects and Verbs

As you read or write, you may come across a sentence that contains a phrase or clause that separates the subject from the verb. Often, prepositional phrases or dependent clauses add more information to the sentence and appear between the subject and the verb. However, the subject and the verb must still agree.

If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words. The subject of a sentence will never be in a prepositional phrase or dependent clause.

The following is an example of a subject and verb separated by a prepositional phrase:

The students with the best grades win the academic awards.

The puppy under the table is my favorite.

The following is an example of a subject and verb separated by a dependent clause:

The car that I bought has power steering and a sunroof.  
The representatives who are courteous sell the most tickets.

### Indefinite Pronouns

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will often use a singular verb form.

However, keep in mind that exceptions arise. Some indefinite pronouns may require a plural verb form. To determine whether to use a singular or plural verb with an indefinite pronoun, consider the noun that the pronoun would refer to. If the noun is plural, then use a plural verb with the indefinite pronoun.

| Indefinite Pronouns That Always Take a Singular Verb                                                                                | Indefinite Pronouns That Can Take a Singular or Plural Verb |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| anybody, anyone, anything, each, everybody, everyone, everything, much, many, nobody, no one, nothing, somebody, someone, something | All, any, none, some                                        |

**Singular:** Everybody in the kitchen sings along when that song comes on the radio.

The indefinite pronoun *everybody* takes a singular verb form because *everybody* refers to a group performing the same action as a single unit.

**Plural:** All the people in the kitchen sing along when that song comes on the radio.

The indefinite pronoun *all* takes a plural verb form because *all* refers to the plural noun *people*. Because *people* is plural, *all* is plural.

**Singular:** All the cake is on the floor.

In this sentence, the indefinite pronoun *all* takes a singular verb form because *all* refers to the singular noun *cake*. Because *cake* is singular, *all* is singular.

### Collective Nouns

A collective noun is a noun that identifies more than one person, place, or thing and considers those people, places, or things one singular unit. Because collective nouns are counted as one, they are singular and require a singular verb. Some commonly used collective nouns are *group*, *team*, *army*, *flock*, *family*, and *class*.

**Singular:** The class is going on a field trip.

In this sentence, *class* is a collective noun. Although the class consists of many students, the class is treated as a singular unit and requires a singular verb form.

### The Subject Follows the Verb

You may encounter sentences in which the subject comes after the verb instead of before the verb. In other words, the subject of the sentence may not appear where you expect it to appear. To ensure proper subject-verb agreement, you must correctly identify the subject and the verb.

### Here or There

In sentences that begin with *here* or *there*, the subject follows the verb.

Here is my wallet!  
There are thirty dolphins in the water.

If you have trouble identifying the subject and the verb in sentences that start with *here* or *there*, it may help to reverse the order of the sentence so the subject comes first.

My wallet is here!  
Thirty dolphins are in the water.



### Review Questions

#### Question 2.1:

**Correct the errors in subject-verb agreement in the following paragraph. Copy the paragraph on a piece of paper and make corrections.**

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position at your company. I has three years of experience as a receptionist in a company that is similar to yours. My phone skills and written communication is excellent. These skills, and others that I have learned on the job, helps me understand that every person in a company helps make the business a success. At my current job, the team always say that I am very helpful. Everyone appreciate when I go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. Is there any other details about me that you would like to know? If so, please contact me. Here are my résumé. You can reach me by e-mail or phone. I looks forward to speaking with you in person.

Thanks,

Farida Akhter

#### Question 2.2: Use your knowledge of subject-verb agreement to write one of the following:

1. An advertisement for a potential company
3. A cover letter describing your qualifications to a potential employer

Be sure to include at least the following:

- One collective noun
- One irregular verb
- One question

#### References:

Anonymous (2012). English for Business Success.

<https://2012books.lardbucket.org/books/english-for-business-success/>

# **Unit 5: Active vs Passive Voice**

## **Unit Highlights**

- Active vs Passive Voice.
- Changing Passive Voice to Active Voice.
- Uses of Passive Voice

## **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Active vs Passive Voice



### Lesson Objectives

After studying this lesson, you should be able to:

- Differentiate between the active and passive voice.
- Change sentences from one voice to another.
- Construct correct sentences in active and passive voices.

English verbs have two voices—active and passive. New writers often use the passive voice because they think it sounds more professional. However, passive voice, instead of making a paper sound more professional, actually makes the writing unclear, hard to follow, and, at times, even boring. Good writing keeps passive voice to a minimum and uses active voice whenever possible.

### Active Voice

**Active voice occurs when the subject of the sentence performs the action of the sentence.** The person or object performing an action is called the agent. In technical writing, it is almost always preferable to put the subject at the front of the sentence, followed by an active verb. Subject-verb constructed sentences are the clearest and most effective way to communicate information.

#### Example:

**Active: The dog bit the man.**

**Active: Jackie's mother gave her a gift.**

### Passive Voice

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

#### Example:

- **My laptop was stolen. (The object = My laptop / action= was stolen)**
- **Passive: Napa Valley is known for its excellent wines.**
- **Active: [Many people] know Napa Valley for its excellent wines.**
- **Passive: Twenty civilians were killed in the bomb explosion.**
- **Active: Someone killed twenty civilians in the bomb explosion.**

## The passive agent

When we know who the subject is, we put it at the end with by. We call this an agent.

### Example:

- **Passive:** The Mona Lisa was painted by Leonardo Da Vinci. (agent =Leonardo Da Vinci)
- **Active:** Leonardo Da Vinci painted the Mona Lisa

## Changing passive voice to active voice

1. Identify the passive verb: find the “to be” verb (am, is, are, was, were, be, being, been). Also, you can look for any ‘by the’ phrases (something was done by someone).

### Example:

- Fred was [to be verb] selected by his peers to serve on the student council.
- Linda was [to be verb] fired [past participle] by Mr. Richmond.

2. Locate the agent who/that performs the action.

### Example:

- Fred was selected by his peers to serve on the student council.
- Linda was fired by Mr. Richardson.

3. Put the agent or doer in at the beginning of the sentence followed by the verb (rearrange the sentence, in other words).

### Example:

- Fred’s peers selected him to serve on the student council.
- Mr. Richardson fired Linda.

## When to use passive voice

Not every passive verb can or should be made active. Sometimes you simply don’t know who or what performed an action (news stories often use passive voice sentences), or you deliberately want to leave out who or what performed an action because it’s obvious or unimportant. Other times you might want to emphasize the recipient, so you would put it at the front in the sentence where it gets the most attention.

**Tracy was featured on the TV nightly news. (the focus is on Tracy, not the TV nightly news).**

**Ten people were killed in the plane crash (the focus is on the ten people killed, even though the plane crash is the subject).**

The passive is also used in many expressions where the writer chooses to be vague about assigning responsibility or when the agent is obvious.

**Flight 107 has been cancelled. (agent is obvious or unimportant)**

**The check was lost in the mail. (agent who lost the letter is unknown)**

**An experimental liver transplant surgery was completed yesterday. (agent is obvious—liver transplant surgeries are typically performed by surgeons.)**

When you need to use the passive voice, use it. Most of the time, however, you can improve a sentence by changing it from passive to active voice.



## Review Questions

### Question 1.1: Change the following active voice sentences into the passive form:

1. Americans have given George Walker Bush a lot of presents for his farewell.
2. \_\_\_\_\_  
Juma provided the answer.
3. \_\_\_\_\_  
Someone told me the story before.
4. \_\_\_\_\_  
The headmaster is locking the rooms.
5. \_\_\_\_\_  
They are cooking food in the school kitchen.
6. \_\_\_\_\_  
Will they give us enough books for the course?
7. \_\_\_\_\_  
They asked us that question many times before.
8. \_\_\_\_\_  
Boys and girls are playing soccer at the school football pitch.
9. \_\_\_\_\_  
The hunter hunts wild animals.
10. \_\_\_\_\_  
Some children stole the peaches.

### Question 1.2: Convert the following passive voice construction to active voice (for example, “James was chosen by Kathy to be her assistant” would become “Kathy chose James to be her assistant”):

| Passive Voice                                           | Active Voice Revision |
|---------------------------------------------------------|-----------------------|
| 1. This awful mess was made by your friends.            | 1. _____              |
| 2. Everyone in need is helped by Michael.               | 2. _____              |
| 3. You will be made well by this medicine!              | 3. _____              |
| 4. Many inventions were created by Edison.              | 4. _____              |
| 5. The article was written by my friend.                | 5. _____              |
| 6. Many fine sites are hosted by Software Workshop.     | 6. _____              |
| 7. Claudia was enraged by Richard’s sarcastic comments. | 7. _____              |
| 8. Mistakes were made by the politicians.               | 8. _____              |
| 9. The reports had been completed by the students.      | 9. _____              |
| 10. Revisions are being made by the team.               | 10. _____             |

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# Unit 6: Punctuation

## Unit Highlights

- Apostrophes
- Colons, Commas, Explanation marks
- Hyphens, Parentheses, Periods
- Question Marks and Semi-colons

## Technologies Used for Content Delivery

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
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## Lesson 1: Apostrophes



### Lesson Objectives

After studying this lesson, you should be able to:

- Use the apostrophes as an important punctuation mark in creating contraction.

Suppose you are presenting a speech. If you speak too quickly, your audience will not be able to understand what you are saying. It is important to stop and take a breath a few times as you read from your notes. But how do you know where to pause, where to change your voice, and where to stop? The answer is easy. You can use the punctuation marks you encounter as a guide for your pacing.

Punctuation marks provide visual clues to readers, telling them how they should read the sentence. Some punctuation marks tell you that you are reading a list of items while other marks tell you that a sentence contains two independent ideas. Punctuation marks tell you not only when a sentence ends but also what kind of sentence you have read. This chapter covers different types of punctuation and the meanings they convey.

### Do we really need apostrophes?

When you send a text message, you probably do not bother with apostrophes right? It makes sense that we might not worry about properly punctuating possessives and contractions in a text message, but it's very important to remember that we do need to use apostrophes correctly in other writing situations.

### Using Apostrophes to Make Words Possessive

Beginning writers sometimes mistakenly add apostrophes to make words plural, but this is not how the apostrophe is used; the apostrophe is used to show possession or ownership.

Here's a test you can use to determine whether an apostrophe is needed—we call it the “of” test. In other words, can you reword the sentence and substitute the apostrophe with “of”?

### Using an Apostrophe Using “of” test

|                       |                           |
|-----------------------|---------------------------|
| my friend's DVD       | the DVD of my friend      |
| Beth's zombie plan    | the zombie plan of Beth   |
| James's canned goods* | the canned goods of James |

\*James' is also acceptable

### Plural Possessives

Making plural words possessive can be confusing at times because we so often add an s to a noun to make it plural. All of those s's can be a little overwhelming.

But the rules are pretty clear on this issue.

To make plural nouns that do not end in s possessive, add's.

To make plural nouns that end in s possessive, add just the '

## Using Apostrophes to Create Contractions

Apostrophes are also used in contractions where the apostrophe takes the place of letters that are omitted when you join two words. Here are some examples:

|                  |
|------------------|
| I am = I'm       |
| you are = you're |
| it is = it's     |
| did not = didn't |

You can also use an apostrophe to stand in for omitted numbers.

|                                         |
|-----------------------------------------|
| I was born in '75, and I'm feeling old. |
|-----------------------------------------|



## Review Questions

### Question 1.1: Circle the word with the proper use of an apostrophe from the bold choices:

Growing up, I was always fascinated with Bigfoot or Sasquatch stories. I stayed up late at night watching the Sasquatch specials, determined that I would grow up and be the person to prove **its** / **it's** existence. It became my **lives** / **life's** mission to move to the Pacific Northwest, where most Sasquatch sightings are reported and hunt down this mysterious beast. I did not want to hurt it, just prove it existed. I was so tired of all those self-important **scientists** / **scientists'** making fun of people who had reported seeing Sasquatch. I knew I had to prove them wrong. After all, **scientists** / **scientists'** knowledge changes all the time. I mean, is red wine good for us or not? But, I digress.

### Question 1.2: Try again! Click the word with the proper use of an apostrophe from the bold choices:

At the young age of twenty, I made the big move to the Seattle area, and as soon as I could, I was out of town, in the woods, and on my quest. It did not take long for me to discover evidence of Sasquatch. I saw footprints, clearly bipedal, that led to some kind of crude, small hut. I knew it must be a **Sasquatch's** / **Sasquatches'** hut, but there was no sign of anything around. I continued my journey. Deeper into the forest, I came upon some kind of hoard of wild berries—blueberries, raspberries, and blackberries. I remembered reading that wild berries were some of **Sasquatches** / **Sasquatch's** favorite foods. However, there were so many berries, I was convinced I had, indeed, found the hoard of several **Sasquatches** / **Sasquatches'**. I decided to wait near the berries and hide. The **Sasquatches** / **Sasquatches'** hunger pains would surely drive them back to their hoard soon. But, it seems like I was more tired than the Sasquatches were hungry, and I accidentally fell asleep.

## Lesson 2: Colons, Commas, Exclamation Marks, Hyphens, Parentheses, Periods, Question Marks, and Semicolons



### Lesson Objectives

After studying this lesson, you should be able to:

- Apply Colons, Commas, Exclamation Marks, Hyphens, Parentheses, Periods, Question Marks, and Semicolons correctly in sentences.

### When do we use the colon? ( : )

Colons can add some important variety and excitement to our writing. In most cases, essentially, a colon signals “anticipation”—the reader knows that what follows the colon will define, illustrate, or explain what preceded it. This is certainly the case in the colon’s first three uses, as described below:

1. Use a colon to separate two independent clauses (complete thoughts) when you want to emphasize the second independent clause.

#### Example:

Road construction in New York City might pose a problem if there is a zombie attack: It is best to know which streets are closed, as you do not want to end up lost during a dire situation.

2. Use a colon to separate an independent clause from a list that follows the independent clause.

#### Example:

I have collected a wide variety of important items in case there is a zombie attack: canned food, bottled water, and wood for boarding my windows.

3. Use a colon to separate an independent clause from an appositive (a noun or noun phrase that renames or identifies a noun or noun phrase right next to it) that follows the independent clause.

#### Example:

I have the perfect solution to your long, boring commute to work: podcasts.

4. You should also use a colon at the end of a formal, business letter greeting.

#### Example:

To Whom It May Concern:

5. And, of course, you should use a colon to separate the hour from the minutes when writing numerical time.

#### Example:

3:00 a.m.

### Commas ( , )

People often think commas are tricky and mysterious, and while they may be tricky if we aren’t familiar with the rules, they are not mysterious at all. There are some basic comma rules that can help you know when and when not to use a comma.

### **With Coordinating Conjunctions**

Use a comma with a coordinating conjunction when combining two independent clauses.

An independent clause is a term for a complete thought or sentence with both a subject and a verb. A coordinating conjunction is a conjunction that combines two equal elements and can combine two complete sentences. We have seven coordinating conjunctions in American English:

|     |     |
|-----|-----|
| For | Or  |
| And | Yet |
| Nor | So  |
| But |     |

You may have heard of these referred to as the FANBOYS, which is a great way to help you remember all seven of the coordinating conjunctions.

Coordinating conjunctions can connect all kinds of words and phrases, but when they are used to connect independent clauses, we must place a comma before the coordinating conjunction, as illustrated in the following example:

I am preparing for a zombie invasion, and I am building a strong zombie fort around my home.

### **In a Series**

Use a comma to separate items in a series (three or more things).

She stayed up all night watching scary movies and ate popcorn, peanuts, and chocolate.

She ran into the house, shut the door, and locked all of the locks because she thought a werewolf was behind her.

### **Use commas after introductory words or phrases**

Subordinating conjunctions are words that connect, but unlike coordinating conjunctions, which connect equal parts, subordinating conjunctions connect dependent clauses (incomplete thoughts) to independent clauses. When you see a subordinating conjunction at the beginning of a sentence, this signals an introductory phrase, and you know a comma is coming at the end of that subordinate phrase, as illustrated in these examples:

Because his favorite team lost the Super Bowl, he would not speak to anyone about the game for two years.

Although they have stored a lot of food in their basement, I am not sure if they have enough for a zombie apocalypse.

Some of the most common subordinating conjunctions include the following:

|          |       |
|----------|-------|
| because  | while |
| although | since |
| after    |       |

### **Exclamation Marks (!)**

#### **When should you use an exclamation mark?**

Exclamation marks serve an important function by adding emphasis to commands or other phrases, and you may find yourself needing the exclamation mark when you write dialog for certain narrative assignments.

You can certainly see the difference between a sentence punctuated with a period and one punctuated with an exclamation mark.

Watch out.        Zombies are coming.  
Watch out!        Zombies are coming!

In most cases, you should be careful with exclamation marks and make sure the situation calls for them as they are generally considered pretty informal.

## **Hyphens (–)**

### **Hyphenating Words**

Essentially, when you have two or more words that modify or describe a noun that follows, you should hyphenate those words. But a word of caution: you shouldn't hyphenate the same words if they come after the noun.

I really need a fuel-efficient car to save money for more video games.

To save money for video games, I bought a car with better fuel efficiency.

I have a three-year-old son who mimics every word you say.

I have a son who mimics every word you say; he is three years old.

Hyphens also have other uses including acting with prefixes, suffixes, nouns, letters, and numbers, and clarifying the meaning of words. Generally, you will hyphenate words that begin with self, all, ex, and words that begin with a capital letter or number. Here are some examples:

ex-husband        self-help  
all-inclusive        the A-team

Of course, we should also hyphenate compound numbers like twenty-five or thirty-seven.

## **Parentheses ( )**

Parentheses are used to set off information in a sentence that is important but not really a part of the main message. It's important to remember that your sentence should make sense if you eliminate the parentheses and all that is contained between them.

The Headless Horseman (as the old legend goes) eliminated the disruption Ichabod Crane brought to Sleepy Hollow.

You'll probably use parentheses most often in your research papers because both APA and MLA formatting require in-text citations using parentheses. So right after a quote or any other borrowed information, you should include an in-text citation in parentheses, as illustrated in these examples:

APA (Jones, 2011, p.131).

MLA (Jones 131).

## **Periods (.)**

The period seems pretty straightforward. After all, for most of us, this was the first punctuation we learned when we were learning to read.

Periods are certainly important punctuation because they are what we most often use to separate complete thoughts or independent clauses. Periods are how we end our sentences most of the time.

However, periods do serve another important function in the world of punctuation: You should use a period with abbreviations.

|      |      |
|------|------|
| Dr.  | Ms.  |
| Mr.  | a.m. |
| Mrs. | p.m. |

### **Question Marks (?)**

Question marks are pretty simple. You should use a question mark at the end of a question like this:

When did our professor say that essay was due?

However, there is one situation involving question marks that seems to give people a lot of trouble. What about when you have a sentence that is part statement and part question? What do you do then? You have a couple of options, depending upon the situation. You might have a sentence like this:

The question I have is, how are we going to get out of here?

In this case, the statement before the question isn't complete, so you can simply use a comma to separate the statement from the question.

Of course, the sample sentence is a bit awkward, so it might be preferable to rewrite the sentence. You could change the sentence so the first part, the statement part, is a complete sentence. In this situation, you might have a sentence like the following:

One question remains: How are we going to get out of here?

### **Semicolons (;)**

One of the main uses of a semicolon is to separate two independent clauses. The semicolon isn't like a comma; it's really more like a period. Using a semicolon like a comma can definitely create some trouble.

First, let's take a step back and explain the difference between an independent clause and a dependent clause. An independent clause expresses a complete thought. An independent clause is usually called a sentence. Conversely, a dependent clause is a group of words that may contain a subject and verb but does not express a complete thought.

#### **Example:**

Independent clause:

I ran quickly to escape the zombie I encountered on Main Street.

#### Example of Dependent clause:

Although I ran quickly to escape the zombie I encountered on Main Street,

So now that you understand what an independent clause is and that a semicolon connects two independent clauses, we can begin to look at how the semicolon can be used.

### **Semicolons to Join Clauses**

You should use a semicolon when you're joining two independent clauses without a connecting word. The semicolon functions, structurally, just like a period. The difference is that the semicolon between the two independent clauses shows they are connected, as illustrated in the following example:

If you want me to vote for you, you are going to need to tell me what I want to hear; if you are lying, I guess I will worry about that later.

### **Using Semicolons in Lists**

So right after telling you that semicolons shouldn't be used like commas, we should discuss one situation where the semicolon does function more like a comma. However, this is a very particular situation, so you'll want to pay close attention.

At the Comicon conference, I met Jeanne, from Dallas, Texas; James, from Bend, Oregon; and Stacey, from Bangor, Maine.

Because the items in the series contain commas themselves, it would be confusing to add more commas to the situation. In this particular instance, the semicolon separates the items in a series.



## **Review Questions**

### **Question 2.1: Use appropriate punctuation marks in the following sentences:**

1. We had a great time in France the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go into hospital she had heart problems
5. Did you understand why I was upset
6. It is a fine idea let us hope that it is going to work
7. We will be arriving on Monday morning at least I think so
8. A textbook can be a wall between teacher and class
9. The girls father sat in a corner
10. In the words of Murphys Law Anything that can go wrong will go wrong

### **Reference:**

Excelsior university site (n.d.).*Excelsior Online writing Lab. Punctuation*. Excelsior university.  
<https://owl.excelsior.edu/grammar-essentials/punctuation/>



# **Unit 7: Working with Words: Which Word is Right?**

## **Unit Highlights**

- Commonly Confused Words
- Homophones
- Commonly Misspelled Words
- Redundancies
- Word Choice
- Prefixes and Suffixes
- Synonyms and Antonyms

## **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Commonly Confused Words



### Lesson Objectives

After studying this lesson, you should be able to:

- Recognize the commonly confused words.
- Use the commonly confused words.

You already know many words that you use every day as part of your writing and speaking vocabulary. You probably also know that certain words fit better in certain situations. Letters, e-mails, and even quickly jotted grocery lists require the proper selection of vocabulary. Imagine you are writing a grocery list to purchase the ingredients for a recipe but accidentally write down cilantro when the recipe calls for parsley. Even though cilantro and parsley look remarkably alike, each produces a very different effect in food. This seemingly small error could radically alter the flavor of your dish!

Having a solid everyday vocabulary will help you while writing, but learning new words and avoiding common word errors will make a real impression on your readers. Experienced writers know that deliberate, careful word selection and usage can lead to more polished, and more meaningful work. This Unit covers word choice and vocabulary-building strategies that will improve your writing.

### Commonly Confused Words

Some words in English cause trouble for speakers and writers because these words share a similar pronunciation, meaning, or spelling with another word. These words are called commonly confused words. For example, read aloud the following sentences containing the commonly confused words *new* and *knew*:

I liked her new sweater.  
I knew she would wear that sweater today.

These words may sound alike when spoken, but they carry entirely different usages and meanings. *New* is an adjective that describes the sweater, and *knew* is the past tense of the verb to know.

### Recognizing Commonly Confused Words

Familiarize yourself with the following list of commonly confused words.

#### **A, An, And**

- *A* (article). Used before a word that begins with a consonant.

#### **For example,**

a key, a mouse, a screen

#### **For example,**

An (article). Used before a word that begins with a vowel.

#### **For example,**

an airplane, an ocean, an igloo

#### **For example,**

And (conjunction). Connects two or more words together.

#### **For example,**

peanut butter and jelly, pen and pencil, jump and shout

**Rewrite this lesson with words having similarity in meanings but are used differently.**  
**For example,**

Admit – I admit you claim

Confess – He confessed his guilt.

**Accept, Except**

- *Accept* (verb). Means to take or agree to something offered.

They **accepted** our proposal for the conference.

**For example,**

*Except* (conjunction). Means only or but.

We could fly there **except** the tickets cost too much.

**Affect, Effect**

- *Affect* (verb). Means to create a change.

Hurricane winds **affect** the amount of rainfall.

- *Effect* (noun). Means an outcome or result.

The heavy rains will have an **effect** on the crop growth.

**By, Buy**

- *By* (preposition). Means next to.

My glasses are **by** the bed.

- *Buy* (verb). Means to purchase.

I will **buy** new glasses after the doctor's appointment.

**Its, It's**

- *Its* (pronoun). A form of *it* that shows possession.

The butterfly flapped **its** wings.

- *It's* (contraction). Joins the words *it* and *is*.

**It's** the most beautiful butterfly I have ever seen.

**Loose, Lose**

- *Loose* (adjective). Describes something that is not tight or is detached.

Without a belt, her pants are loose on her waist.

- *Lose* (verb). Means to forget, to give up, or to fail to earn something.

She will lose even more weight after finishing the marathon training.

**Set, Sit**

- *Set* (verb). Means to put an item down.

She set the mug on the saucer.

- *Set* (noun). Means a group of similar objects.

All the mugs and saucers belonged in a set.

- *Sit* (verb). Means to lower oneself down on a chair or another place

I'll sit on the sofa while she brews the tea.

### Suppose, Supposed

- *Suppose* (verb). Means to think or to consider

I suppose I will bake the bread because no one else has the recipe.

- *Suppose* (verb). Means to suggest.

#### For example,

Suppose we all split the cost of the dinner.

- *Supposed* (verb). The past tense form of the verb suppose, meaning required or allowed.

#### For example,

She was supposed to create the menu.

### Who's, Whose

- *Who's* (contraction). Joins the words *who* and either *is* or *has*.

Who's the new student? Who's met him?

- *Whose* (pronoun). A form of *who* that shows possession.

Whose schedule allows them to take the new student on a campus tour?



## Review Questions

### Question 1.1

Complete the following sentences by selecting the correct word:

1. My little cousin turns \_\_\_\_\_ (to, too, two) years old tomorrow.
2. The next-door neighbor's dog is \_\_\_\_\_ (quite, quiet, quit) loud. He barks constantly throughout the night.
3. \_\_\_\_\_ (Your, You're) mother called this morning to talk about the party.
4. I would rather eat a slice of chocolate cake \_\_\_\_\_ (than, then) eat a chocolate muffin.
5. Before the meeting, he drank a cup of coffee and \_\_\_\_\_ (than, then) brushed his teeth.
6. Do you have any \_\_\_\_\_ (loose, lose) change to pay the parking meter?
7. Father must \_\_\_\_\_ (have, of) left his briefcase at the office.
8. Before playing ice hockey, I was \_\_\_\_\_ (suppose, supposed) to read the contract, but I only skimmed it and signed my name quickly, which may \_\_\_\_\_ (affect, effect) my understanding of the rules.
9. Tonight she will \_\_\_\_\_ (set, sit) down and \_\_\_\_\_ (right, write) a cover letter to accompany her résumé and job application.
10. It must be fall, because the leaves \_\_\_\_\_ (are, our) changing, and \_\_\_\_\_ (it's, its) getting darker earlier.

### **Question 1.2**

**The following paragraph contains eleven errors. Find each misused word and correct it by adding the proper word.**

The original United States Declaration of Independence sets in a case at the Rotunda for the Charters of Freedom as part of the National Archives in Washington, DC. Since 1952, over one million visitors each year of passed through the Rotunda too snap a photograph to capture they're experience. Although signs state, "No Flash Photography," forgetful tourists leave the flash on, an a bright light flickers for just a millisecond. This millisecond of light may not seem like enough to effect the precious document, but supposed how much light could be generated when all those milliseconds are added up. According to the National Archives administrators, its enough to significantly damage the historic document. So, now, the signs display quit a different message: "No Photography." Visitors continue to travel to see the Declaration that began are country, but know longer can personal pictures serve as mementos. The administrators' compromise, they say, is a visit to the gift shop for a preprinted photograph.

## Lesson 2: Homophones



### Lesson Objectives

After studying this lesson, you should be able to:

- Identify and use the commonly misused homophones.

### Homonyms

Homonyms are words that sound like one another but have different meanings.

### Commonly Misused Homophones

#### Principle, Principal

- **Principle (noun).** A fundamental concept that is accepted as true.

The **principle** of human equality is an important foundation for all nations.

- **Principal (noun).** The original amount of debt on which interest is calculated.

The payment plan allows me to pay back only the **principal** amount, not any compounded interest.

- **Principal (noun).** A person who is the main authority of a school.

The **principal** held a conference for both parents and teachers.

#### Where, Wear, Ware

- **Where (adverb).** The place in which something happens.
- **Where** is the restaurant?
- **Wear (verb).** To carry or have on the body.
- I will **wear** my hiking shoes I when go on a climb tomorrow morning.
- **Ware (noun).** Articles of merchandise or manufacture (usually, *wares*).
- When I return from shopping, I will show you my **wares**.

#### Lead, Led

- **Lead (noun).** A type of metal used in pipes and batteries.
- The **lead** pipes in my homes are old and need to be replaced.
- **Led (verb).** The past tense of the verb *lead*.
- After the garden, she **led** the patrons through the museum.

#### Which, Witch

- **Which (pronoun).** Replaces one out of a group.
- **Which** apartment is yours?
- **Witch (noun).** A person who practices sorcery or who has supernatural powers.
- She thinks she is a **witch**, but she does not seem to have any powers.

| Pairs     | Parts of Speech | Meanings and Examples                      |
|-----------|-----------------|--------------------------------------------|
| Principle | Noun            | A fundamental .....<br>The principle ..... |
| Principal |                 | The original .....<br>The payment .....    |

### **Peace, Piece**

- **Peace (noun).** A state of tranquility or quiet.
- For once, there was **peace** between the argumentative brothers.
- **Piece (noun).** A part of a whole.
- I would like a large **piece** of cake, thank you.

### **Passed, Past**

- **Passed (verb).** To go away or move.
- He **passed** the slower cars on the road using the left lane.
- **Past (noun).** Having existed or taken place in a period before the present.
- The argument happened in the **past**, so there is no use in dwelling on it.

### **Lessen, Lesson**

- **Lessen (verb).** To reduce in number, size, or degree.
- My dentist gave me medicine to **lessen** the pain of my aching tooth.
- **Lesson (noun).** A reading or exercise to be studied by a student.
- Today's **lesson** was about mortgage interest rates.

### **Patience, Patients**

- **Patience (noun).** The capacity of being patient (waiting for a period of time or enduring pains and trials calmly).
- The novice teacher's **patience** with the unruly class was astounding.
- **Patients (plural noun).** Individuals under medical care.
- The **patients** were tired of eating the hospital food, and they could not wait for a home-cooked meal.

### **Sees, Seas, Seize**

- **Sees (verb).** To perceive with the eye.
- He **sees** a whale through his binoculars.
- **Seas (plural noun).** The plural of sea, a great body of salt water.
- The tidal fluctuation of the oceans and **seas** are influenced by the moon.
- **Seize (verb).** To possess or take by force.
- The king plans to **seize** all the peasants' land.

### **Threw, Through**

- **Threw (verb).** The past tense of *throw*.
- She **threw** the football with perfect form.
- **Through (preposition).** A word that indicates movement.
- She walked **through** the door and out of his life.



## Review Questions

### Question 2.1

**Complete the following sentences by selecting the correct homophones:**

1. Do you agree with the underlying \_\_\_\_\_ (principle, principal) that ensures copyrights are protected in the digital age?
2. I like to \_\_\_\_\_ (where, wear, ware) unique clothing from thrift stores that do not have company logos on them.
3. Marjorie felt like she was being \_\_\_\_\_ (led, lead) on a wild goose chase, and she did not like it one bit.
4. Shirin described \_\_\_\_\_ (witch, which) house was hers, but now that I am here, they all look the same.
5. Seeing his friend without a lunch, Miguel gave her a \_\_\_\_\_ (peace, piece) of his apple.
6. Do you think that it is healthy for mother to talk about the \_\_\_\_\_ (passed, past) all the time?
7. Eating healthier foods will \_\_\_\_\_ (lessen, lesson) the risk of heart disease.
8. I know it sounds cliché, but my father had the \_\_\_\_\_ (patients, patience) of a saint.
9. Daniela \_\_\_\_\_ (sees, seas, seize) possibilities in the bleakest situations, and that it is why she is successful.
10. Everyone goes \_\_\_\_\_ (through, threw) hardships in life regardless of who they are.

### Question 2.1

**Show the different of meaning of each pair of words with example:**

| Pair of words |                          | Meanings and Examples |
|---------------|--------------------------|-----------------------|
| (1)           | Moral<br>Morale          |                       |
| (2)           | Advice<br>Advise         |                       |
| (3)           | Expand<br>Expend         |                       |
| (4)           | Cite<br>Site<br>Sight    |                       |
| (5)           | Complement<br>Compliment |                       |
| (6)           | Quiet<br>Quite           |                       |
| (7)           | Sole<br>Soul             |                       |
| (8)           | Personal<br>Personnel    |                       |
| (9)           | Root<br>Route<br>Rout    |                       |
| (10)          | Farm<br>Firm             |                       |

### Lesson 3: Commonly Misspelled Words



#### Lesson Objectives

After studying this lesson, you should be able to:

- Identify and use the commonly misspelled words.

#### Commonly Misspelled Words

Below is a list of commonly misspelled words. You probably use these words every day in either speaking or writing. Each word has a segment in bold type, which indicates the problem area of the word that is often spelled incorrectly. If you can, use this list as a guide before, during, and after you write.

##### Tip

Use the following two tricks to help you master these troublesome words:

1. Copy each word as few times and underline the problem area.
2. Copy the words onto flash cards and have the friend test you.

#### Commonly Misspelled Words

|            |             |             |            |             |
|------------|-------------|-------------|------------|-------------|
| across     | disappoint  | integration | particular | separate    |
| address    | disapprove  | intelligent | perform    | similar     |
| answer     | doesn't     | interest    | perhaps    | since       |
| argument   | eighth      | interfere   | personnel  | speech      |
| athlete    | embarrass   | jewelry     | possess    | strength    |
| beginning  | environment | judgment    | possible   | success     |
| behavior   | exaggerate  | knowledge   | prefer     | surprise    |
| calendar   | familiar    | maintain    | prejudice  | taught      |
| career     | finally     | mathematics | privilege  | temperature |
| conscience | government  | meant       | probably   | thorough    |
| crowded    | grammar     | necessary   | psychology | thought     |
| definite   | height      | nervous     | pursue     | tired       |
| describe   | illegal     | occasion    | reference  | until       |
| desperate  | immediately | opinion     | rhythm     | weight      |
| different  | important   | optimist    | ridiculous | written     |



## Review Questions

### Question 3.1

**Identify and correct the ten commonly misspelled words in the following paragraph:**

Brooklyn is one of the five boroughs that make up New York City. It is located on the eastern shore of Long Island directly accross the East River from the island of Manhattan. Its beginings stretch back to the sixteenth century when it was founded by the Dutch who originally called it "Breuckelen." Immedietely after the Dutch settled Brooklyn, it came under British rule. However, neither the Dutch nor the British were Brooklyn's first inhabitants. When European settlers first arrived, Brooklyn was largely inhabited by the Lenapi, a collective name for several organized bands of Native American people who settled a large area of land that extended from upstate New York through the entire state of New Jersey. They are sometimes referred to as the Delaware Indians. Over time, the Lenapi succumbed to European diseases or conflicts between European settlers or other Native American enemies. Finalley they were pushed out of Brooklyn completely by the British. In 1776, Brooklyn was the site of the first importent battle of the American Revolution known as the Battle of Brooklyn. The colonists lost this battle, which was led by George Washington, but over the next two years they would win the war, kicking the British out of the colonies once and for all. By the end of the nineteenth century, Brooklyn grew to be a city in its own right. The completion of the Brooklyn Bridge was an ocasion for celebration; transportation and commerce between Brooklyn and Manhattan now became much easier. Eventually, in 1898, Brooklyn lost its seperate identity as an independent city and became one of five boroughs of New York City. However, in some people's opinien, the intagration into New York City should have never happened; they though Brooklyn should have remained an independent city.

### Question 3.2

**Correct the following misspelled words:**

Entrepreneurship, Commission, Aproprate, Approximet, Averate, Conveyence, Exibition, Persuation, Resturent, Recuring, Shedule, Significance, Tremendus, Wellcome, Tresurer, Volauentry, Miscellenous, Numorous, Sychology, Approach.

## Lesson 4: Word Choice



### Lesson Objectives

After studying this lesson, you should be able to:

- Choose the best words for effective writing.
- Use the dictionary and thesaurus.

### Word Choice

Effective writing involves making conscious choices with words. When you prepare to sit down to write your first draft, you likely have already completed some free writing exercises, chosen your topic, developed your thesis statement, written an outline, and even selected your sources. When it is time to write your first draft, start to consider which words to use to best convey your ideas to the reader.

Some writers are picky about word choice as they start drafting. They may practice some specific strategies, such as using a dictionary and thesaurus, using words and phrases with proper connotations, and avoiding slang, clichés, and overly general words.

Once you understand these tricks of the trade, you can move ahead confidently in writing your assignment. Remember, the skill and accuracy of your word choice is a major factor in developing your writing style. Precise selection of your words will help you be more clearly understood—in both writing and speaking.

### Using a Dictionary and a Thesaurus

Even professional writers need help with the meanings, spellings, pronunciations, and uses of particular words. In fact, they rely on dictionaries to help them write better. No one knows every word in the English language and its multiple uses and meanings, so all writers, from novices to professionals, can benefit from the use of dictionaries.

Most dictionaries provide the following information:

- Spelling. How the word and its different forms are spelled.
- Pronunciation. How to say the word.
- Part of speech. The function of the word.
- Definition. The meaning of the word.
- Synonyms. Words that have similar meanings.
- Etymology. The history of the word.

### Using Proper Connotations

A denotation is the dictionary definition of a word. A connotation, on the other hand, is the emotional or cultural meaning attached to a word. The connotation of a word can be positive, negative, or neutral. Keep in mind the connotative meaning when choosing a word.

### Scrawny

- **Denotation:** Exceptionally thin and slight or meager in body or size.
- **Word used in a sentence:** Although he was a premature baby and a **scrawny** child, Martin has developed into a strong man.

- **Connotation:** (Negative) In this sentence the word *scrawny* may have a negative connotation in the readers' minds. They might find it to mean a weakness or a personal flaw; however, the word fits into the sentence appropriately.

### **Skinny**

- **Denotation:** Lacking sufficient flesh, very thin.
- **Word used in a sentence:** **Skinny** jeans have become very fashionable in the past couple of years.
- **Connotation:** (Positive) Based on cultural and personal impressions of what it means to be skinny, the reader may have positive connotations of the word *skinny*.

### **Lean**

- **Denotation:** Lacking or deficient in flesh; containing little or no fat.
- **Word used in a sentence:** My brother has a **lean** figure, whereas I have a more muscular build.
- **Connotation:** (Neutral) In this sentence, *lean* has a neutral connotation. It does not call to mind an overly skinny person like the word *scrawny*, nor does imply the positive cultural impressions of the word *skinny*. It is merely a neutral descriptive word.

Notice that all the words have a very similar denotation; however, the connotations of each word differ.

### **Avoiding Slang**

Slang describes informal words that are considered nonstandard English. Slang often changes with passing fads and may be used by or be familiar to only a specific group of people. Most people use slang when they speak and in personal correspondences, such as e-mails, text messages, and instant messages. Slang is appropriate between friends in an informal context but should be avoided in formal academic writing.

### **Avoiding Clichés**

Clichés are descriptive expressions that have lost their effectiveness because they are overused. Writing that uses clichés often suffers from a lack of originality and insight. Avoiding clichés in formal writing will help you write in original and fresh ways.

- **Clichéd:** Whenever my brother and I get into an argument, he always says something that makes my **blood boil**.
- **Plain:** Whenever my brother and I get into an argument, he always says something that makes me really angry.
- **Original:** Whenever my brother and I get into an argument, he always says something that makes me want to go to the gym and punch the bag for a few hours.

### **Avoiding Overly General Words**

Specific words and images make your writing more interesting to read. Whenever possible, avoid overly general words in your writing; instead, try to replace general language with particular nouns, verbs, and modifiers that convey details and that bring your words to life. Add words that provide color, texture, sound, and even smell to your writing.

- **General:** My new puppy is cute.
- **Specific:** My new puppy is a ball of white fuzz with the biggest black eyes I have ever seen.
- **General:** My teacher told us that plagiarism is bad.
- **Specific:** My teacher, Ms. Atwater, created a presentation detailing exactly how plagiarism is illegal and unethical.



## Review Questions

### Question 4.1

**In each of the following items, you will find words with similar denotations. Identify the words' connotations as positive, negative, or neutral by writing the word in the appropriate box. Copy the chart onto your own piece of paper.**

curious, nosy, interested, lazy, relaxed, slow, courageous, foolhardy, assured, new, newfangled, modern, mansion, shack, residence, spinster, unmarried woman, career woman, giggle, laugh, cackle, boring, routine, prosaic, noted, notorious, famous, assertive, confident, pushy.

| Positive | Negative | Neutral | Positive | Negative | Neutral |
|----------|----------|---------|----------|----------|---------|
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |
|          |          |         |          |          |         |

## Lesson 5: Prefixes and Suffixes



### Lesson Objectives

After studying this lesson, you should be able to:

- Explain prefixes and suffixes.
- State the rules of using suffix in sentences.

### Prefixes and Suffixes

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words.

Mastering common prefixes and suffixes is like learning a code. Once you crack the code, you cannot only spell words more correctly but also recognize and perhaps even define unfamiliar words.

#### Prefixes

A prefix is a word part added to the beginning of a word to create a new meaning. Study the common prefixes in the table below.

#### Tip

The main rule to remember when adding a prefix to a word is not to add letters or leave out any letters. See the table below for examples of this rule.

#### Common Prefixes

| Prefix | Meaning           | Prefix + Base word = New word    |
|--------|-------------------|----------------------------------|
| dis    | not, opposite of  | dis + satisfied = dissatisfied   |
| mis    | wrongly           | mis + spell = misspell           |
| un     | not               | un + acceptable = unacceptable   |
| re     | again             | re + election = reelection       |
| inter  | between           | inter + related = interrelated   |
| be     | by                | be + side = beside               |
| homo   | like              | homo + geneous = homogeneous     |
| hypo   | under             | hypo + thesis = hypothesis       |
| post   | after             | post + war = postwar             |
| pre    | before            | pre + pay = prepay               |
| non    | not               | non + sense = nonsense           |
| super  | above             | super + script = superscript     |
| sub    | under             | sub + merge = submerge           |
| anti   | against, opposing | anti + bacterial = antibacterial |
| vice   | in the place of   | vice + chancellor = chancellor   |

## Suffixes

A suffix is a word part added to the end of a word to create a new meaning. Study the suffix rules in the following boxes.

### Rule 1

When adding the suffixes *-ness* and *-ly* to a word, the spelling of the word does not change.

#### Examples:

- dark + ness = darkness
- scholar + ly = scholarly

#### Exceptions to Rule 1

When the word ends in *y*, change the *y* to *i* before adding *-ness* and *-ly*.

#### Examples:

- ready + ly = readily
- happy + ness = happiness

### Rule 2

When the suffix begins with a vowel, drop the silent *e* in the root word.

#### Examples:

- care + ing = caring
- use + able = usable

#### Exceptions to Rule 2

When the word ends in *ce* or *ge*, keep the silent *e* if the suffix begins with *a* or *o*.

#### Examples:

- replace + able = replaceable
- courage + ous = courageous

### Rule 3

When the suffix begins with a consonant, keep the silent *e* in the original word.

#### Examples:

- care + ful = careful
- care + less = careless

#### Exceptions to Rule 3

#### Examples:

- true + ly = truly
- argue + ment = argument

### Rule 4

When the word ends in a consonant plus *y*, change the *y* to *i* before any suffix not beginning with *i*.

#### Examples:

- sunny + er = sunnier
- hurry + ing = hurrying

### Rule 5

When the suffix begins with a vowel, double the final consonant only if (1) the word has only one syllable or is accented on the last syllable and (2) the word ends in a single vowel followed by a single consonant.

#### Examples:

- tan + ing = tanning (one syllable word)
- regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)
- cancel + ed = canceled (The accent is not on the last syllable.)
- prefer + ed = preferred



## Review Questions

**Question 5.1: Add the correct prefix to the word to complete each sentence. Write the word on your own sheet of paper.**

1. I wanted to ease my stomach \_\_\_\_\_ comfort, so I drank some ginger root tea.
2. Lenny looked funny in his \_\_\_\_\_ matched shirt and pants.
3. Penelope felt \_\_\_\_\_ glamorous at the party because she was the only one not wearing a dress.
4. My mother said those \_\_\_\_\_ aging creams do not work, so I should not waste my money on them.
5. The child's \_\_\_\_\_ standard performance on the test alarmed his parents.
6. When my sister first saw the meteor, she thought it was a \_\_\_\_\_ natural phenomenon.
7. Even though she got an excellent job offer, Cherie did not want to \_\_\_\_\_ locate to a different country.
8. With a small class size, the students get to \_\_\_\_\_ act with the teacher more frequently.
9. I slipped on the ice because I did not heed the \_\_\_\_\_ cautions about watching my step.
10. A \_\_\_\_\_ combatant is another word for civilian.

**Question 5.2: Form new meaningful words using the following prefixes:**

a, ab, ac, auto, contra, ex, in, co, ap, de, en, fore, mal, mono exxtra

**Question 5.3: On your own sheet of paper, write correctly the forms of the words with their suffixes.**

- |                 |                   |
|-----------------|-------------------|
| 1. refer + ed   | 6. benefit + ed   |
| 2. refer + ence | 7. resubmit + ing |
| 3. mope + ing   | 8. use + age      |
| 4. approve + al | 9. greedy + ly    |
| 5. green + ness | 10. excite + ment |

**Question 5.4: Use the suffixes give the list to form new words with the following words:**

List of suffixes: er, ar, or, ist, ee, age, al, ence, ity, tion, ment, ish, ness, hood

- |            |              |
|------------|--------------|
| 1. beg     | 8. arrive    |
| 2. speak   | 9. translate |
| 3. type    | 10. child    |
| 4. carry   | 11. merry    |
| 5. absent  | 12. able     |
| 6. present | 13. happy    |
| 7. sail    | 14. brother  |

## Lesson 6: Synonyms and Antonyms



### Lesson Objectives

After studying this lesson, you should be able to:

- Use more synonyms and antonyms in your daily communications.

As you work with your draft, you will want to pay particular attention to the words you have chosen. Do they express exactly what you are trying to convey? Can you choose better, more effective words? Familiarity with synonyms and antonyms can be helpful in answering these questions.

### Synonyms

Synonyms are words that have the same, or almost the same, meaning as another word. You can say an “easy task” or a “simple task” because *easy* and *simple* are synonyms. You can say Hong Kong is a “large city” or a “metropolis” because *city* and *metropolis* are synonyms.

However, it is important to remember that not all pairs of words in the English language are so easily interchangeable. The slight but important differences in meaning between synonyms can make a big difference in your writing. For example, the words *boring* and *insipid* may have similar meanings, but the subtle differences between the two will affect the message your writing conveys. The word *insipid* evokes a scholarly and perhaps more pretentious message than *boring*.

The English language is full of pairs of words that have subtle distinctions between them. All writers, professionals, and beginners alike, face the challenge of choosing the most appropriate synonym to best convey their ideas. When you pay particular attention to synonyms in your writing, it comes across to your reader. The sentences become much more clear and rich in meaning.

### Examples of Synonyms

| Word      | Synonym-1  | Synonym-2    | Synonym-3    | Synonym-4   |
|-----------|------------|--------------|--------------|-------------|
| Amazing   | Incredible | Unbelievable | Improbable   | Astonishing |
| Anger     | Enrage     | Infuriate    | Arouse       | Nettle      |
| Angry     | Wrathful   | Furious      | Enraged      | Indignant   |
| Answer    | Reply      | Respond      | Retort       | Acknowledge |
| Ask       | Question   | Inquire      | Query        | Interrogate |
| Awful     | Dreadful   | Terrible     | Abominable   | Unpleasant  |
| Bad       | Depraved   | Rotten       | Contaminated | Sinful      |
| Beautiful | Gorgeous   | Dazzling     | Splendid     | Magnificent |
| Begin     | Start      | Open         | Launch       | Initiate    |
| Big       | Enormous   | Huge         | Immense      | Gigantic    |
| Brave     | Courageous | Fearless     | Dauntless    | Intrepid    |
| Break     | Fracture   | Wreck        | Crash        | Demolish    |
| Bright    | Sparkling  | Shimmering   | Radiant      | Vivid       |
| Calm      | Quiet      | Peaceful     | Unruffled    | Tranquil    |
| Come      | Approach   | Advance      | Near         | Arrive      |
| Cool      | Chilly     | Cold         | Frosty       | Frigid      |
| Crooked   | Bent       | Twisted      | Zigzag       | Hooked      |
| Cry       | Weep       | Wail         | Sob          | Bawl        |
| Cut       | Slice      | Carve        | Cleave       | Slit        |

## Common Synonyms

Use business specific terms, jargon, and idioms

## Antonyms

Antonyms are words that have the opposite meaning of a given word. The study of antonyms will not only help you choose the most appropriate word as you write; it will also sharpen your overall sense of language. The table below lists common words and their antonyms.

## Common Antonyms

| Word       | Antonym           |  | Word         | Antonym        |
|------------|-------------------|--|--------------|----------------|
| absence    | presence          |  | frequent     | seldom         |
| accept     | refuse            |  | harmful      | harmless       |
| accurate   | inaccurate        |  | horizontal   | vertical       |
| advantage  | disadvantage      |  | imitation    | genuine        |
| ancient    | modern            |  | inhabited    | uninhabited    |
| abundant   | scarce            |  | inferior     | superior       |
| artificial | natural           |  | intentional  | accidental     |
| attractive | repulsive         |  | justice      | injustice      |
| borrow     | lend              |  | knowledge    | ignorance      |
| bravery    | cowardice         |  | landlord     | tenant         |
| create     | destroy, demolish |  | likely       | unlikely       |
| bold       | timid, meek       |  | minority     | majority       |
| capable    | incapable         |  | miser        | spendthrift    |
| combine    | separate          |  | obedient     | disobedient    |
| conceal    | reveal            |  | optimist     | pessimist      |
| common     | rare              |  | permanent    | temporary      |
| decrease   | increase          |  | plentiful    | scarce         |
| definite   | indefinite        |  | private      | public         |
| despair    | hope              |  | prudent      | imprudent      |
| discourage | encourage         |  | qualified    | unqualified    |
| employer   | employee          |  | satisfactory | unsatisfactory |
| expand     | contract          |  | tame         | wild           |
| forget     | remember          |  | vacant       | occupied       |



## Review Questions

**Question 6.1:** Replace the underlined words in the paragraph with appropriate synonyms. Write the new paragraph on your own sheet of paper.

When most people think of the Renaissance, they might think of artists like Michelangelo, Raphael, or Leonardo da Vinci, but they often overlook one of the very important figures of the Renaissance: Filippo Brunelleschi. Brunelleschi was born in Florence, Italy in 1377. He is considered the very best architect and engineer of the Renaissance. His impressive accomplishments are a testament to following one's dreams, persevering in the face of obstacles, and realizing one's vision.

The most difficult undertaking of Brunelleschi's career was the dome of Florence Cathedral, which took sixteen years to construct. A major blow to the progress of the construction happened in 1428. Brunelleschi had designed a special ship to carry the one hundred tons of marble needed for the dome. He felt this would be the most inexpensive way to transport the marble, but the unthinkable happened. The ship went down to the bottom of the water, taking all the marble with it to the bottom of the river. Brunelleschi was really sad. Nevertheless, he did not give up. He held true to his vision of the completed dome. Filippo Brunelleschi completed construction of the dome of Florence Cathedral in 1446. His influence on artists and architects alike was felt strongly during his lifetime and can still be felt in this day and age.

**Question 6.2: On your own sheet of paper, write a sentence with each of the following words that illustrates the specific meaning of each synonym.**

- |                      |                       |
|----------------------|-----------------------|
| 1. leave, abandon    | 6. riot, revolt       |
| 2. mad, insane       | 7. rude, impolite     |
| 3. outside, exterior | 8. talk, conversation |
| 4. poor, destitute   | 9. hug, embrace       |
| 5. quiet, peaceful   | 10. home, residence   |

**Question 6.3: Correct the following sentences by replacing the underlined words with an antonym. Write the antonym on your own sheet of paper.**

1. The pilot who landed the plane was a coward because no one was injured.
2. Even though the botany lecture was two hours long, Gerard found it incredibly dull.
3. My mother says it is impolite to say thank you like you really mean it.
4. Although I have learned a lot of information through textbooks, it is life experience that has given me ignorance.
5. When our instructor said the final paper was compulsory, it was music to my ears!
6. My only virtues are coffee, video games, and really loud music.
7. Elvin was so bold when he walked in the classroom that he sat in the back row and did not participate.
8. Maria thinks elephants who live in freedom have a sad look in their eyes.
9. The teacher filled her students' minds with gloomy thoughts about their futures.
10. The guest attended to every one of our needs.

### References:

Kurtz, J. (n.d.). Chapter 10 – Working With Words: Which Word is Right? LET'S GET WRITING! Moser, A. (Ed.), *LET'S GET WRITING!*: Virginia Western Community College, Roanoke, Virginia. Virginia Western Educational Foundation, Inc. <https://oercommons.org/courses/let-s-get-writing/view>

## **Unit 8: Let's Get writing: Rhetorical Modes**

### **Unit Highlights**

- Narrative Essay
- Illustration/ Example Essay
- Cause and Effect Essay
- Argument Essay

### **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Narrative Essay



### Lesson Objectives

After studying this lesson, you should be able to:

- Define Narrative.
- Identify the structure of a Narrative Essay.
- Elaborate the narrative essay with example.

The term rhetorical modes refers to the different styles and techniques we use when we write. This chapter will discuss different modes, explaining the specific aspects and techniques involved in these methods of communication. As you read about these, remember that the rhetorical mode a writer chooses depends on his/her purpose for writing. Some assignments ask students to use a specific rhetorical mode, such as writing a descriptive passage or contrasting two concepts, but most essays incorporate several different rhetorical modes to express an idea. Overall, the popular rhetorical modes like, Narratives, Illustration/Example, Cause and effects and Arguments are often seen as forms of essays that allow you to effectively communicate information to your audience.

### Narrative

The purpose of narrative writing is to tell stories. This is a form we are familiar with, as any time we tell a story about an event or incident in our day, we are engaging in a form of narration. In terms of writing, narration is the act of describing a sequence of events. Sometimes this is the primary mode of an essay—writing a narrative essay about a particular event or experience, and sometimes this is a component used within an essay, much like other evidence is offered, to support a thesis.

Ultimately, narrative writing tries to relay a series of events in an emotionally engaging way. You want your audience to be moved by your story, which could mean through laughter, sympathy, fear, anger, and so on. The more clearly you tell your story, the more emotionally engaged your audience is likely to be.

### The Structure of a Narrative Essay

**Chronological order**, the order in which events unfold from first to last, is the most common organizational structure for narratives. Stories typically have a beginning, a middle, and an end. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed below.

|                 |               |            |                      |
|-----------------|---------------|------------|----------------------|
| after/afterward | as soon as    | at last    | before               |
| currently       | during        | eventually | meanwhile            |
| next            | now           | since      | soon                 |
| finally         | later         | still      | then                 |
| until           | when/whenever | while      | first, second, third |

The following are the other basic components of a narrative:

- **Plot.** The events as they unfold in sequence.

- **Characters.** The people who inhabit the story and move it forward. Typically, each narrative has there are minor characters and main characters. The minor characters generally play supporting roles to the main character, or the protagonist.
- **Conflict.** The primary problem or obstacle that unfolds in the plot, which the protagonist must solve or overcome by the end of the narrative. The way in which the protagonist resolves the conflict of the plot results in the theme of the narrative.
- **Theme.** The ultimate message the narrative is trying to express; it can be either explicit or implicit.

### **Narrative Essay Example**

Read the following example of a narrative essay. Note how it reflects the basic components and common features of narratives, as discussed above.

#### **My College Education**

The first class I went to in college was philosophy, and it changed my life forever. Our first assignment was to write a short response paper to the Albert Camus essay “The Myth of Sisyphus.” I was extremely nervous about the assignment as well as college. However, through all the confusion in philosophy class, many of my questions about life were answered.

I entered college intending to earn a degree in engineering. I always liked the way mathematics had right and wrong answers. I understood the logic and was very good at it. So, when I received my first philosophy assignment that asked me to write my interpretation of the Camus essay, I was instantly confused. What is the right way to do this assignment, I wondered? I was nervous about writing an incorrect interpretation and did not want to get my first assignment wrong. Even more troubling was that the professor refused to give us any guidelines on what he was looking for; he gave us total freedom. He simply said, “I want to see what you come up with.”

Full of anxiety, I first set out to read Camus’s essay several times to make sure I really knew what was it was about. I did my best to take careful notes. Yet even after I took all these notes and knew the essay inside and out, I still did not know the right answer. What was my interpretation? I could think of a million different ways to interpret the essay, but which one was my professor looking for? In math class, I was used to examples and explanations of solutions. This assignment gave me nothing; I was completely on my own to come up with my individual interpretation.

Next, when I sat down to write, the words just did not come to me. My notes and ideas were all present, but the words were lost. I decided to try every prewriting strategy I could find. I brainstormed, made idea maps, and even wrote an outline. Eventually, after a lot of stress, my ideas became more organized and the words fell on the page. I had my interpretation of “The Myth of Sisyphus,” and I had my main reasons for interpreting the essay. I remember being unsure of myself, wondering if what I was saying made sense, or if I was even on the right track. Through all the uncertainty, I continued writing the best I could. I finished the conclusion paragraph, had my spouse proofread it for errors, and turned it in the next day simply hoping for the best.

Then, a week or two later, came judgment day. The professor gave our papers back to us with grades and comments. I remember feeling simultaneously afraid and eager to get the paper back in my hands. It turned out, however, that I had nothing to worry about. The professor gave me an A on the paper, and his notes suggested that I wrote an effective essay overall. He wrote that my reading of the essay was very original and that my thoughts were well organized. My relief and newfound confidence upon reading his comments could not be overstated.

What I learned through this process extended well beyond how to write a college paper. I learned to be open to new challenges. I never expected to enjoy a philosophy class and always expected

to be a math and science person. This class and assignment, however, gave me the self-confidence, critical-thinking skills, and courage to try a new career path. I left engineering and went on to study law and eventually became a lawyer. More important, that class and paper helped me understand education differently. Instead of seeing college as a direct stepping stone to a career, I learned to see college as a place to first learn and then seek a career or enhance an existing career. By giving me the space to express my own interpretation and to argue for my own values, my philosophy class taught me the importance of education for education's sake. That realization continues to pay dividends every day.

### Key Takeaways

- Narration is the art of storytelling.
- Narratives can be either factual or fictional. In either case, narratives should emotionally engage the reader.
- Most narratives are composed of major events sequenced in chronological order.
- Time transition words and phrases are used to orient the reader in the sequence of a narrative.
- The four basic components to all narratives are plot, character, conflict, and theme.
- The use of sensory details is crucial to emotionally engaging the reader.
- A strong introduction is important to hook the reader. A strong conclusion should add resolution to the conflict and evoke the narrative's theme.



### Review Questions

#### Question 1.1: Narrative Essay

**Instructions:** A link to sample narrative essays has been incorporated in this section. The purpose is to help you think deeply about a text as you read it.

As you are reading, identify the following for the essay:

- The “situation”
- The “complications”
- The “lesson” the author learned from the experience

#### **Sixty-nine Cents” by Gary Shteyngart**

In “Sixty-nine Cents,” author Gary Shteyngart describes a coming-of-age experience as a first-generation Russian-Jewish immigrant in modern America.

Click on the link to view the essay: <https://www.newyorker.com/magazine/2007/09/03/sixty-nine-cents>

## Lesson 2: Illustration/Example Essay



### Lesson Objectives

After studying this lesson, you should be able to:

- Identify the structure of an illustration essay.
- Write an illustration essay.

### Illustration/Example

To illustrate means to show or demonstrate something clearly. An effective illustration essay clearly demonstrates and supports a point through the use of examples and/or evidence. Ultimately, you want the evidence to help the reader “see” your point, as one would see a good illustration in a magazine or on a website. The stronger your evidence is, the more clearly the reader will consider your point.

### The Structure of an Illustration Essay

The controlling idea, or thesis, belongs at the beginning of the essay. Evidence is then presented in the essay’s body paragraphs to support the thesis. You can start supporting your main point with your strongest evidence first, or you can start with evidence of lesser importance and have the essay build to increasingly stronger evidence. This type of organization is called “order of importance.”

Transition words are also helpful in ordering the presentation of evidence. Words like first, second, third, currently, next, and finally all help orient the reader and sequence evidence clearly. Because an illustration essay uses so many examples, it is also helpful to have a list of words and phrases to present each piece of evidence. Certain **transitional words and phrases** aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

#### Phrases of Illustration

|               |                             |
|---------------|-----------------------------|
| case in point | for example,                |
| for instance, | in particular               |
| in this case  | one example/another example |
| specifically, | to illustrate               |

Vary the phrases of illustration you use. Do not rely on just one. Variety in choice of words and phrasing is critical when trying to keep readers engaged in your writing and your ideas.

### Writing an Illustration Essay

First, decide on a topic that you feel interested in writing about. Then create an interesting introduction to engage the reader. The main point, or thesis, should be stated at the end of the introduction.

Gather evidence that is appropriate to both your subject and your audience. You can order the evidence in terms of importance, either from least important to most important or from most important to least important. Be sure to fully explain all of your examples using strong, clear supporting details.

## **Illustration/Example Essay Specimen**

### **Letter to the City**

To: Lakeview Department of Transportation

From: A Concerned Citizen

The intersection of Central Avenue and Lake Street is dangerous and demands immediate consideration for the installation of a controlling mechanism. I have lived in Lakeview my entire life, and during that time I have witnessed too many accidents and close calls at that intersection. I would like the Department of Transportation to answer this question: how many lives have to be lost on the corner of Central Avenue and Lake Street before a street light or stop sign is placed there?

Over the past twenty years, the population of Lakeview has increased dramatically. This population growth has put tremendous pressure on the city's roadways, especially Central Avenue and its intersecting streets. At the intersection of Central Avenue and Lake Street it is easy to see how serious this problem is. For example, when I try to cross Central Avenue as a pedestrian, I frequently wait over ten minutes for the cars to clear, and even then I must rush to the median. I will then have to continue to wait until I can finally run to the other side of the street. On one hand, even as a physically fit adult, I can run only with significant effort and care. Expecting a senior citizen or a child to cross this street, on the other hand, is extremely dangerous and irresponsible. Does the city have any plans to do anything about this?

Recent data show that the intersection of Central Avenue and Lake Street has been especially dangerous. According to the city's own statistics, three fatalities occurred at that intersection in the past year alone. Over the past five years, the intersection witnessed fourteen car accidents, five of which were fatal. These numbers officially qualify the intersection as the most fatal and dangerous in the entire state. It should go without saying that fatalities and accidents are not the clearest way of measuring the severity of this situation because for each accident that happens, countless other close calls never contribute to city data. I hope you will agree that these numbers alone are sufficient evidence that the intersection at Central Avenue and Lake Street is hazardous and demands immediate attention.

Nearly all accidents mentioned are caused by vehicles trying to cross Central Avenue while driving on Lake Street. I think the City of Lakeview should consider placing a traffic light there to control the traffic going both ways. While I do not have access to any resources or data that can show precisely how much a traffic light can improve the intersection, I think you will agree that a controlled busy intersection is much safer than an uncontrolled one. Therefore, at a minimum, the city must consider making the intersection a four-way stop.

Each day that goes by without attention to this issue is a lost opportunity to save lives and make the community a safer, more enjoyable place to live. Because the safety of citizens is the priority of every government, I can only expect that the Department of Transportation and the City of Lakeview will act on this matter immediately. For the safety and well-being of Lakeview citizens, please do not let bureaucracy or money impede this urgent project.

Sincerely,

A Concerned Citizen

## Key Takeaway

- An illustration essay clearly explains a main point using evidence.
- When choosing evidence, always gauge whether the evidence is appropriate for the subject as well as the audience.
- Organize the evidence in terms of importance, either from least important to most important or from most important to least important.
- Use time transitions to order evidence.
- Use phrases of illustration to call out examples.



## Review Questions

### Question 2.1: Illustration/Example essay

In “April & Paris,” writer David Sedaris explores the unique impact of animals on the human psyche.

Click on the link to view the essay: <https://www.newyorker.com/magazine/2008/03/24/april-paris>

As you read, look for the following:

- The author’s primary thesis or theme
- The examples provided by the author to assert the theme
- See if you can determine which essay uses “multiple” examples (a series of brief examples to illustrate or assert the thesis) and which essay uses “extended” examples (longer examples explained through multiple sentences or paragraphs)

## Lesson 3: Cause and Effect Essay



### Lesson Objectives

After studying this lesson, you should be able to:

- Define cause and effect
- Explain the structure of a cause and effect essay

### Cause and Effect

It is often considered human nature to ask, “why?” and “how?” We want to know how our child got sick so we can better prevent it from happening in the future. We want to know why a colleague received a pay raise because we want one as well. We want to know how much money we will save over the long term if we buy a hybrid car. These examples identify only a few of the relationships we think about in our lives, but each shows the importance of understanding cause and effect.

### The Structure of a Cause-and-Effect Essay

The cause-and-effect essay opens with a general introduction to the topic, which then leads to a thesis that states the main cause, main effect, or various causes and effects of a condition or event.

The cause-and-effect essay can be organized in one of the following two primary ways:

- Start with the cause and then talk about the effects.
- Start with the effect and then talk about the causes.

For example, if your essay were on childhood obesity, you could start by talking about the effect of childhood obesity and then discuss the cause or you could start the same essay by talking about the cause of childhood obesity and then move to the effect.

Regardless of which structure you choose, be sure to explain each element of the essay fully and completely. Explaining complex relationships requires the full use of evidence, such as scientific studies, expert testimony, statistics, and anecdotes.

Because cause-and-effect essays determine how phenomena are linked, they make frequent use of certain words and phrases that denote such linkage. Certain **transitional words and phrases** aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

### Phrases of Causation

|              |              |
|--------------|--------------|
| as a result, | consequently |
| because      | due to       |
| hence        | since        |
| thus         | therefore    |

The conclusion should wrap up the discussion and reinforce the thesis, leaving the reader with a clear understanding of the relationship that was analyzed.

Be careful of resorting to empty speculation. In writing, speculation amounts to unsubstantiated guessing. Writers are particularly prone to such trappings in cause-and-effect arguments due to the complex nature of finding links between phenomena. Be sure to have clear evidence to support the claims that you make.

### **Writing a Cause-and-Effect Essay**

Choose an event or condition that you think has an interesting cause-and-effect relationship. Introduce your topic in an engaging way. End your introduction with a thesis that states the main cause, the main effect, or both.

Organize your essay by starting with either the cause-then-effect structure or the effect-then-cause structure. Within each section, you should clearly explain and support the causes and effects using a full range of evidence. If you are writing about multiple causes or multiple effects, you may choose to sequence either in terms of order of importance. In other words, order the causes from least to most important (or vice versa), or order the effects from least important to most important (or vice versa).

Use the phrases of causation when trying to forge connections between various events or conditions. This will help organize your ideas and orient the reader. End your essay with a conclusion that summarizes your main points and reinforces your thesis.

### **Cause and Effect Essay Example**

#### **Effects of Video Game Addiction**

Video game addiction is a serious problem in many parts of the world today and deserves more attention. It is no secret that children and adults in many countries throughout the world, including Japan, China, and the United States, play video games every day. Most players are able to limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games and suffer detrimental effects.

An addiction can be described in several ways, but generally speaking, addictions involve unhealthy attractions to substances or activities that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. Video game addiction typically involves playing games uncontrollably for many hours at a time—some people will play only four hours at a time while others cannot stop for over twenty-four hours. Regardless of the severity of the addiction, many of the same effects will be experienced by all.

One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career. While many players manage to enjoy video games and still hold their jobs without problems, others experience challenges at their workplace. Some may only experience warnings or demerits as a result of poorer performance, or others may end up losing their jobs altogether. Playing video games for extended periods of time often involves sleep deprivation, and this tends to carry over to the workplace, reducing production and causing habitual tardiness.

Video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks, such as using the restroom or bathing. The effects of this behavior pose significant danger to their overall health.

The causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.

### **Key Takeaways**

- The purpose of the cause-and-effect essay is to determine how various phenomena are related.
- The thesis states what the writer sees as the main cause, main effect, or various causes and effects of a condition or event.
- The cause-and-effect essay can be organized in one of these two primary ways:
- Start with the cause and then talk about the effect.
- Start with the effect and then talk about the cause.
- Strong evidence is particularly important in the cause-and-effect essay due to the complexity of determining connections between phenomena.
- Phrases of causation are helpful in signaling links between various elements in the essay.



### **Review Questions**

#### **Question 3.1: Cause and Effect**

##### **“Women in Science” by K.C. Cole**

Click on the link to view the essay: <https://www.nytimes.com/1981/12/03/garden/hers.html>

As you read, first identify the author’s primary thesis or theme. Then identify the “causes” and/or “effects” that help reinforce the author’s thesis.

## Lesson 4: Argument Essay



### Lesson Objectives

After studying this lesson, you should be able to:

- Define argument essay.
- Explain the structure of an Argumentative Essay.
- Develop sound arguments.

### Argument Essay

The idea of an argument often conjures up images of two people yelling and screaming in anger. In writing, however, an argument is very different. An **argument** is a reasoned opinion supported and explained by evidence. To argue effectively in writing is to advance knowledge and ideas in a positive, persuasive way.

### The Structure of an Argumentative Essay

The following five features make up the structure of an argumentative essay:

1. Introduction and thesis
2. Opposing and qualifying ideas
3. Strong evidence in support of claim
4. Style and tone of language
5. A compelling conclusion

### Creating Introduction and Thesis

The argumentative essay begins with an engaging introduction that presents the general topic. The thesis typically appears somewhere in the introduction and states the writer's point of view.

### Acknowledging Opposing Ideas and Limits to Your Argument

Because an argument implies differing points of view on the subject, you must be sure to acknowledge those opposing ideas. Avoiding ideas that conflict with your own gives the reader the impression that you may be uncertain, fearful, or unaware of opposing ideas. Thus, it is essential that you not only address counterarguments but also do so respectfully.

Acknowledging points of view different from your own also has the effect of fostering more credibility between you and the audience. They know from the outset that you are aware of opposing ideas and that you are not afraid to give them space. It is also helpful to establish the limits of your argument and what you are trying to accomplish. To effectively persuade their readers, writers need to be modest in their goals and humble in their approach to get readers to listen to the ideas. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

### Phrases of Concession

|           |              |
|-----------|--------------|
| although  | granted that |
| of course | still        |
| though    | yet          |

### **Bias in Writing**

Everyone has various biases on any number of topics. For example, you might have a bias toward wearing black instead of brightly colored clothes or wearing jeans rather than formal wear. You might have a bias toward working at night rather than in the morning, or working by deadlines rather than getting tasks done in advance. These examples identify minor biases, of course, but they still indicate preferences and opinions.

Handling bias in writing and in daily life can be a useful skill. It will allow you to articulate your own points of view while also defending yourself against unreasonable points of view. The ideal in persuasive writing is to let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and a respectful and reasonable address of opposing sides.

### **Developing Sound Arguments**

Use the following checklist to develop sound arguments in your essay:

- An engaging introduction
- A reasonable, specific thesis that is able to be supported by evidence
- A varied range of evidence from credible sources
- Respectful acknowledgement and explanation of opposing ideas
- A style and tone of language that is appropriate for the subject and audience
- Acknowledgement of the argument's limits
- A conclusion that will adequately summarize the essay and reinforce the thesis

### **Fact and Opinion**

Facts are statements that can be definitely proven using objective data. The statement that is a fact is absolutely valid. In other words, the statement can be pronounced as true or false. For example,  $2 + 2 = 4$ . This expression identifies a true statement, or a fact, because it can be proved with objective data.

Opinions are personal views, or judgments. An opinion is what an individual believes about a particular subject. However, an opinion in argumentation must have legitimate backing; adequate evidence and credibility should support the opinion. Consider the credibility of expert opinions. Experts in a given field have the knowledge and credentials to make their opinion meaningful to a larger audience.

For example, you seek the opinion of your dentist when it comes to the health of your gums, and you seek the opinion of your mechanic when it comes to the maintenance of your car. Both have knowledge and credentials in those respective fields, which is why their opinions matter to you. But the authority of your dentist may be greatly diminished should he or she offer an opinion about your car, and vice versa.

### **Using Visual Elements to Strengthen Arguments**

Adding visual elements to a persuasive argument can often strengthen its persuasive effect. There are two main types of visual elements: quantitative visuals and qualitative visuals.

**Quantitative visuals** present data graphically and visually. They allow the audience to see statistics spatially. The purpose of using quantitative visuals is to make logical appeals to the audience.

**Qualitative visuals** present images that appeal to the audience's emotions. Photographs and pictorial images are examples of qualitative visuals. Such images often try to convey a story, and seeing an actual example can carry more power than hearing or reading about the example.

## **Argumentative Essay Example**

### **Universal Health Care Coverage for the United States**

The United States is the only modernized Western nation that does not offer publicly funded health care to all its citizens; the costs of health care for the uninsured in the United States are prohibitive, and the practices of insurance companies are often more interested in profit margins than providing health care. These conditions are incompatible with US ideals and standards, and it is time for the US government to provide universal health care coverage for all its citizens. Like education, health care should be considered a fundamental right of all US citizens, not simply a privilege for the upper and middle classes.

One of the most common arguments against providing universal health care coverage (UHC) is that it will cost too much money. In other words, UHC would raise taxes too much. While providing health care for all US citizens would cost a lot of money for every tax-paying citizen, citizens need to examine exactly how much money it would cost, and more important, how much money is “too much” when it comes to opening up health care for all. Those who have health insurance already pay too much money, and those without coverage are charged unfathomable amounts. The cost of publicly funded health care versus the cost of current insurance premiums is unclear. In fact, some Americans, especially those in lower income brackets, could stand to pay less than their current premiums.

Another common argument against UHC in the United States is that other comparable national health care systems, like that of England, France, or Canada, are bankrupt or rife with problems. UHC opponents claim that sick patients in these countries often wait in long lines or long wait lists for basic health care. Opponents also commonly accuse these systems of being unable to pay for themselves, racking up huge deficits year after year. A fair amount of truth lies in these claims, but Americans must remember to put those problems in context with the problems of the current US system as well. It is true that people often wait to see a doctor in countries with UHC, but we in the United States wait as well, and we often schedule appointments weeks in advance, only to have onerous waits in the doctor’s “waiting rooms.”

Critical and urgent care abroad is always treated urgently, much the same as it is treated in the United States. The main difference there, however, is cost. Even health insurance policy holders are not safe from the costs of health care in the United States. Each day an American acquires a form of cancer, and the only effective treatment might be considered “experimental” by an insurance company and thus is not covered. Without medical coverage, the patient must pay for the treatment out of pocket. But these costs may be so prohibitive that the patient will either opt for a less effective, but covered, treatment; opt for no treatment at all; or attempt to pay the costs of treatment and experience unimaginable financial consequences. Medical bills in these cases can easily rise into the hundreds of thousands of dollars, which is enough to force even wealthy families out of their homes and into perpetual debt. Even though each American could someday face this unfortunate situation, many still choose to take the financial risk. Instead of gambling with health and financial welfare, US citizens should press their representatives to set up UHC, where their coverage will be guaranteed and affordable.

Despite the opponents’ claims against UHC, a universal system will save lives and encourage the health of all Americans. Why has public education been so easily accepted, but not public health care? It is time for Americans to start thinking socially about health in the same ways they think about education and police services: as rights of US citizens.

## Key Takeaways

- The purpose of argument in writing is to convince or move readers toward a certain point of view, or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you not only address counterarguments but also do so respectfully.
- It is also helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you will need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in explaining your point.
- Make sure that your word choice and writing style is appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.
- You should be mindful of the use of I in your writing because it can make your argument sound more biased than it needs to.
- Facts are statements that can be proven using objective data.
- Opinions are personal views, or judgments, that cannot be proven.
- In writing, you want to strike a balance between credible facts and authoritative opinions.
- Quantitative visuals present data graphically. The purpose of using quantitative visuals is to make logical appeals to the audience.
- Qualitative visuals present images that appeal to the audience's emotions.



## Review Questions

### Question 4.1: Argument Essay

In *“The Case Against Torture,”* author and professor Alisa Soloman enumerates the reasons torture should never be practiced or justified in a civil society.

Click on the link to view the essay:<https://www.villagevoice.com/2001/11/27/the-case-against-torture/>

As you read, look for the following:

- What is the author's thesis?
- What key points does the author use to argue the thesis?
- How does the author use reasoning, research and/or examples to affirm her viewpoint?
- How does the author attempt to refute opposing arguments?

### References:

Kurtz, J. (n.d.). Chapter 5 – Rhetorical Modes: LET'S GET WRITING! Moser, A.(Ed.), *LET'S GET WRITING!: Virginia Western Community College, Roanoke, Virginia*. Virginia Western Educational Foundation, Inc.<https://oercommons.org/courses/let-s-get-writing/view>



## **Unit 9: Professional Letters**

### **Unit Highlights**

- Professional Letters
- Components of professional letters
- Examples of various professional letters

### **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Writing Professional Letters



### Lesson Objectives

After studying this lesson, you should be able to:

- Identify the various types of professional letters.
- Write different types of professional letters.

### Professional Letters

The more professional a paper trail you leave, the more impressive a candidate you become. Any letter you write to a company—from a query letter to a thank you and even to a letter rejecting a job offer—is a professional act and a networking opportunity. A letter carries with it a tone suggesting that you are sitting across the desk from an interviewer—because some day you may be, with that very letter within the interviewer’s arm’s reach.

Letters are just as important in that they can also become part of a file devoted to all of your correspondence with a company or individual. Professional letters you write are likely to be kept in a file along with your resume as part of your permanent record.

### Professional correspondence you are most likely to write includes:

- A Query Letter, making a specific request for information.
- A Thank You Letter, expressing thanks for an interview or invited visit.
- An Acknowledgment Letter, acknowledging the receipt of a job offer or some materials.
- A Letter of Decline or Letter of Acceptance, declining or accepting a job offer.

While writing a letter for any of these circumstances, follow the same basic guidelines for tone, appearance, mechanics, and format as you do for cover letters. However, keep these letters brief—just a few short paragraphs—so they can be read in one-minute’s time. Using a gracious, professional tone, fill your letter with specifics particular to the circumstances, for example:

- The date of your previous correspondence or interview.
- The names of any other individuals relevant to the correspondence.
- Details about what action, if any, you want your audience to take.
- Clarifications of any point worth repeating or open to potential misunderstanding.
- Carefully worded, warm, personal remarks, especially if you have had repeated contact with the same person, and especially if you are asking for a favor.

Follow these guidelines carefully and you can be assured that your letter will inspire your reader to take appropriate action, whether that is simply to place your letter into a file respectfully or perform a more involved task that you requested professionally.

### Self-Study

For further advice on writing professional letters, follow the templates given below.

Query Letter Seeking basic information

Road 7, Block E  
Love road, Mirpur 2  
Dhaka 1216

Alauddin Ahmed, Human Resources Representative  
Atlas Information and Technology Systems  
Envoy Tower, 18/F Panthapath, Dhaka 1205.

Dear Mr. Ahmed,

After a recent visit to your company's impressive website, I am writing to request information about any upcoming hiring plans that you may have. I am a graduating senior majoring in computer science at Noakhali Science and Technology University, seeking employment as a systems administrator, network administrator, or webmaster. I can be reached by phone at (814) 555-1000 or e-mail at islam@NST.gmail.com. Thank you.

Sincerely,  
Sample  
signature  
Mofizul Islam

Thank You Letter after an interview

Palash Mahbub Ikbal, Director of Human Resources,  
Atlas Information and Technology Systems  
Envoy Tower, 18/F Panthapath, Dhaka 1205.

Road 7, Block E  
Love Road, Mirpur 2  
Dhaka 1216

Dear Mr. Ikbal,

I am writing to thank you for our interview of November 6, as we discussed the position of Systems Administrator at AITS. It was obvious that you had a demanding schedule that day, and I appreciate your fitting me in so readily. During our walking tour, I was especially impressed with the way your facilities are designed to promote teamwork among the engineers, developers, programmers, administrators, and marketers.

As I trust our discussion made clear, I am especially enthusiastic about teaming with your two other systems administrators to enhance your own intranet capabilities, and in working with your developers on optimizing your new line of educational software. "Project Paradigm" holds a special interest for me, as my undergraduate minor is in Education.

I look forward to hearing from you about your hiring plans soon, and I thank you again for all your personal and gracious attention.

Sincerely,  
Sample signature  
Mofizul Islam

Letter Acknowledging a job offer

Road 7, Block E  
Love Road, Mirpur 2  
Dhaka 1216

Palash Mahbub Ikbal, Director of Human Resources,  
Atlas Information and Technology Systems  
Envoy Tower, 18/F Panthapath, Dhaka 1205.

Dear Mr. Ikbal,

I am delighted to acknowledge your offer of a position as a Systems Administrator with AITS. With finals week looming large in my mind at the moment, it is a welcome pleasure to consider my possibilities beyond graduation. I am also pleased that you have given me until January 15 to make a decision, which will allow me to participate in the winter graduation ceremonies and discuss this opportunity with my family. I will be in touch with you in January, and I wish you the best regards.

Sincerely,  
Sample signature  
Mofizul Islam

Letter Accepting a job offer

Road 7, Block E  
Love Road, Mirpur 2  
Dhaka 1216

Palash Mahbub Ikbal, Director of Human Resources,  
Atlas Information and Technology Systems  
Envoy Tower, 18/F Panthapath, Dhaka 1205.

Dear Mr. Ikbal,

As we discussed this morning over the phone, it is my pleasure to accept a position as Systems Administrator with AITS, effective February 1, 2009, at a starting salary of 52,000 taka per month. I warmly thank you for the confidence in me that your job offer reflects.

I understand that a security/background check will be conducted over the next month, and that my hiring is contingent upon its successful completion. As you requested this morning, I have emailed you the names and phone numbers of three references for this background check. Please contact me if you need any further information.

I look forward to our working together with great excitement.

Sincerely,  
Sample signature  
Mofizul Islam

Letter Declining a job offer

Road 7, Block E  
Love Road, Mirpur 2  
Dhaka 1216

Palash Mahbub Ikbāl, Director of Human Resources,  
Atlas Information and Technology Systems  
Envoy Tower, 18/F Panthapath, Dhaka 1205.

Dear Mr. Ikbāl,

After discussions with my family and my mentors at Penn State, I have made the difficult decision not to accept your generous offer of hiring me as a Systems Administrator at AITS. Having just secured a commitment for an attractive fellowship, I have decided to pursue my PhD degree in Computer Science and Engineering to Penn State University to enhance my future job prospects.

Nevertheless, I warmly thank you for the confidence in me that your job offer reflects, and I am very grateful for the professionalism, enthusiasm, and kindness with which I was treated by everyone at your company, you in particular. I hope and expect to have further contact with Atlas Information and Technology Systems in the future.

Sincerely,  
Sample signature  
Mofizul Islam

**References:**

Schall, J. (n.d.).9.4: Professional Letters.*Effective Technical Writing in the Information Age (Schall)*.John A. Dutton: e-Education Institute.

[https://human.libretexts.org/Bookshelves/Composition/Technical\\_Composition/Effective\\_Technical\\_Writing\\_in\\_the\\_Information\\_Age\\_\(Schall\)/09%3A\\_Professional\\_Letters/9.04%3A\\_Professional\\_Letters](https://human.libretexts.org/Bookshelves/Composition/Technical_Composition/Effective_Technical_Writing_in_the_Information_Age_(Schall)/09%3A_Professional_Letters/9.04%3A_Professional_Letters)

# **Unit 10: Writing Memos**

## **Unit Highlights**

- Memo
- Memo Format
- Memo types

## **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Writing Memos



### Lesson Objectives

After studying this lesson, you should be able to:

- Describe when to use a memo.
- Explain the format a memo.
- Describe common types of memos.

### What is a Memo?

A memo (or memorandum, meaning “reminder”) communicates policies, procedures, short reports, or related official business within an organization. It assumes a one-to-all perspective, broadcasting a message to a group audience, rather than to an individual. Memos are objective in tone and avoid all personal bias or subjective preference, especially because they may have legal standing when reflecting policies or procedures. Accuracy is therefore paramount in memos lest ambiguities result in mistakes that then become legal matters.

### Memo Purpose

A memo’s purpose is often to inform, but it occasionally includes an element of persuasion or call to action. Memos are most appropriately used for internal organizational messages that may be too detailed or too long to be communicated via an email. Memos allow organizations to clearly spell-out for all employees what is going on with a particular issue. If budget cuts are a concern, then it may be wise to send a memo explaining the imminent changes. If a company wants employees to take action, it may also issue a memorandum about that action. In this way, memos often represent the business or organization’s interests. They may also include statements that align business and employee interest, and underscore common ground and benefit. Memos usually carry nonsensitive and routine information; therefore, most memos will be written using the direct approach.

### Memo Format

A memo has four distinct sections: **header, purpose statement, body, and call-to-action.** Memos often have letterheads with the word “MEMO” written clearly with the company name and logo at the top of the page. Below this are the header fields identifying the recipient, author, date, and subject much like you would see in an email. In fact, email’s header fields are based on those traditionally found in memos, so the same principles for what to include here, such as how to title the document in the subject line, are true of emails.

Unlike emails, memos omit the opening salutation but, from there, are similar in their three-part message organization with an opening, body, and closing. Always direct-approach, the memo message opening states the main point, the body supports this with details, and the closing gives action information or a summary. Let’s examine each section of a memo in more detail.

**Header:** The header of a memo provides logistical information:

- The Date provides the complete and current date. To avoid confusion, always spell the date out: June 5, 2024, not 06/05/2024.
- The To line identifies to whom the message is addressed. Depending on the size of company or department, the receivers full name and title may also be included.
- The From line identifies the sender of the message. Again, full name and title may be required.

- The Subject line identifies the topic of the memo. Subject lines must be specific, composed of descriptive nouns (8 words or less), not full sentences, and each major word should be capitalized.

↓ 3.8 cm

## MEMORANDUM

↓ 2 blank lines

DATE: November 11, 2016

TO: Stephanie Sato, President, Hollywood Audience Services

FROM: Sundance Richardson, Special Events Manager *SR*

SUBJECT: Improving Website Information

↓ 1 blank line

↓ 1 blank line

↓ 1 blank line

↓ 1 or 2 blank lines

In response to your request for ideas to improve our website, I am submitting the following suggestions. Because interest in our audience member, seat-filler, and usher services is growing constantly, we must use our website more strategically. Here are three suggestions.

First, our website should explain our purpose. We specialize in providing customized and responsive audiences for studio productions and award shows. The website should distinguish between audience members and seat-fillers. Audience members have a seat for the entire taping of a TV show. Seat-fillers sit in the empty seats of celebrity presenters or performers so that the front section does not look empty to the home audience.

Second, I suggest that our Web designer include a listing such as the following so that readers recognize the events and services we provide:

| Event                            | Audience Members<br>Provided Last Year | Seat-Fillers and Ushers<br>Provided Last Year |
|----------------------------------|----------------------------------------|-----------------------------------------------|
| Stratford                        | 26                                     | 8                                             |
| Shaw Festival                    | 14                                     | 8                                             |
| Juno Awards                      | 15                                     | 11                                            |
| Gemini Awards                    | 16                                     | 8                                             |
| Canadian Country<br>Music Awards | 29                                     | 10                                            |
| Selected TV shows                | 285                                    | 28                                            |

Third, our website should provide answers to commonly asked questions, such as the following:

- Do audience members or seat-fillers have to pay to attend the event?
- How often do seat-fillers have to move around?
- Will seat-fillers be on television?

Our website can be more informative and boost our business if we implement some of these ideas. Are you free to talk about these suggestions at 10 a.m. on Monday, November 19?

*[Signature]*

Annotations:

- Aligns all heading words with those following SUBJECT (points to DATE, TO, FROM, SUBJECT)
- Includes initials after printed name and title (points to *SR*)
- Provides ragged line endings—not justified (points to paragraph 1)
- Leaves side margins of 3.2 cm (points to left margin)
- Uses headings, columns, bold, and white space to highlight information (points to table)
- Omits a closing and signature (points to signature area)

Using eight words or less, write the subject line to the following situation.

**Situation:** You are writing to all employees to announce a diversity awareness seminar that your company will be holding on June 9. The purpose of the seminar is to promote a more positive and inclusive work environment. Attendance is mandatory.

**Purpose:** The first paragraph of the memo contains the most important information. The reason for writing the memo as well as the action requested of the receiver should be stated directly in this paragraph. Get to the point as quickly as possible using only 1-2 sentences to state the information.

Context/reason for writing the memo

To maintain productivity levels during power outages in summer months, please reduce your individual energy outputs over the next two months.

One sentence

Task/action required of receiver

**Body:** The middle paragraphs of a memo provides more detailed information about the context or problem and the task, assignment, or action required. The body of a memo may be multiple paragraphs depending on memo's subject matter. Each paragraph should be between 3 – 5 sentences. Make sure the body paragraphs answer receiver questions and clearly identify a deadline and people involved.

**Call-to-Action:** The final paragraph of a memo summarizes content, states next steps, invites feedback, provides resources, and offers contact information. Use specific and concrete statements to ensure receiver understanding.

**Example:**

**Vague:** Please contact me at your earliest convenience.

**Concrete:** Please call my direct line (ext. 222) by end of day Monday, June 22.

**Memo**

Date: 01/10/2023

To: Staff

From: Tyler

Subject: Food, Glorious Food

Arranging for catering has always been a major headache. Remember those meetings where all we had to eat was a box of soda crackers? Well, those days are over and we now have a new partnership with Gusto Fine Foods to thank. There will be a tasting session on January 19 so you can try some of these unbelievable sandwiches and snacks.

Soon it will possible to order food like this online. Ordering is easy. Just remember to specify quantities and dates required. There are so many food choices. Its's hard not to order every single thing.

And don't forget to order at least 24 hours in advance, otherwise you might be out of luck. By the way, you can find gusto Fine Foods online at [gustofinefoods.com](http://gustofinefoods.com).

## **Memo**

Date: January 10, 2023

To: Management

From: Tyler

Subject: New Catering Requisition Procedures

Effective January 10, please order all event catering from the Gusto Fine Foods (GFF) website.

We have just awarded GFF a contract for all company catering. GFF specializes in health conscious, low calorie and low carbohydrate alternatives. To ensure no-time delivery for your next event, place your order 24 hours in advance and follow these procedures:

1. Visit GFF site
2. Click on orders
3. Make menu selection
4. Provide corporate number and password.

Following the order guidelines will improve your client and employee event hosting capabilities. Call me at ext. 211 with question about the new procedure.

## **Types of Memos**

### **Request Memos**

A request memo does exactly what its name suggests: requests an action of the receiver. An effectively composed request memo will clearly state the requested action within the opening paragraph of the memo. The explanation or justification for the request is included in the body of the memo while being polite and using the “you” view will ensure the reader understands the benefits of completing the requested action. Requests that require a great deal of effort, time, or resources should follow the indirect approach to have the best chance of persuading reader.

### **Reply**

Similar to the request memo, the name of this memo also suggests its purpose: replying to a previous correspondence. When constructing the reply memo, respond to each request in the order that they are made. Use the direct approach as the receiver will want your immediate response to each request without searching. If necessary, provide additional information that may be useful to the original request. Responding immediately to a request memo, especially if you’ve receive a request for higher ups in the organization, shows efficiency and professionalism.

### **Follow-up Memos**

A follow-up memo provides a written record of an oral conversation. For example, a memo that records discussion of a recent meeting that confirms the time, place, date, participants, meeting purpose and decisions. Committing the basic facts, decisions, and issues discussed in a meeting ensures that memory does not become the basis for moving forward. Writing follow-up messages protects you and the receivers by ensuring a shared and common understanding of the important

details and facts. The more important the oral conversation, the more important it is to ensure a written confirmation of the discussion is created.

For more on memos, see the following resources:

- *Purdue OWL's four Memos modules, starting with Audience and Purpose (Perkins & Brizee, 2018)*
- How to Write a Memo<sup>[4]</sup>



## Review Questions

### Question 1.1:

Find a memo from your work or business, or borrow one from someone you know. Share it with your classmates, observing confidentiality by blocking out identifying details such as the name of the sender, recipient, and company. Compare and contrast.

### Question 1.2:

You are proactive in searching jobs. Write a job enquiry letter seeking basic information to “ABC” company which has recently declared that they are looking a Financial Analyst for their company.

### References:

WRITING MEMOS (n.d.). INTERCULTURAL BUSINESS COMMUNICATION. <https://ecampusontario.pressbooks.pub/communications/chapter/writing-memos/>

University of Minnesota, *BUSINESS WRITING FOR SUCCESS: Chapter 11: Business Writing in Action* (Business Writing at Leeward Community College, 2015). <https://pressbooks-dev.oer.hawaii.edu/cmchang/chapter/9-2-memorandums-and-letters/>



# **Unit 11: Elevator Speech**

## **Unit Highlights**

- Elevator Speech
- Creating an elevator speech

## **Technologies Used for Content Delivery**

- ❖ BOUTUBE
- ❖ BOU LMS
- ❖ WebTV
- ❖ Web Radio
- ❖ Mobile Technology with MicroSD Card
- ❖ LP+ Office 365
- ❖ BTV Program
- ❖ Bangladesh Betar Program



## Lesson 1: Elevator Speech



### Lesson Objectives

After studying this lesson, you should be able to:

- Discuss the basic parts of an elevator speech.
- Create an effective elevator speech.

### Elevator Speech

An **elevator speech** is a presentation that persuades the listener in less than thirty seconds, or around a hundred words. It takes its name from the idea that in a short elevator ride (of perhaps ten floors), carefully chosen words can make a difference. In addition to actual conversations taking place during elevator rides, other common examples include the following:

- An entrepreneur making a brief presentation to a venture capitalist or investor
- A conversation at the water cooler
- Comments during intermission at a basketball game
- A conversation as you stroll across the parking lot

### Creating an Elevator Speech

An elevator speech does not have to be a formal event, though it can be. An elevator speech is not a full sales pitch and should not get bloated with too much information. The idea is not to rattle off as much information as possible in a short time, nor to present a “canned” thirty-second advertising message, but rather to give a relaxed and genuine “nutshell” summary of one main idea. The speech can be generic and nonspecific to the audience or listener, but the more you know about your audience, the better. When you tailor your message to that audience, you zero in on your target and increase your effectiveness (Albertson, E., 2008). The emphasis is on brevity, but a good elevator speech will address several key questions:

1. What is the topic, product or service?
2. Who are you?
3. Who is the target market? (if applicable)
4. What is the revenue model? (if applicable)
5. What or who is the competition and what are your advantages?

Table 1 shows how “Parts of an Elevator Speech” adapts the five parts of a speech to the format of the elevator speech.

**Table 1**

#### *Parts of an Elevator Speech Component*

| Speech component    | Adapted to Elevator Speech              |
|---------------------|-----------------------------------------|
| Attention Statement | Hook + information about you            |
| Introduction        | What you offer                          |
| Body                | Benefits; what’s in it for the listener |
| Conclusion          | Example that sums it up                 |
| Residual Message    | Call for action                         |



## Review Questions

### Question 1.1:

Pick a product or service and prepare an elevator speech (less than a hundred words, no more than thirty seconds). Rehearse the draft out loud to see how it sounds and post or present it in class.

### Question 1.2:

Find an example of an elevator speech online (YouTube, for example) and review it. Post the link and a brief summary of strengths and weaknesses. Share and compare with classmates.

### Question 1.3:

Prepare an elevator speech (no more than thirty seconds) and present to the class.

### Reference:

*Business Communication for Success: Elevator Speech.* (2015). UNIVERSITY OF MINNESOTA LIBRARIES PUBLISHING EDITION. [https:// open.lib.umn.edu/businesscommunication/](https://open.lib.umn.edu/businesscommunication/)