

VU

ENG 101

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## Lesson -01

### Reading and Dictionary

This lesson is in two parts. In the first part, you will learn about the:

- uses of a language dictionary
- how to use a dictionary

In the second part of the lesson, you will read an interesting story.

### **Definition of Dictionary**

A dictionary is a book that not only lists and records the words of a language but it also tells you how speakers of the language spell, pronounce, define, explain and use the words of their language.

Reference Book - provides useful information. It is valuable only if you learn how to use it correctly and efficiently.

### **List of Dictionary Uses (9)**

The following is a list of things that can be learned from a dictionary:

- (i) Spelling
- (ii) Pronunciation
- iii) Part of speech
- iv) Origin of word
- (v) Meaning/explanation
- (vi) Usage/restrictive labels
- (vii) Synonyms & antonyms
- (viii) Foreign words & phrases
- ix) General information.

#### ***i) Spelling***

Many students find English spelling very confusing. So what do you do? Consult your dictionary. It will clarify your confusion by showing you the different spellings of the same word.

Look at the words *catalogue* and *theatre*. You must have noticed that the dictionary lists both BRE and AE/US spelling of the words. Both are correct.

#### **Exercise (i) Spelling:**

Use the dictionary to answer the following questions about spelling.

- a) What other possible spellings does your dictionary give for these words?  
**Centre                  Color**
- b) Does your dictionary say anything about the spelling 'humor' and 'rumor'?

**(ii) Pronunciation**

Students have problems in pronouncing English words. A dictionary will help you learn the pronunciation of any word but only if you are familiar with the symbols in which they are written. We will discuss this in greater detail in the next lesson.

All language dictionaries carry a pronunciation key/table. Be sure to read it.

**(iii) Part of speech**

All dictionaries indicate the part of speech a word belongs to - whether the word is commonly used as a Noun, Pronoun, Verb (transitive, intransitive), Adjective, Adverb, Conjunction, or Preposition etc.

**iv) Origin of Words**

Some dictionaries indicate the origin and derivation of a word before it became an English word.

**(v) Meaning/ Explanation / Definition of words**

The most important information that a dictionary provides about a word is its meaning. Most of the words have many meanings or shades of meaning. Do not just read the first listed meaning of the word you are looking for. Go down the numbered list. Look for the meaning that best suits the context in which the word is used.

Also look up words above and below the word that you are looking for. You will find that words are often closely related. It will help to extend your recognition of the word in other forms and contexts.

**Exercise (v-a) Meaning:**

Look up the words 'fast' and 'set' in a dictionary. Write the total number of different meanings of each word. Include all the numbered and lettered meanings for each part of speech.

**Exercise (v-b):**

**Meaning/ Explanation / Definition of words.**

**Use the dictionary to find the specific meanings of the word 'play' in each of the following:**

1. The boys like to play on the hard court.
2. Amna will play the sitar in the concert.
3. The play produced by the arts club was a success.
4. It was a clever play that won the football game.

5. The gardener played the hose on the flower beds.
6. A 'week without water can make one weak' is a play on words.

**(vi) Usage/Restrictive Labels**

A dictionary uses different labels like *Br* (British), *Am* (American), *fml* (formal), *infml* (informal), *col* (colloquial), *pl* (plural), poetic (*poetic*), *sl* (slang). This information is important in writing.

A dictionary will tell you the usage of words and phrases, idioms / proverbs of the language. It will also tell you about the limitations of the use of the word. Special labels are used to show this. If a word is no longer in current use it will be labelled archaic (*arch*) or obsolete (*obs*). Other labels will tell you of the level of usage: whether the word has literary flavour (*poetic*) or is slang (*sl*), formal (*fml*) informal (*infml*).

**Exercise (vi-a) Usage Restrictive Labels:**

**Idioms / Two-word Verbs / Phrasal Verbs / Noun Phrase**

Look up the underlined words in the dictionary and write their meanings.

1. 1. Prof. Widdowson held forth for over an hour about the need for communication language teaching.
2. 2. I don't get how you found the answer.
3. My roommate is pretty hard up these days.

**Exercise (vi-b) Restrictive or Usage Labels:**

- a) Look up the following words / phrases in the dictionary. Write whether its use is primarily slang, informal or colloquial.

**Guys Cool**

**Example:**

Will it be **O.K.** if I meet you in the library about eight?

**Label:** Colloquial

**Meaning:** All Right

**(vii) Synonyms and Antonyms:**

Similar and opposite meanings of words are also given but not in all dictionaries.

**(viii) Foreign words and Phrases:**

Dictionaries define / explain many common foreign words and phrases either with the main entries or in a special section at the back.

**Exercise(viii) Foreign Words & Phrases:**

Look up each of these foreign words or phrases. Write its English meaning. etcetera, e.g., et al., a prior, coup d'état, per se.

**ix) General Information**

This section varies from dictionary to dictionary. Names of important persons, places, countries, nationalities, are listed either in the alphabetical order of words or in special sections at the back. Some dictionaries may include rules for spelling, punctuation, list of common first names in English, systems of weights and measures, conversion tables, etc.

**How to use a dictionary:**

Learning what a dictionary contains and how it is used will save much of your time.

**Step I:** Know the correct order of the letters of the English alphabet.

- all entries in dictionary are arranged in an alphabetical order.
- words are arranged according to the 1st letter.
- when the words begin with the same letter, they are arranged according to the 2nd letter.
- if both the 1st and the 2nd letters are the same then the words are arranged according to the 3rd letter, & so on...

**Step 2: Finding Words Quickly**

A) When looking for a word first thumb through pages quickly.

- Look only at guide words
- When you come to the guide word nearest the word you want then look down that page for the word.

**Guide Words**

B) Look at top of any page in the dictionary. The words in heavy type/bold face are the GUIDE WORDS. They guide you to the word you are looking for.

- The word on the top left are same as the first bold face word on that page.
- Word on the top right of the page is the last bold face entry on that page.

**RECAP**

- As the students of English you need to know how to use a dictionary.
- Dictionary is a tool - must learn to use it properly in order to discover the full potential of the language.
- It will make you an independent learner.
- It is helpful like a friend.

This concludes the first part of the lesson. Now we move to the second part which, I hope you will enjoy.

First we are going to show you the text of a story. You will read a folk tale from North America. The story is about a natural event.

**Raven and the Coming of Daylight**  
(Gail Robinson and Douglas Hill)

When the earth was very young, it was dark and old like a winter's night through all the year's seasons. Gull was the Custodian of Daylight, and he kept it locked tight in a cedar box beneath his wing. Being Custodian made Gull feel very important, and he was not going to lose his position by letting Daylight out of the box.

"He is too vain!" screeched Owl, at a meeting of the People upon Meeting Hill.

"We can never travel, in this darkness, to our half-homes in this south," cried Robin. Her breast was bleached of colour for the lack of light.

Gull agreed to come to the meeting. But it was clear, when he came, that he was not going to change his mind or listen to what Raven said. He had come only because it made him feel even more important to have Raven pleading with him.

"I was made Custodian of Daylight in the beginning of things," said Gull. "I am to keep Daylight safe. And I *will* keep it safe." And he curved his swing tighter around the cedar box.

Raven had run out of words to make Gull see the People's need for light. He thought angrily to himself, "I wish this Gull would step on a large thorn."

No sooner had he shaped this thought than Gull cried out, "Squee! My foot!" "A thorn, Cousin?" asked raven innocently. "Let me see-I will take it out for you."

But of course it was so dark that he could not see the thorn to remove it.

"I must have light to take out the thorn," said Raven.

"Light? Never!" said Gull.

"Then the thorn will remain."

Gull complained and hopped on one foot and wept, and he finally opened his cedar box a crack, a crack so narrow that out glanced a shaft of light no brighter than a single star.



Raven put his hand to Gull's foot, then pretended not to see the thorn. Instead, he pushed it in deeper.

"Squee!" cried Gull. "My foot!"

"More light, more light!" shouted Raven.

And the lid of the box raised a further crack, so that light gleamed forth like a winter moon. Then Raven reached again for the thorn and pushed it even further into the soft flesh of Gull's foot.

"More light!" roared Raven.

"Squee, squee, squee!" screamed Gull, and in his pain he flung off the lid of the cedar box.

Like a molten fish the sun slithered from the box, and light and warmth blazed out over the world.

Nor was it ever to be recaptured, no matter how loudly or how sadly Gull called to it to return to its safe hiding place beneath his wing.

**Now after reading the story answer the following questions.**

Q1. Read the four statements given below. Select the one which best expresses the main idea of the story.

- a) The removal of the thorn from the Raven's foot.
- b) The meeting of birds and animals upon Meeting Hill.
- c) The release of daylight over the earth.
- d) The capture of daylight in the cedar box.

'C' is the correct statement. "The release of daylight over the earth".

Q2. Read the following statements: Write **T** if it is true or **F** if it is false.

- a) Raven and Gull are birds.
- b) Gull and Raven are related.
- c) Raven felt important being custodian of Daylight.
- d) Daylight was kept under a wing.
- e) Raven pushed a thorn into Gull's foot.
- f) Gull at once opened the box for Raven to see the thorn.
- g) The sun slipped out of the box.
- h) Gail Robinson is the author of the tale.

Statements a, b and g are true.

Statements c, d, e, f and h are false.

**Try to answer the following questions:**

1. What is the story about?
2. What natural event the writer is trying to explain in this story?
3. What is a myth?

It is an ancient story containing magical and religious ideas. It describes an early attempt of mankind to understand their surroundings and to give meaning to life.

An honest, plain sensible *Country Mouse* is said to have entertained in his hole, one day, a fine *Mouse of the Town*. Having formerly been playfellows together, they were old acquaintances, which served as an apology for the visit. However, as master of the house, he thought himself obliged to do the honours of it, in all respects, and to make as great a stranger of his guest as he possibly could. In order to do this, he set before him a reserve of delicate grey peas and meat, a dish of fine oatmeal, some parings of new cheese, and to crown all, with a dessert, a remnant of a charming mellow apple. In good manners her forbore to eat any himself, lest the stranger should not have enough, but, that he might seem to bear the other company, sat and nibbled a piece of wheaten straw very busily. At last, said the spark of the town, “Old Crony, give me leave to be a little free with you: how can you bear to live in this nasty, dirty, melancholy hole here, with nothing but woods, and meadows, and mountains, and rivulets about you?”

Do you not prefer the conversation of the world to the chirping of birds; and the splendour of a court to the rude aspect of an uncultivated desert? Come, take my word for it, you will find it a change for the better. Never stand considering, but away this moment. Remember we are not immortal, and therefore we have no time to lose. Make sure of to-day, and spend it as agreeably as you can; you know not what may happen tomorrow.” In short, these and suchlike arguments prevailed, and his country acquaintance was resolved to go to town that night. So they both set out upon their journey together, proposing to sneak in after the close of the evening. They did so, and about midnight made their entry into a certain great house, where there had been an extraordinary entertainment the day before, and several titbits, which some of the servants has purloined, were hid under the seat of a window. The country guest was immediately placed in the midst of a rich Persian carpet: and now it was the courtier’s turn to entertain, who indeed acquitted himself in that capacity with the utmost readiness and address, changing the courses as elegantly, and tasting everything first as judiciously as any clerk of the kitchen.

The other sat and enjoyed himself like a delighted epicure, tickled to the last degree with this new turn of his affairs; when, on sudden, a noise of somebody opening the door made them start from their seats, and scuttle in confusion about the dining-room. Our country friend, in particular, was ready to die with fear at the barking of a huge mastiff or two, which opened their throats just about the same time, and made the whole house echo. At last recovering himself. “Well,” said he, “if this be your town life, much good may it do you; give me my poor quiet hole again, with my homely, but comfortable grey peas.”

Does the fable teach you any lesson?

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Possible answer: To each his own environment.

How important are Freedom and Security in life?

### **Reading exercises:**

Just read the stories — Do not look up the meanings of words in the dictionary.

Q.1 Is there anything common between the two stories?

Q.2 Are there any specific lessons the authors want you to learn?

This brings us to the end of our first lesson.

Let us recapitulate/ recall what we learnt today:

- We learnt to use the dictionary.
- Then we read simple texts to find the general meaning.

Consult your reading package for assignments related to the first lesson. Your next lesson will deal with using the dictionary for learning pronunciation of English words.

**Lesson -02**

**Pronunciation**

This lesson is about the usage of a dictionary to know the pronunciation of English words. The students of English are often worried about English pronunciation because spellings of English words often cause confusion. The students generally face difficulty to pronounce a word correctly after they read it.

This lesson is in two parts. In the first part, you will be familiarized with a set of special symbols known as phonemic symbols that are used to indicate each speech sound.

The second part of the lesson consists of a few exercises.

**Look at the following words:**

|                |      |       |
|----------------|------|-------|
| <u>Chorus</u>  | k    | sound |
| <u>Church</u>  | chey | sound |
| <u>Ration</u>  | sh   | sound |
| <u>Machine</u> | sh   | sound |

The word ‘chorus’ which begins with the letters ch is pronounced with the ‘k’ sound while in the word church the letters ch is pronounced as the Urdu/Punjabi letter : .

e.g. In the word ‘ration’,- tion is pronounced as ‘sh’ while in the word ‘machine’- ‘ch’ is also pronounced as ‘sh’

Remember that the phonemic symbols are given in slash brackets in the dictionary. / /

Now try to say these words louder. Pay special attention to the shape of your mouth and lips.

**Short Vowels (7)**

**Long Vowels (5)**

| LONG VOWELS |                    |
|-------------|--------------------|
| i:          | as in <u>sheep</u> |
| a:          | as in <u>farm</u>  |
| u:          | as in <u>cool</u>  |
| ɔ:          | as in <u>horse</u> |
| ɜ:          | as in <u>bird</u>  |

| SHORT VOWELS |                    |
|--------------|--------------------|
| ɪ            | as in <u>ship</u>  |
| æ            | as in <u>hat</u>   |
| ʊ            | as in <u>foot</u>  |
| ɒ            | as in <u>sock</u>  |
| e            | as in <u>head</u>  |
| ə            | as in <u>above</u> |
| ʌ            | as in <u>cut</u>   |

Notice that the symbols for long vowels have two small dots in front of them.

**Diphthong**

|                      |                   |                   |
|----------------------|-------------------|-------------------|
| <b>ɪə</b><br>here    | <b>eɪ</b><br>wait |                   |
| <b>ʊə</b><br>tourist | <b>ɔɪ</b><br>boy  | <b>əʊ</b><br>show |
| <b>eə</b><br>hair    | <b>aɪ</b><br>my   | <b>aʊ</b><br>cow  |

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Next we have 8 **diphthong** vowels. These are sounds which are produced by combining two vowel sounds. There is a movement or glide from one vowel sound to another.

So there are 20 vowel phonemes in English. (7 short, 5 long and 8 diphthongs).

Now we will look at the **consonant** sounds / phonemes. In English there are 24 consonant sounds. These are the sounds produced by the complete or partial stoppage of breath.

Now repeat after me.

|       |        |       |         |          |        |         |       |
|-------|--------|-------|---------|----------|--------|---------|-------|
| p     | b      | t     | d       | f        | v      | θ       | ð     |
| /pɪn/ | /bæd/  | /tɪn/ | /dɒg/   | /faɪv/   | /væn/  | /θɪn/   | /ðæt/ |
| pin   | bad    | tin   | dog     | five     | van    | thin    | that  |
| m     | n      | ŋ     | h       | tʃ       | dʒ     | k       | g     |
| /mæn/ | /nəʊz/ | /θɪŋ/ | /hɑ:f/  | /tʃə:tʃ/ | /dʒæm/ | /kaɪnd/ | /gʌn/ |
| man   | nose   | thing | half    | church   | jam    | kind    | gun   |
| s     | z      | ʃ     | ʒ       | l        | r      | w       | j     |
| /seɪ/ | /zu:/  | /ʃɪp/ | /meʒə/  | /leg/    | /rʌn/  | /wɜ:k/  | /jes/ |
| say   | zoo    | ship  | measure | leg      | run    | work    | yes   |

Another area closely related with English pronunciation is STRESS.

### Stress

Stress is the extra force used in pronouncing or speaking a particular word. A dictionary will indicate stress by a tiny mark on the top of a word like this: `

When you look up a word in the dictionary, be sure to learn where the stress falls on the word.

E.g.:

(a) **mother**    **table**    **after**

– In these examples the first part of the word is stressed.

(b) **hotel**    **bamboo**    **banana-**

There are some words in English which have the same spelling but belong to different parts of speech because they are stressed differently. E.g.

`rebel (n)      The r`ebels laid down their arms.  
re`bel (v)      Children re`bel against their parents.

`present (n)    The `present was lovely.  
`present (adj) Were you `present at the party?  
Pre`sented (v) Please pre`sented your work.

**Read the following passage.**

### **COMPUTERS IN OUR DAILY LIVES**

Computers are now an integral part of our lives. Many things, public or private, that we do during the course of the day are affected by them. Visit any public organization or office, from hospitals to schools, from the meteorological bureau to the stock exchange, etc. and you are sure to come across people working at computers. Gone are the days when entries were made manually in registers and ledgers at the bank. Now all monetary transactions are conducted by the computer.

Most films and TV advertisements use graphics or pictures produced with the help of a computer. There is hardly a sphere of life that does not involve the use of a computer.

Even when you go out on personal errands, to the travel agent to buy an airline ticket or book a seat on the intercity bus, to the shopping plaza or a grocery store, the man behind the counter uses a computer equipped with laser and bar code technology to scan the price of each item you put before him and then uses it to add up the price to present you with a total, all within few minutes.

A bar code is a pattern of thick and thin lines and spaces that represent characters that can be read by a scanner. The bar code identifies the item to which it is affixed; the scanner transfers the signal to a computer that matches the code to a price or inventory unit.

Computers are no longer things only encountered outside the home; they are very much a part of the household items. One cannot imagine a world without computers.

#### **Exercise I:**

**The passage will be read out a second time. As you read this passage you will see a list of words on your TV screen.**

**Tick only the words that you hear being read.**

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. Integral | 6. Involve  | 11. Bookkeeping |
| 2. Games    | 7. Maintain | 12. Encountered |

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- |             |               |             |
|-------------|---------------|-------------|
| 3. Machines | 8. Errands    | 13. Scanner |
| 4. Ledgers  | 9. Grocery    | 14. Art     |
| 5. Flight   | 10. Libraries |             |

### **Exercise II:**

**You may face difficulty in using the right stress for the following words. Use dictionary to find where the stress falls in the each word:**

- |                  |              |                    |
|------------------|--------------|--------------------|
| 1. Advertisement | 6. Computer  | 10. Meteorological |
| 2. Affected      | 7. Exchange  | 11. Technology     |
| 3. Affixed       | 8. Inventory | 12. Thick          |
| 4. Bureau        | 9. Manually  | 13. Transactions   |
| 5. Character     |              |                    |

**Lesson -03****Reading for Main Idea**

Lesson 3 is devoted to develop your reading skills. It is the most important skill that you will need for success in your studies. If you read inaccurately you will miss some of the information or ideas that you read. If you read slowly, you will unnecessarily spend a lot of time in reading, so your other work will suffer.

Your ability to read English rapidly and accurately depends upon purposeful practice. This lesson will introduce you the ways by which you can improve your reading skills. You learn to read by reading. You must continue to practice on your own later.

This lesson is in three parts. In the first part you will learn to identify the **topic** of a paragraph, in the second part you will learn to pick the **main idea** of the paragraph and in the last part you will learn to recognize **details** which support the main idea.

**Topic of a paragraph**

If you are able to identify the topic of a paragraph it will go a long way in developing your reading ability. A good reader is quickly able to identify the topic of a paragraph.

**What is the topic of a paragraph?** It is the subject of the whole paragraph — i.e. what the whole paragraph is about. It can usually be expressed in a word or two. When you read a paragraph ask yourself the question: What is the writer trying to say or discuss throughout the paragraph? And the answer that comes up (from your heart or mind) will surely be the answer.

Here are a number of short paragraphs taken from different text books. At the end of each paragraph three or four possible answers are given. Select one which you consider is the topic of the paragraph.

**Text 1:**

New species of plants are being discovered every year. It is estimated that the yearly average, for the higher groups of plants alone is approximately 4700 proposed new species. It is obviously necessary, from practical as well as scientific standpoint that attention be given to the naming and the proper classification of the vast assemblage of plants, both native and cultivated. The scientists who do these things are systematic botanists or taxonomists. Most certainly it is essential for those working on the various fields of plant science- whether they are agriculturists, florists, foresters, physiologists or morphologists- to know which plants they are dealing; they must know their proper scientific names and their relationships. (Robbins et al., *Botany*, p. 7.)

- A. the role of taxonomists.
- B. new plant species.
- C. plant science.
- D. importance of classifying new plant species.



**Text2:**

The term Groups has long been a pivotal concept of sociology. A group is any number of human beings in reciprocal communications. It may be well to emphasize certain aspects and implications of this short definition which beginning students, as well as some sociologists themselves, frequently overlook or do not appreciate fully. First, a group refers only to persons in communication. Mere physical closeness, if there is not communication, does not make a group. The communication creates the group, not the mere fact of spatial proximity or physical contact. Second, a group maybe of any size from two persons, to theoretically and potentially the entire population of the world. Third, communication need not be face-to-face or by “word of mouth”; it may be indirect through writing or at long range through such instruments as the telegraph.

(Cuber, *Sociology*, p.273.)

- A. communication in groups.
- B. definition of a group.
- C. social limitations of a group.
- D. size of groups.

**Text 3:**

Plants absorb water and mineral salts from the soil; they take in oxygen and carbon dioxide from the atmosphere. They manufacture sugars, starches, fats, proteins, and scores of other substances; they conduct materials from one part of the plant to another; they respire, they grow; they react to the environment in which they live; they reproduce. In short, plants carry on a number of activities; they do work; they have functions. Plant physiology is the area of botany concerned with the study of these activities and functions.

(Robinsetal., *Botany*, p. 9)

Topic: \_\_\_\_\_

**Now here is a short exercise to test what you have learnt.**

Topic sentences are given, followed by three statements. Choose the statement that best expresses the topic sentence. The first one is done for you.

**1. TOPIC SENTENCE**

The Nile, the largest river in Egypt, is unique because it:

- A. describes where Egypt is.
- B. explains why the river is unique
- C. compares the Nile with other large rivers.

The correct answer is B — explains why the river is unique.

**2. TOPIC SENTENCE**

A little-known story about M.A. Jinnah tells about his manner of thinking.

- A. Describes the passing of the Lahore Resolution.
- B. Summarizes Jinnah’s speech at Lahore, March 1940.
- C. Relates the “Little Known Story”.

**3. TOPIC SENTENCE**

If you want to spend your holidays in a truly unique place, the northern areas of Pakistan are just the place for you.

- A. Identifies the place and explain its uniqueness.
- B. Explains the physical and emotional importance of holidays.
- C. Relates the history of the Pushtoons.

**Text 4:**

**TOPIC SENTENCE**

The development of speech in infants follows a definite sequence or patterns of development.

**Details:**

- A. By the time an infant is six months old, he or she can make twelve different speech sounds.
- B. Before the age of three months, most infants are unable to produce any recognizable syllables.
- C. During the first year, the number of vowel sounds a child can produce is greater than the number of consonant sounds he can make.
- D. During the second year, the number of consonant sounds a child can produce increases.
- E. Parents often reward the first recognizable word a child produces by smiling or speaking to the child.

**Text 5:**

**TOPIC SENTENCE**

In some parts of the world, famine is a constant human condition and exists due to a variety of causes.

**Details:**

- A. In parts of Africa, people are dying of hunger by the tens of thousands.

## VU

- B. Famine is partly caused by increased population.
- C. Advances in medicine have increased life expectancies, keeping more people active for longer periods of time.
- D. Agricultural technology has not made substantial advances in increasing the food supply.
- E. Due to growth of cities, population has become denser, and the agricultural support for these population centers is not available.

### **Text 6:**

#### **TOPIC SENTENCE**

An individual deals with anxiety in a variety of ways and produces a wide range of responses.

#### **Details:**

- A. Anxiety may manifest itself by such physical symptoms as increased heart activity or labored breathing.
- B. Fear, unlike anxiety, is a response to real or threatened danger.
- C. Psychologically, anxiety often produces a feeling of powerlessness, or lack of direct control over the immediate environment.
- D. Temporary blindness, deafness, or the loss of the sensation of touch is examples of extreme physical responses to anxiety.
- E. Some people cannot cope with anxiety and are unable to control the neurotic behavior associated with anxiety.

Before we end the lesson, let me go over what you have learnt in today's lesson. In today's lesson you have learnt three important skills related with reading.

- **First**, to identify the topic of a paragraph.
- **Second**, to select the main idea of the paragraph, and
- **Third**, to recognize the details which support the main idea.

Lesson -04

Reading: Topic, Main Idea

In this lesson we will practice skills learnt in previous lessons. These skills are:

- A. Identifying the topic of each paragraph.
- B. Identifying the main idea.
- C. Identifying supporting ideas.

The given text is about computers. It consists of six paragraphs. Read the text once through without stopping. As you read the text you will come across many words and expressions that you are not familiar with. Do not be upset. Keep on reading. In your second reading, pause after every paragraph and ask yourself - what the paragraph is about? You will find that each paragraph has a topic, a main or a primary idea and / or secondary ideas that support the main idea.

What is a computer?

1- A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off: magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others, off, or that magnetizes or de- magnetizes the cores.

2. The basic job of computers is the **processing** of information. For this reason, computers can be defined as a **device** which accepts information in the form of instructions called a **program** and characters called **data**, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and also provides the information needed to solve the problem, is kept inside the computer in a place called **memory**.

3. Computers are thought to have many remarkable powers. However, the most of computers, whether large or small have three basic capabilities. First, computers have circuits of performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation. Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft's navigation systems, medical instruments, etc.

4. Some of the most common **methods** of **inputting information** are to use **punched** cards, **magnetic tape**, **disks** and **terminals**. The computer's **input device** (which might be a card reader, a tape drive or disk drive, depending on the **medium** used in putting information) reads the information into the computer. For outputting information, two common devices used are a

printer which prints the new information on paper, or a **CRT display screen** which shows the results on a TV-like screen.

5. Third, computers have circuits which can make **decisions**. The kinds of decisions which computer circuits can make are not of the type: ‘Who would win a war between two countries?’ or ‘Who is the richest person in the world?’ Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? Is one number greater than another?

6. A computer can solve a series of problems and make hundreds, even thousands, of logical decisions without becoming tired or bored. It can find the solution of a problem in a fraction of time. A computer can replace people in dull, routine tasks, but it has no originality; it works according to the **instructions** given to it and cannot exercise any valuable judgments. There are times when a computer seems to operate like a mechanical ‘brain’, but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and give it the appropriate information; but as electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetic-logical operations almost instantaneously. A person can do everything a computer can do, but in many cases that person would be dead long before the job was finished.

(N. Mullen & P. Brown: *English for Computer Science*; OUP 16-18)

### **Paragraph 1:**

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off: magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others, off, or that magnetizes or de-magnetizes the cores.

**Topic:** A computer is a machine.

**Main Idea:** We can make the machine do what we want it to do.

**Supporting Idea:** Machine is capable of storing and manipulating numbers letters, and characters.

### **Paragraph 2:**

The basic job of computers is the processing of information. For this reason, computers can be defined as a device which accepts information in the form of instructions called a program and characters called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and also provides the information needed to solve the problem, is kept inside the computer in a place called memory.

**Topic:** Processing of information.

**Main Idea:** The program, which tells the computer what to do and stores the information, is called memory.

**Paragraph 3:**

Computers are thought to have many remarkable powers. However, the most of computers, whether large or small have three basic capabilities. First, Computers have circuits of performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation. Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft's navigation systems, medical instruments, etc.

**Topic:** Powers of computers.

**Main Idea:** Three basic capabilities of computers

**Supporting Idea:** Computers are used to control robots, aircraft navigation systems, medical instruments, etc.

**Paragraph 4:**

Some of the most common methods of inputting information are to use punched cards, magnetic tape, disks and terminals. The computer's input device (which might be a card reader, a tape drive or disk drive, depending on the medium used in putting information) reads the information into the computer. For outputting information, two common devices used are a printer which prints the new information on paper, or a CRT display screen which shows the results on a TV-like screen.

**Topic:** Method of inputting information.

**Main Idea:** Input and Output devices.

**Supporting Idea:** Examples of devices.

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**Paragraph 5:**

Computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: 'Who would win a war between two countries?' or 'Who is the richest person in the world?' Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? Is one number greater than another?

**Topic:** Circuits that make decisions.

**Main Idea:** Computer can only make logical decision

**Paragraph 6:**

A computer can solve a series of problems and make hundreds, even thousands, of logical decisions without becoming tired or bored. It can find the solution of a problem in a fraction of time. A computer can replace people in dull, routine tasks, but it has no originality; it works according to the instructions given to it and cannot exercise any valuable judgments. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it to do something and give it the appropriate information; but as electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetic-logical operations almost instantaneously. A person can do everything a computer can do, but in many cases that person would be dead long before the job was finished.

**Topic:** Speed at which a computer works

**Main Idea:** A computer works according to instructions.

**Supporting Idea:** Computer operations are limited.

**Main idea**

Now that you have read each paragraph in detail, let us look at the text as a whole.

**Read the following four statements and choose the statement that best expresses the main idea.**

1. Computers have changed the way in which many kinds of jobs are done.
2. Instructions and data must be given to the computer to act on.
3. Computers are machines capable of processing and outputting.
4. Without computers, many tasks would take much longer to do.

**Which statement did you choose? The correct answer is choice no.3**

**Why didn't you select the other choices?**

The other choices do not give the distinctive characteristics of what a computer is i.e. the main idea of the passage. They simply provide the details.

**Understanding the Passage:**

**Decide if these statements are true or false by referring to the text.**

**T F**

1. A computer can store or handle any data even if it hasn't received information to do so.
2. All computers accept and process information in the form of instructions and characters.
3. The information necessary for solving problems is found in the memory of the computer.
4. Not all computers can perform arithmetic operations, make decisions and communicate in some way with the user.
5. Computers can still be useful machines even if they can't communicate with the user.
6. There are many different devices used for feeding information into a computer.
7. There aren't as many different types of devices used for giving results as there are for accepting information.
8. Computers can make any type of decision they are asked to.
9. Computers can work endlessly without having to stop to rest unless there is a breakdown.

Statements no. 1, 4 and 8 are false. These false statements can be made true by making necessary changes.

1. Computer can store or handle any data which is input.
4. All computers can perform arithmetic operations, make comparisons and output information.
8. Computer can decide only these things:
  - Is one number less than another?
  - Are two numbers equal?
  - Is one number greater than another?

**Content Review**

The following statements are all taken from the text you have just read. Certain words are missing in these statements. Complete these statements with the appropriate words from the word bank given below. Make sure that you use the correct form i.e. singular or plural. Some words can be used more than once.

**core            device            data            circuit            terminal            switch            programme**  
**memory            medium            CRT display**

1. Every computer has circuits for performing arithmetic operations, operating \_\_\_\_\_ or magnetized \_\_\_\_\_.
2. A \_\_\_\_\_ with a screen is normally referred to as a \_\_\_\_\_ unit.
3. A computer is a \_\_\_\_\_ that processes information in the form of \_\_\_\_\_ and \_\_\_\_\_ and can store this information in a \_\_\_\_\_.
4. Card readers, tape drives, or disk drives are different \_\_\_\_\_ for inputting information.



**Lesson -05****Connectives and Link Words: References**

In the last lesson you were introduced to two new terms: References and Connectives. The sentences and paragraphs are not words, just put together; they express ideas which are connected to each other. In this lesson, you will practice to recognize these words and phrases i.e. references and connectives that link ideas in a sentence.

These words make the text smoother to read. Your reading speed and comprehension will increase considerably if you are able to recognize the **links** between and within the sentences. References are sometimes relative pronouns, sometimes demonstrative pronouns, or adverbs. Sometimes they are substitutes for words that have come earlier or will come later.

We will first look at references within a text. Read the following seven sentences given below. Notice the reference words are italicized and the connectives are underlined. The first five have been done for you. Connect the last two on your own.

**Text 1:**

1. *Mr. Salman* bought a new car. His children haven't seen it yet.
2. *Our neighbor's* old car didn't work, but *their* new one is fine.
3. Everyone seems to think *the chairman* is guilty. If so, he will probably resign. If not, we should apologize to **him**.
4. Mrs. Mahmood thought *the new curtains* were a waste of money, and Saima, her daughter-in-law thought the same.
5. Although the new Hostel warden doesn't seem to **trust the guard**, everyone else did.
6. Shama liked the brown *sofa* but her husband, Salman, preferred the red.
7. *The chair* was so well made that Ms. Gull decided to buy two.

**Connectives:**

Now you will look at another kind of link which is made by conjunctions that join ideas into some kind of relationship within the text. These words or phrases are also known as **transitional markers** that connect ideas together. They indicate:

1. Result
2. Contrast
3. Comparison
4. Illustration / Example
5. Cause and Effect
6. A series / Time Sequence
7. Addition.

**Link words: References and Connectives:**

**1. Words that signal RESULT:**

|       |             |                  |
|-------|-------------|------------------|
| thus  | therefore   | as a consequence |
| hence | accordingly | consequently     |

**2. Words that signal a CONTRAST:**

|                 |              |            |         |                   |
|-----------------|--------------|------------|---------|-------------------|
| but             | in contrast  | conversely | however |                   |
| instead         | nevertheless | yet        | still   | even              |
| though          | although     | despite    |         | on the other hand |
| on the contrary | in spite of  |            |         |                   |

**3. Words that show COMPARISON:**

|           |                 |                      |         |
|-----------|-----------------|----------------------|---------|
| like      | likewise        | as well              | just as |
| just like | similarly       | like manner          | equally |
| as        | in the same way | in a similar fashion |         |

**Examples:**

1- Driving a motor car is a skill we learn through practice. Similarly, cooking is a skill we learn through hands-on experience.

2- When family members communicate, they are more likely to solve their problems. In a similar fashion, countries can best solve their problems through communication.

**4. Words that show ILLUSTRATION / EXAMPLE:**

|              |               |           |
|--------------|---------------|-----------|
| for example  | to illustrate | once      |
| for instance | such as       | including |

**5. Words that show CAUSE AND EFFECT:**

|             |         |            |              |
|-------------|---------|------------|--------------|
| thus        | because | because of | consequently |
| since       | result  | therefore  | accordingly  |
| as a result | so      | if...then  |              |

**6. Words that show A SERIES / TIME:**

|              |           |             |
|--------------|-----------|-------------|
| one, first   | next      | as          |
| two, second  | before    | now         |
| three, third | after     | until       |
| since        | soon      | previously  |
| lastly       | afterward | finally     |
| then         | often     | immediately |
| while        | during    | frequently  |
| at last      |           |             |

**Examples:**

1. First I skim the newspaper to see what films are on, and then I circle the ones I want to record on the VCR.
2. Previously, the two countries got along. Now, they have resumed diplomatic relations.

**7. Words that show ADDITION:**

|              |             |           |             |         |
|--------------|-------------|-----------|-------------|---------|
| and          | also        | and...too | besides     |         |
| being        | furthermore | one       | in addition |         |
| first of all | also        | second    | secondly    |         |
| third        | thirdly     | another   | next        | finally |

You will now look at two sample paragraphs. In the first paragraph the references are highlighted and the connectives are underlined. The arrows connect the references to the ideas they relate to.

**Sample 1**

Some people, of course, still believe that Shakespeare could not have written the plays attributed to him, but they have difficulty in explaining the fact that many contemporaries of **Shakespeare**, who knew and worked with **him**, considered **him**, first, as the actual author, and second, a very fine author indeed. Ben Johnson, for example, never doubted the authenticity of the plays. William Green also referred to Shakespeare as a very fine playwright. **These** are only two of the many contemporary references that leave little doubt that Shakespeare wrote the plays of William Shakespeare.

(Yorkey: p. 133)

**Sample 1 – A**

**References**

- 1- him      Shakespeare (1)
- 2- they     few
- 3- who     contemporaries
- 4- him     Shakespeare (2)
- 5- him     Shakespeare (2)
- 6- these    Ben Johnson, William Green

**Connectives**

- 1- of course
- 2- but
- 3- first
- 4- second
- 5- for example
- 6- also

**Sample 2**

A computer like any other machine is used because it does certain jobs better and more efficiently than humans. It can receive more information and process it faster than any human. The speed at which a computer works can replace weeks or even months of pencil - and - paper work. Therefore, computers are used when the time saved offsets their cost which is one of the many reasons they are used so much in business, industry and research.

(N. Mullen & P. Brown: English for Computer Science p. 21 -22)

Sample 2 - A

- 1- it                computer
- 2- It                like any other machine, is used because
- 3- it                information
- 4- their            computers
- 5- which           the time saved offsets their cost
- 6- they            computers

**Exercise 1**

In the following paragraphs some words are highlighted. Draw a box around the word that the bold words refer to. Then join the circle and the box with arrows. Also, underline any transitional or connective word in the paragraph.

**Paragraph 1:**

Computers are electronic machines **that** process information. **They** are capable of communicating with the user, of doing different kinds of arithmetic operations and of making three kinds of decisions. However, **they** are incapable of thinking. They accept data and instructions as input, and after processing **it they** output the results.

**Paragraph 2:**

When talking about computers, both hardware and software need to be considered. The former refers to the actual machinery, whereas the later refers to the programs which control and coordinate the activities of the hard ware while processing the data.

**Paragraph 3:**

The first computer was built in 1930 but since then computer technology has evolved a great deal. There are three different kinds of computers in use today: the mainframe, the minicomputer and the microcomputer. **These** all have one thing in common: they operate quickly and accurately in solving problems.

(N. Mullen & P. Brown: English for Computer Science p. 21)

**Exercise 1- A**

- 1- that            machines
- 2- they            computers
- 3- they            computers
- 4- it                input
- 5- they            computers

- 6- former hardware
- 7- which programs
- 8- these the mainframes, the minicomputer, and the microcomputer
- 9- they do

**Exercise 2**

**Fill in the gaps by using the correct connectives from the word bank.**

but ,however, because, so for, this reason, therefore

Floppies are very cheap, \_\_\_\_\_; they are slow and have a limited capacity. Hard disks are fast and can store large amounts of data \_\_\_\_\_ they are fixed inside the computer, \_\_\_\_\_ you cannot use them to transfer data. You can transfer data with removable hard disks, \_\_\_\_\_ they are expensive. CD-ROM disks can hold quite large amounts of data. \_\_\_\_\_ they are usually read only \_\_\_\_\_ you cannot change the information on them. Magneto-optical disks are like CD-ROMs \_\_\_\_\_ you can write data on to them. They are removable and have large capacities, \_\_\_\_\_ they are expensive and do not conform to a standard. \_\_\_\_\_ they are not very common. Magnetic tape is cheap and has a large capacity. \_\_\_\_\_ it does not allow random access and drives are slow. \_\_\_\_\_ it is only suitable for backups.

(Glendenning & McEwan Basic English for Computer Science Page 36)

**What Are Computers**

Computers are the electronic machines that process information. They are capable of communicating with the user, of doing different kinds of arithmetic operations and of making three kinds of decisions. However, they are incapable of thinking. They accept data and instructions as input, and after processing it they output the results.

When talking about computers, both hardware and software need to be considered. The former refers to the actual machinery, whereas the latter refers to the programs which control and coordinate the activities of the hardware while processing the data.

The first computer was built in 1930 but since then computer technology has evolved a great deal. There are three different kinds of computers in use today: the mainframe, the minicomputer and the microcomputer. These all have one thing in common: they operate quickly and accurately in solving problems.

**Recap:**

Recognizing reference, connectives/ transitional words improves reading speed and comprehension.

## Lesson -06

### Reading Skills

This lesson will follow the pattern established by us in the earlier lessons. We will read a text to help us in comprehension, and then we will do exercises based on that text.

When you read the following text, you will probably meet words and expression that are new to you. First try to understand their meaning from the context - read the same passage a few times. When you have read the whole text, check new words in a dictionary. Those words in bold typeface are explained in the Glossary at the end of your reading package.

### **History of Computers**

1. Let us take a look at the history of the computers. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we still count in the tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus in the 16th century, and it is still used in some parts of the world because it can be understood without knowing how to read.

2. During the 17th and 18th centuries, many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas produced logarithm tables, which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician.

3. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten toothed gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

4. In 1930, the first analog computer was built by an American named Vannevar Bush. This device was used in World War II to help the aim guns. MarkI, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Ecker and J. Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC. Another important advancement in computers came in 1947, when John von Neumann developed the idea of keeping instructions inside the computer's memory.

5. The first general of computers, which used vacuum tubes, came out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960,

the second generation of computers was developed and these could work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second generation computers were smaller, faster and more dependable than the first-generation computers. The third generation computers appeared in the market in 1965. These computers could do a million calculations in a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable.

Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits now fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic or metal. Fourth generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

6. The rate at which computer technology is growing; today's computers might be obsolete by 1985 and most certainly by 1990. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

### **EXERCISES:**

#### **1. Main Idea**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. Computers, as we know them today, have gone through many changes.
2. Today's computer probably won't be around for long.
3. Computers have had a very short history.

#### **Answer:**

**Main Idea:** 1 and 3. Choice 2 is a prediction not a fact. It is not the main point in the description of the history of computers.

#### **2. Understanding the Passage:**

Decide whether the following statements are true or false (T/F) by referring to the information given in the text. Then make the necessary changes so that the false statements become true.

T    F

1. The abacus and the fingers are two calculating devices still in use today.
2. The slide rule was invented hundreds of years ago.
3. During the early 1880s, many people worked on inventing a mechanical    calculating machine.

4. Charles Babbage, an Englishman, could well be called the father of computers.
5. The first computer was invented and built in the USA.
6. Instructions used by computers has always been kept inside the computer's memory.
7. Using transistors instead of vacuum tubes did nothing to increase the speed at which calculations were done.
8. As computers were evolved, their size decreased and their dependability increased.
9. Today's computers have more circuits than previous computers.
10. Computer technology has developed to a point from which new developments in the field will take a long time to come.

**Answers:**

1. T
2. F - The slide rule is a modern invention
3. T
4. T
5. T
6. F- Instructions which are not being executed are usually kept in secondary memory.
7. F- The use of transistors increased the speed at which calculations were done.
8. T
9. T
10. F- Computer technology is constantly developing and at a very fast rate.

**3. Locating Information:**

**Find the passages in the text where the following ideas are expressed. Give the line references.**

- .....1. During the same period of history, logarithm tables and calculus were developed.
- .....2. It wasn't until the 19th century that a calculating machine was invented which tried to reduce manpower.
- .....3. Integrated circuitry has changed the computers further.
- .....4. People used their fingers to count.
- .....5. The computers of the future may be quite different from those in use today.
- .....6. Today's computer circuits can be put on a chip.
- .....7. Then an instrument with beads was invented for counting before a mechanical way for multiplying and dividing was devised.
- .....8. Transistors replaced vacuum tubes.



**Answers:**

1. Paragraph 2
2. Paragraph 3
3. Paragraph 5
4. Paragraph 1
5. Paragraph 6
6. Paragraph 5
7. Paragraph 1
8. Paragraph 5

**4. Understanding Words**

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1. machine (I. 2) .....
2. designed (I. 9) .....
3. a lot (I. 16) .....
4. errors (I. 17) .....
5. solve (I. 30) .....

**Answers:**

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1. machine (paragraph 1) device
2. designed ( paragraph 2) devised
3. a lot (paragraph 3) a great deal
4. errors ( paragraph 3) mistakes
5. solve ( paragraph 4) figure out

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

6. old (p 2) .....
7. a few (p-3) .....
8. to include (p-3) .....
9. contemporaries (p-5) .....
10. still in use (p-6) .....

**Answers:**

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

6. old (l. 10) modern
7. a few (l. 16) several
8. to include (l. 21) cut out
9. contemporaries (l. 41) predecessors

10. still in use (l. 60) obsolete

**5a. Content Review:**

**Match the words in column A with the statements in column B.**

| A                       | B  |
|-------------------------|--|
| 1. Abacus               | a. instrument used for doing multiplication and division |
| 2. calculus             | b. used in the first digital computers                   |
| 3. analog computer      | c. an instrument used for counting                       |
| 4. digital computer     | d. used in mathematics                                   |
| 5. vacuum tubes         | e. circuitry of fourth-generation computers              |
| 6. transistors          | f. Invented by Americans in 1944                         |
| 7. chip                 | g. made computers smaller and faster                     |
| 8. microminiaturization | h. used to help aim guns                                 |
| 9. slide rule           | i. the reduction of circuitry onto a chip                |
| 10. logarithm tables    | j. a branch of mathematics                               |

**Answers:**

- 1. c
- 2. j
- 3. h
- 4. f
- 5. b
- 6. g
- 7. e
- 8. i
- 9. a
- 10. d

**5b. Content Review**

Use the information in the text on 'History of Computers' to complete the following table.

| TIME                    | EVENT                                  |
|-------------------------|--|
| Primitive Times         | Abacus invented                        |
| 17th and 18th centuries | Henry Briggs produced Logarithm tables |
| 1930                    | Charles Babbage designed               |

|               |                                   |
|---------------|-----------------------------------|
| 1947          | First use of in                   |
| New<br>Future | Second-generation computers using |

**6. Focus Review:**

New look back at the text ‘**History of Computers**’ and find out what the words in bold typeface refer to.

1. **that** we know today
2. and **it** is still being used
3. **which** all mathematicians use today
4. **which** saves a great deal of time
5. **that** was called ‘The analytical Engine’
6. **that** could figure out long lists
7. **They** named their new invention
8. **which** could perform
9. And **these** could perform
10. **that** are being developed

**Answers:**

Now look back at the text ‘**History of Computers**’ and find out what the words in italics refer to.

1. *that* we know today (history)
2. and *it* is still being used (abacus)
3. *which* all mathematicians use today (logarithm tables)
4. *which* saves a great deal of time (machine)
5. *that* was called ‘The analytical Engine’ (machine)
6. *that* could figure out long lists (machine)
7. *they* named their new invention (2 engineers)
8. *which* could perform (computers)
9. and *these* could perform (computers)
10. *that* are being developed (circuits)

## Lesson -07

### Word Formation

When you are reading, you will come across unfamiliar words. It is often possible to guess the meanings of these words if you understand the way words are generally formed in English. Learning the use and meaning of words in English can be made easier, and even enjoyable, if you understand something about the way in which many English words are formed.

An English word can be divided into three parts:

- Prefix
- Stem
- Suffix.

#### **Prefix**

Pre-means ‘before’ and therefore, is what comes before the stem.

##### **Example**

Consider as an example, the prefix de-(meaning ‘reduce’ or ‘reverse’) in a word like demagnetize (‘to deprive of magnetism’).

#### **Suffix**

A **suffix** is what is attached to the end of the stem.

##### **Example**

Consider as an example the suffix -er (meaning (‘someone who’) in programmer (‘the person who programs’).

Both prefixes and suffixes are referred to as **affixes**.

#### **Stem**

The **stem** of a word is its basic form, the fundamental element which is common to all the other forms of the word. A **prefix** is a form which is fixed to the beginning of a stem; a suffix is a form which is fixed to the end of a stem.

##### **Example**

Stem = measure

Suffix= measurable

Prefix =immeasurable

A prefix usually changes the meaning of a word while a suffix usually changes its part of speech. **E.g.** the suffix -able changes verbs into adjectives (breakable, enjoyable). The prefix im- changes the meaning to the opposite: measurable means capable of being measured; immeasurable means “not capable of being measured.”

## VU

By learning only a few prefixes and suffixes, you will be able to recognise or guess the meaning of hundreds of English words.

The English language makes frequent use of this method of word formation. Notice the numerous words formed on the stem *act*.

| Prefix+ <i>act</i> | <i>act</i> + suffix | prefix+ <i>act</i> +suffix |
|--------------------|---------------------|----------------------------|
| re+act             | act+ion             | re+act+ion                 |
| enact              | active              | enactment                  |
| reenact            | actively            | reenactment                |
| interact           | actionless          | reactor                    |
| transact           | actable             | reactive                   |
|                    | activity            | reactivate                 |
|                    | activate            | reactivation               |
|                    | activation          | interaction                |
|                    | actor               | transaction                |
|                    | actress             | inactive                   |
|                    |                     | inaction                   |

### AFFIXES

PREFIXES

(STEM)

SUFFIXES

Both prefixes and suffixes are referred to as **Affixes**

### Suffixes and their meanings :

Let us now consider some suffixes and their usual meanings.

### Suffixes

| Nouns | Verbs | Adjectives | Adverb |
|-------|-------|------------|--------|
| -ance | -ize  | -able      | -ly    |
| -ence | -ate  | -ible      |        |
| -or   | -fy   | -less      |        |
| -er   | -en   | -ic        |        |
| -ist  | -ify  | -ical      |        |
| -ness |       | -ish       |        |

**Study these tables and try to find additional examples. Use your dictionary if necessary.**

**Noun-forming suffixes:**

| <b>Suffix</b> | <b>Meaning</b>   | <b>Examples</b>           |
|---------------|------------------|---------------------------|
| -ance         | state            | performance               |
| ence          | quality of       | independence              |
| -er, -or      | a person who     | programmer, operator      |
|               | a thing which    | compiler, accumulator     |
| -ation        | the act of       | execution                 |
| -tion         |                  |                           |
| -ist          | a person who     | analyst, typist           |
| -yst          |                  |                           |
| -ness         | condition of     | cleanliness               |
| -ion          | action/state     | conversion                |
| -ing          | activity         | multiplexing              |
| -ment         | state, action    | measurement               |
| -ity          | state, quality   | electricity               |
| -ian          | pertaining to    | electrician               |
| -ism          | condition/state  | magnetism                 |
| -dom          | domain/condition | freedom                   |
| -ship         | condition/state  | relationship, partnership |
| -ary          |                  | binary                    |

**Verb-forming suffixes:**

| <b>Suffix</b> | <b>Meaning</b> | <b>Examples</b>               |
|---------------|----------------|-------------------------------|
| -ize          |                | computerize                   |
| ate           |                | automate, activate, calculate |
| -fy           | to make        | simplify                      |
| -en           |                | harden, widen                 |

**Adverb-forming suffixes:**

| <b>Suffix</b> | <b>Meaning</b>        | <b>Examples</b>           |
|---------------|-----------------------|---------------------------|
| -ly           | in the manner of      | electronically, logically |
|               | comparably, helpfully |                           |

**Adjective-forming suffixes:**

| <b>Suffix</b> | <b>Meaning</b> | <b>Examples</b>        |
|---------------|----------------|------------------------|
| -al           |                | computational, logical |

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|       |                     |   |
|-------|---------------------|---|
| -ar   | have the quality of | circular  |
| -ic   |                     | magnetic, automatic                             |
| -ical |                     | electrical                                      |
| -able | capable of being    | comparable                                      |
| -ible |                     | divisible                                       |
| -ous  | like, full of       | dangerous                                       |
| -ious |                     | religious                                       |
| -ful  | characterized by    | helpful   |
| -less | without             | careless  |
| -ish  | like                | yellowish                                       |
| -ed   | having              | computed, punched                               |
| -ive  | quality of          | interactive                                     |
| -ing  | to make or do       | programming, coding<br>processing, multiplexing |

### Locating Base Words

It is sometimes difficult to locate base word, because their spellings frequently change when suffixes are added to them.

1. If a base word ends in e, the e may be dropped when a suffix is added to it.  
Mature +it y=maturity
2. If a base word ends in y, the y may be changed to i ,when a suffix is added to it:  
harmony +ous=harmonious
3. Base words may undergo other spelling changes when suffixes are added to them:  
reclaim+ation=reclamation (the I in reclaim is dropped)

### Exercise1

Locate the base words in the boldface words and write them on the given lines.

1. We established the **authenticity** of our antique chair.  
We have an ----- antique chair.
2. We enjoy the **collegiate** athletic games.  
We enjoy the athletic games at -----.
3. The automobile left her **comatose**.  
The accident left her in a -----.
4. We had **comparative** good luck  
If you ----- our luck with that of others, our luck was good.
5. Can you **differentiate** between them?  
Can you see how they -----?
6. His knowledge of China is not **experiential**.  
His knowledge of China is not based on actual -----?
7. She has **expertise** in mathematics.  
She is an ----- in mathematics.
8. She gave her answer with **finality**.  
We knew her answer was -----.
9. They have **servile** attitudes.

- They have attitudes of those who -----.
10. The numbers are in **tabular** form.  
The numbers are in a -----.
11. We enjoyed her **commentary** on the news.  
We enjoyed her -----s about the news.
12. Who were the **disputants**?  
Who engaged in the -----?
13. This machine has a **multiplicity** of parts.  
It has ----- parts.

### Exercise 2

Read the following sentences and underline all the suffixes. Then try to find out what parts of speech the words are.

1. The systems analyst provides the programmer with the details of the data processing problems.
2. CRT terminals are very useful interactive devices for use in offices because of their speed and quietness.
3. The new microcomputer we purchased does not have a Fortran compiler. It is programmable in Basic only.
4. A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores.
5. In very large and modern installations, the computer operator sits in front of a screen that shows an up-to-date summary of the computer jobs as they are being processed.
6. The introduction of terminals and screens has partly replaced the use of punched cards.
7. Binary arithmetic is based on two digits: 0 and 1.
8. Multiplexing is when many electrical signals are combined and carried on only one optical link.
9. Computers are machines designed to process electronically specially prepared pieces of information.
10. The computed results were printed in tables.

### Exercise 3

Fill in each blank with the appropriate form of the words.

1. *operation, operate, operator, operational, operationally, operating*
  - a. A computer can perform mathematical operations very quickly.
  - b. One of the first persons to note that the computer is malfunctioning is the computer operator.
  - c. The job of a computer operator is to operate the various machines in a computer installation.
  - d. The new machines in the computer installation are not yet operating/operational.
2. *acceptance, accept, accepted, acceptable, acceptably*
  - a. A computer is a device which accepts processes and gives out information.



- b. The students are still waiting for their acceptance into the Computer Sciences program.
- c. It is acceptable to work without a template if the flowcharts are not kept on the file.
- 3. *solution, solve, solvable, solver***
- a. It may take a lot of time to find a solution to a complex problem in programming.
- b. A computer can solve a problem faster than any human being.
- c. A computer has often been referred to as a problem solver.
- 4. *remark, remarkable, remarkably, remarked***
- a. Today's computers are remarkably faster than their predecessors.
- b. System analysts will often make remarks about existing programs so as to help make the operations more efficient.
- c. There have been remarkable developments in the field of computer science in the last decade.
- 5. *communication, communicate, communicable, communicative, communicably***
- a. A computer must be able to communicate with the user.
- b. Fiber optics is a new development in the field of communication.
- c. Some people working in computer installations aren't very communicative because they are shy.
- 6. *calculation, calculate, calculating, calculated, calculator, calculable, calculus***
- a. A computer can do many kinds of calculations quickly and accurately.
- b. Calculus is a branch of mathematics for making calculations without the use of a calculating machine.
- c. A computer can calculate numbers much faster than a manual calculator.
- d. Some problems aren't calculable without logarithm tables.
- 7. *mechanic, mechanism, mechanize, mechanical, mechanically, mechanistic, mechanics, mechanization, mechanized***
- a. Today's computers are less mechanized than they used.
- b. The mechanical devices in a computer system operate more slowly than the electromagnetic devices.
- c. The mechanism of the brain is very complicated but unlike a computer it isn't mechanical.
- 8. *necessity, necessitate, necessary, necessarily, necessities, need, needed***
- a. Because it is expensive to set up a computer department it is necessary to budget well for the basic necessities of the installations.
- b. A good programmer isn't necessarily going to be a good systems analyst.
- c. Students' lack of understanding of the basic concepts in computer science may necessitate the instructor to restructure the course.
- 9. *dependence, depend on, dependable, dependably, dependent, dependency, depending***

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- a. The length of time a programmer takes to make a program will vary *depending* on the complexity of the problem and his ability and experience.
- b. One can always *depend on* a computer to obtain accurate answers because it's probably the most *dependable* machine in the world today.

### 10. *technology, technological, technologically, technologist*

- a. Computer *technology* is a fast growing discipline.
- b. The *technological* improvements of computers are reducing man's workload.

### Let us recap:

An English word can be divided into three parts: a prefix, a stem and a suffix. *Prefix* is what comes before the stem. A *suffix* is what is attached to the end of the stem. A stem is the root of the word. Both prefixes and suffixes are referred to as Affixes. An English word can be divided into three parts:

**Lesson -08****Word Formation- Prefixes**

We have already learned how words can be formed by looking at suffixes. In this lesson, we will look at some other ways, beginning with prefixes and stem words, followed by synonyms and antonyms as a means of enhancing your vocabulary.

A **prefix** is a letter or group of letters that is added to the beginning of a stem/ base word e.g. in *untrue* the prefix is *un-* and the stem/base word is *true*. Words that are unfamiliar to you may sometimes consist of a stem word you know and an added prefix, for instance:

**We were shocked to learn of the *illimitability* of the dictator's power.**

*Illimitability* is a word that does not often appear in print. It may be unfamiliar to you. However, you can locate its stem word, *limit*, which means 'to restrict'. If you also know that the prefix *il-* (as in *illegal*) means 'not', you should be able to determine that *illimitability* refers to which has no limits or restriction. The sentence means 'we were shocked to learn that there is no limit to the dictator's power.

Now you will look at a list of words in which adapt is the stem/ base word. If this word is preceded by a prefix you can make twenty -four additional words.

|           |                 |                 |
|-----------|-----------------|-----------------|
| Ptation   | nonadaptational | readaptation    |
| pted      | nonadaptive     | readaptive      |
| ptive     | nonadapter      | readaptiveness  |
| ptation   | preadapt        | unadaptable     |
| ptability | preadaptable    | unadaptableness |
| ptable    | preadaptation   | unadaptive      |
| ptation   | readaptable     | unadaptiveness  |
| pting     | readaptability  | unadaptively    |

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| <b>Prefix</b> | <b>Meaning</b>  | <b>Example</b>                  |
|---------------|-----------------|---------------------------------|
| 1. un-        | not; no         | unhappy means not happy         |
| 2. non-       | not; no         | nonliving means not living      |
| 3. dis-       | not; no         | to distrust is not to trust     |
| 4. in-        | not; no         | indirect means not direct       |
| 5. Im-        | Not; no         | imperfect means not perfect     |
| 6. Ir-        | not; no         | irrational means not rational   |
| 7. Il-        | not; no         | illegal means not legal         |
| 8. a-         | not;<br>without | atypical means not typical      |
| 9. pre-       | before          | prewar means before a war       |
| 10. post-     | after           | postwar means after a war       |
| 11. anti-     | oppos(ing)      | antiwar means opposing war      |
| 12. pro-      | favour(ing)     | prowar means favoring war       |
| 13. inter-    | between         | interstate means between states |

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|             |               |                                     |
|-------------|---------------|-------------------------------------|
| 14. hyper-  | excessive(ly) | hyperactive mean excessively active |
| 15. mal-    | bad(ly)       | malnutrition is bad nutrition       |
| 16. mis-    | incorrect(ly) | to misspell is to spell incorrectly |
| 17. pseudo- | false (ly)    | a pseudoscience is a false science  |
| 18. semi-   | partly        | semipublic means partly             |

### Defining Words with Prefixes

**Make sentences by writing the base/stem words and the meanings of the prefixes in the boldface words on the lines provided.**

1. Hermits are **asocial** people.  
They are \_\_\_\_\_ people.
  2. The child's **hyperactivity** is alarming.  
The child is \_\_\_\_\_.
  3. Outer space is **illimitable**.  
There is \_\_\_\_\_ to outer space.
  4. The castle was **Impenetrable** to ancient armies.  
Ancient armies could \_\_\_\_\_ the castle.
  5. We took an **intercontinental** flight.  
We took a flight \_\_\_\_\_.
  6. The fire did **irreparable** damage to the house.  
They could \_\_\_\_\_ the damage to the house.
  7. Did he make **maladjustment** to marriage?  
Did he \_\_\_\_\_ to marriage? 14
  8. The story is **pseudo biographical**.  
It is a \_\_\_\_\_.
  9. The patient is **semiconscious**.  
The patient is \_\_\_\_\_.
  10. Some thoughts are **unutterable**.  
Some thoughts one can \_\_\_\_\_.
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If you know that *adapt* means 'to make suitable' and you also know the meanings of the prefixes *mal-*, *non-*, *pre-*, *re-*, and *un-* you know the essential meanings of these twenty four words, even if you have not seen them in the print before. You will now look at nineteen prefixes and by understanding the most useful meanings of these common English prefixes you will increase your vocabulary by hundreds or even thousands of words in a very short time.

### Word Formation - Prefixes

Let us now consider some more prefixes, their usual meanings, and how they change the meanings of English words. These prefixes will make words related to computers.

**PREFIXES**

| <b>NEGATIVE/<br/>POSITIVE</b> | <b>SIZE</b> | <b>LOCATION</b> | <b>TIME AND<br/>ORDER</b> | <b>NUMBER</b> |
|-------------------------------|-------------|-----------------|---------------------------|---------------|
| un-                           | semi-       | inter-          | pre-                      | mono-         |
| non-                          | mini-       | super-          | ante-                     | bi-           |
| in-                           | micro-      | trans-          | fore-                     | hex-          |
| dis-                          |             | ex-             | post-                     | oct-          |
| re-                           |             | extra-          |                           | multi-        |
|                               |             | mid-            |                           |               |

Study these tables and try to find additional examples. Use your dictionary if necessary.

**Negative and positive prefixes**

| <b>PREFIX</b> | <b>MEANING</b>     | <b>EXAMPLES</b>              |
|---------------|--------------------|------------------------------|
| un-           |                    | unmagnetized, unpunched      |
| im-           | not good enough    | impossible                   |
| il-           |                    | illegal                      |
| non-          | not connected with | non-programmable, non-impact |
| mis-          | bad, wrong         | mispronounce                 |
| dis-          | opposite feeling   | disagree                     |
|               | opposite action    | disconnect                   |
| anti-         | against            | antisocial                   |
| de-           | reduce, reverse    | demagnetize, decode          |
| under-        | too little         | underestimate                |

**Positive prefixes**

|       |          |            |
|-------|----------|------------|
| re-   | do again | reorganize |
| over- | too much | overheat   |

**Prefixes of Size**

| <b>PREFIX</b> | <b>MEANING</b> | <b>EXAMPLES</b> |
|---------------|----------------|-----------------|
| semi-         | half, partly   | semiconductor   |
| equi-         | equal          | equidistant     |
| maxi-         | big            | maxicomputer    |
| micro-        | small          | microcomputer   |
| mini-         | little         | minicomputer    |
| macro-        | large          | macroeconomics  |
| mega-         | megabyte       |                 |

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### Prefixes of Location

| PREFIX | MEANING        | EXAMPLES               |
|--------|----------------|------------------------|
| inter- | between/among, | interface, interactive |
| super- | over           | supersonic             |
| trans  | across         | transmit, transfer     |
| ex-    | out            | exclude, extrinsic     |
| extra- | beyond         | extraordinary          |
| sub-   | under          | subschemata            |
| infra- | below          | infra-red              |
| peri-  | around         | peripheral             |

### Prefixes of Time and Order

| PREFIX | MEANING  | EXAMPLES           |
|--------|----------|--------------------|
| ante-  | before   | antecedent         |
| pre-   |          | prefix             |
| prime- | first    | primary, primitive |
| post-  | after    | postdated          |
| retro- | backward | retroactive        |

### Prefixes of Numbers

| PREFIX  | MEANING | EXAMPLES                      |
|---------|---------|-------------------------------|
| semi-   | half    | semicircle                    |
| mono-   | one     | monochromatic                 |
| bi-     | two     | binary                        |
| tri-    | three   | triangle                      |
| quad-   | four    | quadruple                     |
| penta-  | five    | pentagon                      |
| hex-    | six     | hexadecimal                   |
| septem- | seven   | september                     |
| oct-    | eight   | octal                         |
| dec-    | ten     | decimal                       |
| multi-  | many    | multiprogramming, multiplexor |

### Other Prefixes

| PREFIX | MEANING | EXAMPLES  |
|--------|---------|-----------|
| pro-   | for     | program   |
| auto-  | self    | automatic |

|      |          |              |
|------|----------|--------------|
| co-  | together | coordinate   |
| neo- | new      | neoclassical |
| pan- | all      | pan-Islamic  |

**Exercise 2**

**Read the following sentences and underline all the prefixes. Then try to find out what the prefixes mean by referring back to the tables you have just completed.**

1. Non-impact printers are inexpensive and silent.
2. Tape-marks are unmagnetized reflective strips stuck onto the tape.
3. The octal and the hexadecimal systems are number systems used as a form of shorthand in reading groups of four binary digits.
4. The internal shortage locations of a computer are called its primary memory. 28
5. Multiprogramming is when more than one program can be present at different storage locations of the memory at the same time.
6. Peripheral devices can be either input devices (such as card readers) or output devices (such as printers).
7. The decoder (a component of the control unit) takes the coded instruction and breaks it down into the individual commands necessary to carry it out.
8. Microcomputers are becoming very important in small business applications.
9. A tape drive transmits the electromagnetic impulses to the memory of the computer.
10. Semiconductor materials are used in the making of transistors.

**Exercise 3**

**Fill in the blanks with the correct prefix from the following list. Use the glossary at the end of the reading package.**

**multi    deci-    sub-    inter    semi-    mono-    mega-    auto    mini-    de-  
inter-    prim –**

1. ...Mega... byte means one million bytes.
2. ...Multi... plexing is when many electrical signals are combined and carried on only one optical link. 34
3. Blocks are separated from each other by marks called ...inter.... block gaps.
4. The number system we use in everyday life is the deci....mal system which has a base of 10.
5. CRT terminals are very useful...inter..active devices for use in airline reservations.
6. Some screens are ...mono... chromatic whereas others produce multicolor pictorial graphics.
7. The complete description of the logical structure of data is called the schema and the description of the parts, the ...sub..... schema.
8. The main storage locations of a computer are called its ...prim.... ary storage.
9. The small ferrite rings called cores have two states: they can be either magnetized or...de....magnetized.
10. The introduction of chips or ...semi..... conductor memories made it possible to reduce the size of the computer.

**Exercise 4**

**Read the following paragraph and underline the prefixes then complete the table that follows it.**

Computers may have a short history but prior to their development, there were many other ways of doing calculations. These calculations were done using devices that are still used today; the slide rule being a perfect example, not to mention the ten fingers of the hands. These machines, unlike computers, were not electronic and were replaced by faster calculating devices. It wasn't until the mid-1940s that the first digital computer was built. The post-war industrial boom saw the development of computers take shape.

By the 1960s, computers were faster than their predecessors and semiconductors had replaced vacuum tubes by tiny integrated circuit boards. Due to microminiaturization in the 1970s, these circuits were etched onto wafer thin rectangular pieces of silicon. This integrated circuitry is known as a chip and is used in microcomputers of all kinds. It has been forecasted, by the end of this decade, exceptionally faster and smaller computers will replace those in use today.  
and complete the table

**Exercise 5: Review of Suffixes**

**Read the following paragraph and underline the suffixes.**

A computer can solve a series of problems and make hundreds, even thousands, of logical decisions without becoming tired or bored. It can find the solution of a problem in a fraction of time than it takes a human being to do the job. A computer can replace people in dull, routine tasks, but it has no originality; it works according to the instructions given to it and cannot exercise any valuable judgment. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the appropriate information; but as electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetic-logical operations almost instantaneously. A person can do everything a computer can do, but in many cases that person would be dead long before the job was finished. beings. A computer cannot do anything unless

Having dealt with the roots of words and how suffixes and prefixes work, let us look at another way of enhancing your vocabulary:

**Synonyms** are words that have the same or nearly the same meaning. For example, big large, huge, enormous monumental, gigantic, immense, and colossal are synonyms. Synonyms have two characteristics that you must understand in order to use them appropriately.

**First Characteristic:**

Most synonyms have similar meanings in only one of their senses. e.g *appropriate* and apt are synonyms when they are used to indicate that something is 'fit' for a specific purpose.

He made an *appropriate* remark

He made an *apt* remark



*Appropriate* and *apt* may be used interchangeably to mean “fit” but they have other meanings that they do not share. For instance *apt* may mean “likely”, but *appropriate* does not have this meaning.

When he is nervous he is *apt* to laugh.

Here *appropriate* may not be used interchangeably with *apt*.

### Second Characteristic:

Synonyms often have shades of meaning in addition to the meaning they share.

For instance *blame* and *denounce* are synonyms that refer to the act of making an unfavourable judgement. However, to blame is to fix the responsibility for an error whereas to denounce is to state intense disapproval in public. If you receive a letter in your letterbox that should have been delivered to a neighbour, you may blame your postman, but you are not likely to publicly denounce the postal employee for such a trivial mistake.

On the other hand, if elected officials are found guilty of stealing taxpayers’ money, they are denounced; they are severely criticised in public, and in some cases thrown out of the office.

*Blame* does not convey the kind of unfavourable judgement that elected officials receive when they betray the trust of those who elected them.

### Final Mastery

#### Selecting Word Meanings

In each of the following groups, encircle the word or expression that is most nearly **the same** in meaning as the word in **boldface type** in the introductory phrase.

1. **Admonish** the child

- a. dress      b. teach      c. praise      d. warn

2. **Efface** a wrong

- a. discover    b. wipe out    c. hide      d. apologize for

3. A **perennial** favorite

- a. old-fashioned    b. recent    c. temporary    d. enduring

4. **Subjugate** the enemy

- a. torture      b. release    c. kill      d. defeat 56

5. **Dissolute** behavior

- a. unsuccessful    b. stylish    c. immoral    d. modest

6. **Jeer at** our efforts

- a. examine      b. reject      c. criticize    d. ridicule

7. A firm **adherent**

- a. enemy      b. outside    c. supporter    d. student

8. A **semblance** of order

- a. appearance    b. lack      c. result      d. opposite

9. An **irate** guest

- a. sociable      b. welcome    c. talkative    d. angry

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10. A brief **altercation**

- a. shower                      b. argument      c. relief              d. statement

11. An **intrepid** camper

- a. tireless                      b. strong              c. fearless              d. skilled

12. **Reville** the driver

- a. adore                      b. train              c. pay              d. abuse

13. Made a **trite** remark

- a. stale                      b. witty              c. original              d. in bad taste

14. **Rectify** an impression

- a. explain                      b. make              c. correct              d. confirm

15. **Daunted** by their treats

- a. encouraged              b. ridiculed              c. destroyed              d. intimidated

16. A child's **prattle**

- a. clothing                      b. outlook              c. play              d. talk

17. **brazen** conduct

- a. shameless              b. modest              c. deadly              d. acceptable

18. a major **exodus**

- a. entrance                      b. discussion              c. departure              d. battle

19. an **impoverished** neighbor

- a. learned                      b. poor              c. beloved              d. unfriendly

20. a **lucid** explanation

- a. clear                      b. inadequate              c. learned              d. foolish

### Recap:

We have dealt with Vocabulary Building in this lesson by focussing on **Affixes** and Suffixes.

**Lesson -09****Dear Ste Reading: Description, Locating Information**

In this lesson we will read a text and then solve exercises based on that text. These exercises will again emphasize and improve your reading comprehension abilities.

**Characteristics**

*When you read the following text, remember to try and understand the meaning of new words and expressions from the context. Don't check new words in the dictionary until you have read the whole text. Those words in bold typeface are explained in the Glossary at the end of the book.* Don't check new words in the

[1] Computers are machines designed to process electronically the specially prepared pieces of information which are termed as data. Handling or manipulating the information that has been given to the computer, in such ways as doing calculations, adding information or making comparisons is called **processing**. Computers are made up of millions of electronic devices capable of sorting data or moving them, at enormous speed, through complex circuits with different functions.

[2] All computers have several characteristics in common, regardless of design. Information, in the form of instructions and data, is given to the machine, after which the machine acts on it and result is then shown. The information presented to the machine is the **input**; the internal manipulative operations, the **processing**; and the result, the **output**. These three basic concepts of input, processing, and output occur in almost every aspect of human life whether at work or at play.

For example, in clothing manufacturing, the input is the pieces of cut cloth, the processing is the sewing together of these pieces, and the output is the finished garment.

**INPUT****COMPUTER****OUTPUT****STORAGE**

[3] Figure 3.1 shows schematically the fundamental hardware components in a computer system. The centerpiece is called either the computer, the processor, or, usually, the **central processing unit (CPU)**. The term 'computer' includes those parts of **hardware** in which calculations and other data manipulations are performed, and the high-speed internal memory in which data and calculations are stored during actual execution of programs. Attached to the CPU are the various **peripheral devices** such as card readers and **keyboards** (two common examples of input devices). When data or programs need to be saved for long period of time, they are stored on

various **secondary memory** devices or **storage devices** such as magnetic tapes or magnetic disks.

[4] Computers have often been thought of as extremely large adding machines, but this is a very narrow view of their function. Although a computer can only respond to a certain number of instructions, it is not a **single-purpose** machine since these instructions can be combined in an infinite number of sequences. Therefore, a computer has no known limit on the kinds of things it can do; its versatility is limited only to the imagination of those who use it.

[5] In the late 1950s and early 1960s when electronic computers, in use today, were being developed, they were very expensive to own and run. Moreover, their size and reliability were such that a large number of support personnel were needed to keep the equipment operating. This has all changed now that computing power has become portable, more compact, and cheaper.

[6] In only a very short period of time, computers have greatly changed the way in which many kinds of work are performed. Computer can remove many of the routine and boring tasks from our lives, thereby giving us more time for interesting, creative work. It goes without saying that computers have created whole new areas of work that did not exist before their development.

## Exercises

### 1: Main Idea

Which statement or statements best express the main idea of the text? **Why did you eliminate the other choices?**

1. Computers have changed the way in which we live.
2. All computers have an input, a processor, an output and a storage device.
3. Computers have decreased man's workload.
4. All computers have the same basic hardware components.

### 2: Understanding the Passage:

Decide whether the following statements are true or false (T/F) by referring to the information given in the text. Then, make the necessary changes so that the false statements become true.

T      F

1. All information to be processed must be prepared in such a way that the computer will understand it.

2. Because of the complex electronic circuitry of a computer, data can either be stored or moved about at high speeds.
3. Not all computers can process data given to them and produce results.
4. The basic concepts of data processing are restricted to computers alone.
5. The processor is the central component of a computer system.
6. All other devices used in a computer system are attached to the CPU.
7. Memory devices are used for storing information.
8. Computers are very much restricted in what they can do.
9. Computers today cost less, are smaller, and need fewer people to operate them than in the past.
10. Computer hasn't changed our working conditions very much.

### 3: Locating Information:

Find the passages in the text where the following ideas are expressed. Give the paragraph reference.

- ..... 1. All computers are basically the same.
- ..... 2. Then arithmetic and / or decision-making operations are performed.
- ..... 3. Computers are limited by man's imagination more than anything else.
- ..... 4. All the equipment used in a computer system is hardware.
- ..... 5. Computers are electronic machines used for processing data.
- ..... 6. If programs or data need to be kept for a long time, they are stored on tapes or disks.
- ..... 7. First the computer accepts data.
- .....8. Finally, new information is presented to the user.

### 4: Contextual Reference:

Look back at the text and find out what the words in **bold** typeface refer to.

1. **Which** are termed data (para.1).....
2. Or moving **them** (para.1).....
3. The machine acts on **it** (para.2).....
4. **They** are stored on (para.3).....
5. **It** is not a single-purpose machine (para.4).....
6. The kinds of things **it** can do (para.4).....
7. Of those using **it** (para.4).....

- 8. **They** were very expensive to own (para.5).....
- 9. Moreover, **their** size and reliability (para.5).....
- 10. **That** did not exist (para.6).....

**5: Understanding Words:**

**Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.**

- 1. called (para.1).....
- 2. tremendous (para.1).....
- 3. ideas (para.2).....
- 4. react (para.4).....
- 5. take away (para.6).....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

- 6. taken away (para.2).....
- 7. wide (para.4).....
- 8. limited (para.4).....
- 9. immovable (para.5).....
- 10. after (para.6).....

**6: Word Forms:**

**First choose the appropriate form of the words to complete the following sentences. Then check the difference of meaning in your dictionary.**

**1. Imagination, imagine, imaginable, imaginative, imaginary**

- a. A computer is limited in its ability by the ..... of man.
- b. Some people are good at inventing ..... stories.
- c. It is practically impossible to ..... the speed at which a computer calculates numbers.

**2. Addition, add, added, additional, additional, additive**

- a. Many terminals can be ..... to a basic system if the need arises.
- b. .... and subtraction is two basic mathematical operations.
- c. when buying a system there is often no ..... charge for the programs.

**3. Complication, complicate, complicated, complicating, complicatedly**

- a. There can be many..... involved in setting up a computer in an old building.
- b. It is sometimes a very ..... process getting into a computer installation for security reasons.

c. It is sometimes very ..... to explain computer concepts.

**4. Difference, differ, different, differently, differential, differentiate**

- a. There isn't a very big ..... in flowcharting for a program to be written in Cobol or Fortran.
- b. There are many ..... computer manufactures today, and a buyer must be able to .....between the advantages and disadvantages of each.
- c. The opinions of programmers as to the best way of solving a problem often..... greatly.

**5. Reliably, rely on, reliable, reliability**

- a. computers are ..... machines.
- b. If you don't know the meaning of a computer term, you cannot always..... an all-purpose dictionary for the answer.
- c. Computers can do mathematical operations quickly and..... .

**7a: Content Review**

Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. (some words can be used more than once.) Make sure you use the correct form, i.e. singular or plural.

**processing, hardware, magnetic tape, input, processor, magnetic disk, output, secondary memory, personnel, single-purpose**

- 1. Information ..... takes place in the processor not in the input device or output device.
- 2. The ..... refers to all the electromechanical devices used in a computer installation.
- 3..... and ..... units are used as ..... storage devices.
- 4. A computer isn't usually a ..... machine and may require quite specialized ..... to operate it and all its related equipment.

**7b: Content Review**

Summarize the text on 'characteristics' by completing the following table.

| SYSTEM   | COMPONENTS         | PARTS           |
|----------|--------------------|-----------------|
| Hardware | Peripheral devices | 1.              |
|          |                    | 2. Control Unit |
|          | A.                 | 3.              |
|          |                    | 1.              |
|          | B. others          | 2. Disks        |
|          |                    | 3.              |

- 4.
- 5.
- 6.

## Organizing Information

A paragraph is a group of related sentences that develop an idea. In nearly every paragraph, there is one idea that is more important than others. This idea is called the main idea of the paragraph and is usually found at the beginning of the paragraph.

### Sample Paragraph 1

All computers, whether large or small, have the same basic capabilities. They have circuits for performing arithmetic operations. They all have a way of communicating with the person(s) using them. They also have circuits for making decisions. 44

In this sample paragraph 1, the first sentence, ‘**All computers, whether large or small, have the same basic capabilities**’ expresses the main idea of the paragraph.

All main idea sentences have a topic and say something about the topic.

Example

**All computers, [topic] whether large or small, have the same basic capabilities.**

[about the topic]

In some of your reading, finding main ideas may serve your needs but in much of your studying you need to grasp details. It is sometimes more difficult to grasp and understand details than main ideas. You will find it helpful if you think of details as growing out of the main idea. In sample paragraph 1, there are three major details growing out of the main idea. These are the major details:

1. They have circuits for **performing arithmetic operations**.
2. They all have a way of **communicating with the person(s) using them**.
3. They also have circuits for **making decisions**.

A major detail often has minor details growing out of it. These minor details tell more about a major detail, just as major details tell more about a main idea. In studying, you often find a paragraph that has many small details that you must grasp and remember. Breaking up a paragraph of this kind into its three components; the main idea, major details and minor details will help you to understand and remember what it is about.

### Sample Paragraph 2

It is the incredible speed of computers along with their memory capacity that make them so useful and valuable. Computers can solve problems in a fraction of time. For this reason, they are used in business to keep the record of accounts and airlines, train lines and bus lines use them to



keep track of ticket sales. As for memory, modern computers can store information with high accuracy and reliability. A computer can put data into its ‘memory’ and retrieve it in a few millionths of a second. It also has a storage capacity for as many as a million items.

If you were to organize this paragraph into its three components, it would look like this:

**Main idea:** It is the incredible speed of computers along with their memory capacity that make them so useful and valuable

**Major details:** a. Computers can solve problems in a fraction of time

b. As for memory, modern computers can store information with high accuracy and reliability

**Minor Details:** a. Computers are used in business to keep their accounts.

b. Airlines train lines bus lines use them to keep track of ticket sales

c. A computer can put data into its memory and can retrieve it in a few millionths of a second.

d. it also has a storage capacity for as many as a million items.

**N.B.** The major details in a paragraph are of equal importance. Because minor details grow out of major details and also give information about major details, they are less important.

In making a block diagram you don’t have to write every word of the main idea sentence.

### Exercise 1

Read the following paragraph and try to find the main idea, major details and minor details.

The computer has changed the production of copy in the newspaper industry. There are three steps involved in the process: input, correction and output. First, the computer numbers each story, counts words and gives a listing of the length of each story. Then a page is made up, advertisements are placed in, the copy is shifted or deleted and corrections are made. Finally, the computer hyphenates words and the result of all this is a newspaper page.

**Main idea:** The computer has changed the production of copy in the newspaper industry.

Major details:

Minor details:

### Exercise 2

**After reading the following paragraph, practice to find the main idea, major details and minor details.**

Railways use large computer systems to control ticket reservations and to give immediate information on the status of its trains. The computer system is connected, by private telephone lines, to terminals in major train stations and ticket reservations for customers are made through these. The passenger’s name, type of accommodation and the train schedule is put into the computer’s memory.

On a typical day, a railway’s computer system gets thousands of telephone calls about reservations, space on other railways, and requests for arrivals and departures. A big advantage of the railway computer ticket reservation system is its rapidity because a cancelled booking can

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be sold anywhere in the system just a few seconds later. Railway computer systems are not used for reservations alone. They are used for a variety of other jobs including train schedules, planning, freight and cargo loading, meal planning, personnel availability, accounting and stock control.

### **Main idea:**

**Major details:** Terminals for ticket reservations

**Minor details:** Thousands of calls for reservations space, arrivals and departures.

## Lesson -10

### Reading: Word Forms

#### Mainframes:

Large computer systems, or **mainframes**, as they are referred to in the field of computer science, are those computer systems found in **computer installations** processing immense amounts of data. These powerful computers make use of very high-speed main memories into which data and programs to be dealt with are transferred for rapid access. These powerful machines have a larger repertoire of more complex instructions which can be executed more quickly. Whereas smaller computers may take several steps to perform a particular operation, a larger machine may accomplish the same thing with one instruction.

These computers can be of two types: **digital** or **analog**. The digital computer or general-purpose computer as it is often known makes up about 90 percent of the large computers now in use. It gets its name because the data that are presented to it are made up of a code consisting of **digits**—single-character numbers. The digital computer is like a gigantic cash register in that it can do calculations in steps, one after another at tremendous speed and with great accuracy.

Digital computer **programming** is by far the most commonly used in electronic **data processing** for business or statistical purposes. The analog computer works something like a car speedometer, in that it continuously works out calculations. It is used essentially for problems involving measurements. It can simulate, or imitate different measurements by electronic means. Both of these computer types – the digital and the analog – are made up of electronic components that may require a large room to accommodate them. At present, the digital computer is capable of doing anything the analog once did. Moreover, it is easier to program and cheaper to operate. A new type of scientific computer system called the hybrid computer has now been produced that combines the two types into one.

Really powerful computers continue to be bulky and require special provision for their housing, refrigeration systems, air filtration and power supplies. This is because much more space is taken up by the input/output devices – the magnetic tape and disk units and other peripheral equipment – than by the electronic components that do not make up the bulk of the machine in a powerful installation. The power consumption of these machines is also quite high, not to mention the price that runs into thousands of dollars.

The future will bring great developments in the mechanical devices associated with computer systems. For a long time these have been the weak link from the point of view of both efficiency and reliability.

**Exercises :**

**1. Main idea**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. Hybrid computers are a combination of digital and analog computers.
2. Digital computers are used more than any other type of computer.
3. There are three types of mainframes.
4. Analog computers can do more varied work than digital or hybrid computers.

**Answer:**

**1. Main idea**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. Hybrid computers are a combination of digital and analog computers.
2. Digital computers are used more than any other type of computer.
3. *There are three types of mainframes.*
4. Analog computers can do more varied work than digital or hybrid computers.

**2. Understanding the passage:**

**Decided whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.**

T    F

1. A mainframe is the type of computer that can sit on top of a desk.
2. Mainframes are very powerful and can execute jobs very rapidly and easily.
3. Digital computers are used more than analog computers.
4. The analog computer is far smaller than a digital computer and therefore occupies very little space.
5. The hybrid computer is a combination of both the digital and the analog computer.
6. The analog computer does its calculations one step at a time.

7. The digital computer continuously works out calculations.
8. Mainframes are huge powerful machines whose peripheral equipments take up a lot of space.
9. Mainframes are expensive to buy and operate.
10. Mainframe technology has reached the end of the road. No further development is needed.

**Answers:**

**Decided whether the following sentences are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.**

1. A mainframe is the type of computer that can sit on top of a desk. F
  2. Mainframes are very powerful and can execute jobs very rapidly and easily. T
  3. Digital computers are used more than analog computers. T
  4. The analog computer is far smaller than a digital computer and therefore occupies very little space. F
  5. The hybrid computer is a combination of both the digital and the analog computer. T
  6. The analog computer does its calculations one step at a time. F
  7. The digital computer continuously works out calculations. F
  8. Mainframes are huge powerful machines whose peripheral equipments take up a lot of space. T
  9. Mainframes are expensive to buy and operate. T
  10. Mainframe technology has reached the end of the road. No further development is needed. F
- They will be great developments in computer technology in the future

**3. Locating information :**

**Find the passages in the text where the following ideas are expressed. Give the line references.**

- ..... 1. Smaller computers may take longer to perform an operation.
- .....2. More technological development is necessary in the mechanical devices associated with computer systems.
- .....3. Mainframes can operate quickly and execute more complex instruments.
- .....4. The hybrid computer is a combination of both digital and analog computers.
- .....5. Digital computers are used more than analog computers.
- .....6. Mainframes are large powerful computers.
- .....7. An analog computer is comparable to a car speedometer in the way it operates.
- .....8. Digital computers do calculations, one after another, quickly and exactly.

**Answers:**

**Find the passages in the text where the following ideas expressed. Give the paragraph references.**

**Para1** 1. Smaller computers may take longer to perform an operation.

**Para3** 2. More technological development is necessary in the mechanical devices associated with computer systems.

**Para1** 3. Mainframes can operate quickly and execute more complex instruments.

**Para2** 4. The hybrid computer is a combination of both digital and analog computers.

**Para2** 5. Digital computers are used more than analog computers.

**Para1** 6. Mainframes are large powerful computers.

**Para2** 7. An analog computer is comparable to a car speedometer in the way it operates.

**Para2** 8. Digital computers do calculations, one after another, quickly and exactly.

**4. Contextual reference :**

Look back at the text and find out what the words in **bold** typeface refer to.

- 1. **which** can be executed (line.7) .....
- 2. as **it** is often known (line.12).....
- 3. **that** are presented to it (line.14).....
- 4. in that **it** can do calculations (line.16).....
- 5. in that **it** continuously works out (line.20).....
- 6. **Both** of these computer types (line.23).....
- 7. **that** may require a large room (line.24).....
- 8. **that** combines the two types (line.29).....
- 9. Require special provision for **their** housing (line.31).....
- 10. **that** runs into thousands of dollars (line.37).....

**Answers:**

**Look back at the text and find out what the words in bold typeface refer to.**

- 1. **which** can be executed (p.1) *instructions*  
.....
- 2. as **it** is often known (p.2) *General-purpose computer*  
.....
- 3. **that** are presented to it (p.2) *data*
- 4. in that **it** can do calculations (p.2) *digital computer*
- 5. in that **it** continuously works out (p.2) *analog computer*  
.....
- 6. **Both** of these computer types (p.2) *digital & analog*  
.....

- 7. **that** may require a large room (p.2) *electronic components*
- 8. **that** combines the two types (p.2) Hybrid computer
- 9. Require special provision for **Their** housing (p.3) computer
- 10. **that** runs into thousands of dollars (p.3) price

**5. Understanding words**

**Refer back to the text and find synonyms for the following words.**

- 1. area (1. 2) .....
- 2. acted on (1. 7) .....
- 3. do (1. 9) .....
- 4. composed of (1.15).....
- 5. principally (1. 21) .....

**Answers:**

**Refer back to the text and find synonyms for the following words.**

- 1. area (p.1) ...field.....
- 2. acted on (p.1) ...executed.....
- 3. do (p.1) ...accomplished...
- 4. composed of (p.2).....consisting of ...
- 5. principally (p.2) ....essentially.....

Now refer back to the text and find antonyms for the following words.

- 6. ignored (1. 5) .....
- 7. seldom (1. 12) .....
- 8. little (1. 16) .....
- 9. small (1. 30).....
- 10. weak (1. 35) .....

**Answers:**

**Now refer back to the text and find antonyms for the following words.**

- 6. ignored (p.1) .....deal with.....
- 7. seldom (p.2) .....often.....
- 8. little (p.2) .....gigantic.....
- 9. small (p.3)..... bulky.....
- 10. weak (p.3) .....powerful.....

**6. Words forms:**

**First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.**

1. permission, permit, permissible, permitted

- a. It is usually not ..... to smoke in a computer installation.
- b. Computers ..... people to use their time more effectively.
- c. Building ..... is usually required before starting any renovations to a building for computer department.

**Answers:**

**First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.**

**1. permission, permit, permissible, permitted**

- a. It is usually not ....permitted..... to smoke in a computer installation.
- b. Computers .....permit..... people to use their time more effectively.
- c. Building .....permission..... is usually required before starting any renovations to a building for computer department.

**2. continuation, continue, continuing, continuously**

- a. If microcomputer sales ..... to increase, it won't be long before every household has one.
- b. Computers can do repetitive operations..... without getting bored.
- c. There is a .....interest in discovering new areas where computers can be used.

**Answers:**

continuation, continue, continuing, continuously

- a. If microcomputer sales .....continue..... to increase, it won't be long before every household has one.
- b. Computers can do repetitive operations.....continuously..... without getting bored.
- c. There is a .....continuing..... interest in discovering new areas where computers can be used.

**3. measurement, measure, measured, measurable**

- a. The analog computer is essentially used for problems is involving .....
- b. Because computer equipment is often bulky, the area used for a computer installation must be..... out carefully.
- c. The number of employees a computer company has can be seen as a..... of its success in the business world.

**Answers:**

measurement, measure, measured, measurable

- a. The analog computer is essentially used for problems is involving ...measurement.....
- b. Because computer equipment is often bulky, the area used for a computer installation must be.....measured..... out carefully.



c. The number of employees a computer company has can be seen as a ....measure ..... of its success in the business world.

**4. association, associate, associated**

- a. Computers are ..... with speed and accuracy.
- b. There are many computers around the worlds to which computer professionals belong.....
- c. Business ..... in different cities often communicate with each other via their computers.

**Answers:**

- a. *associated*
- b. associations
- c. associates

**5. Efficiency, efficient, efficiently**

- a. Using a hand calculator to do simple mathematics is an .....way of working.
- b. Computers can solve problems faster and more ..... than humans.
- c..... is important in any service industry.

**Answers:**

- a. efficient
- b. efficiently
- c. efficiency
- . There are many com.....

**a7. Content review:**

Complete the following statements with the appropriate words. (Some can be used more than once.) Make sure you use the correct form, i.e. singular or plural.

- |                 |                       |             |
|-----------------|-----------------------|-------------|
| mainframe       | computer installation | digits      |
| hybrid computer | code                  | programming |
| Digital         | analog                |             |

- 1. The ..... system is a computer which has combined the features of both the ..... and ..... computer. It is used mainly in scientific research.
- 2.....computers get their name form the word.....These are single character numbers that make up the ..... in which the data are presented to the computer for processing.
- 3..... are usually found in large .....
- 4. The most commonly used language of ..... in the business community is .....

**Answers**

- 1. hybrid computer, digital, analog
- 2. digital, digits, code

## Lesson -11

### **Reading: Understanding Reading**

Reading is the most important skill you will need for success in your studies. Poor reading may be a problem for many of you, but it is not a hopeless one. We have been learning ways in which you can improve your reading comprehension. Remember, this will only be an introduction. You must continue to read and practice on your own. You learn to read by reading.

Our main concern is improving your comprehension. There is a relationship between reading speed and reading comprehension. You may think that if you read rapidly, your comprehension will suffer. This is a false assumption. As you push yourself to read slower you may find that you comprehend less.

One cause of slow reading is VOCALIZATION - the forming of the sounds of each word even though you may not say them aloud. Vocalization is very common among our students. It is a sure sign that the reader is a poor reader. So, learn to read with your eyes and mind and not with your lips. In simple words learn to read silently.

If you learn to recognize and understand the principles and methods of writing - rhetoric - it will help improve your reading. If you learn to understand why a piece of text or writing was written, what it says, both in overall statement and major sub points, and how the author or writer has made those major statements and the minor sub parts fit in, it will help improve your understanding of the reading text.

All successful writers work along these lines. The way they write will provide answers to the three questions - Why? What? And How?

An important part of reading is realizing that everything you read has an author or writer who has something to say, and he says it in a particular way or manner. You, as a successful reader, must apply the same technique that the writer used - the questions, why? What? How? And decode what he has said.

To answer the first question - Why? - remember the author is a person who has a reason for writing a given piece of text, and who works from a personal point of view. As a skilled reader you must fully understand and evaluate what you read. The writer has a purpose in writing. You must recognize that PURPOSE. Aligned with purpose are two other things which are known as ATTITUDE and TONE - the expression of the writer's feelings.

There are 3 common purposes of communication: to inform, to persuade and to entertain. When the purpose is to inform, the writer gives information on facts about the topic or subject he is writing about. When the purpose is to persuade, the aim is to convince the

reader to agree with the writer's point of view. Here, also writers may give facts but their main goal is to promote an opinion. For the third purpose which is to entertain, the author appeals to the reader's senses and imagination with the aim of amusing and delight.

Closely related to the question of purpose is the matter of ATTITUDE. What is the writer's attitude toward his purpose, and toward his subject, or toward you, the reader? Even if he is arguing, he can be arguing coolly and logically, or angrily and heatedly. He can see something funny in the situation or something frightening.

Similarly, he can approach his audience - the readers as friends, as enemies, as equals, or he can talk down to them from a position of authority. Attitude, then, is the author's approach, position, the stance that he adopts towards the material he is presenting, the audience i.e. you, the reader and the situation in which he is writing.

A good clue to the author's attitude and approach to the subject is his TONE. This is the voice in which he is speaking to you - the language, the words and phrases he chooses to write. It is through the author's tone that we sense his wit, humor, sadness, indignation, friendliness etc.

Just as a speaker's voice can project a range of feelings, a writer's words and phrases can project one or more tones or feelings. Understanding tone is an important part of understanding what the writer has written. Sometimes, tone is evident from the first line, from the first paragraph. Sometimes, the tone, purpose and attitude will not be evident or clear to you until the entire piece or text has been read.

Authors and their works are complex. An author may use different types of writing to put forward his views. He may narrate, describe, explain or argue. Not all writing fits neatly into one of these categories. He may combine all these types in one piece of writing. Description and narration are often used to help developing a further purpose – either Exposition or Argument.

Or he may use exposition to develop an argument. Thus, you may find combinations of purpose involved in what you read. The same approach can apply to humor and entertainment. If you can find out what is the underlying purpose and intention of the author, and what technique or strategy he is employing, then you are a successful reader.

All this might not be evident in your first reading. So, this means you will have to re-read. At least, this might be necessary till you are a practiced reader. You cannot always rely on your first reading to bring you the comprehension, the analytical understanding. But the clues that your first reading will supply will then be valuable in your re-reading.

The second technique that the writer uses - the WHAT question. What the writer says in the overall statement and major sub points of the text leads us to the author's basic

statement - his thesis statement about his subject. For you, the reader, the thesis also indicates what the writer is NOT saying. It shows you the limitations the writer has set for himself, how much of the general subject he is going to deal with. A good reader makes sure that he reads within the boundaries of those limitations.

To help readers understand their main points, authors try to present supporting details in a clearly organized way. Details might be arranged in any of several common patterns. Sometimes, authors may build a paragraph or longer passage exclusively on one pattern; very often the patterns are mixed. By recognizing the patterns, you, the reader, will be better able to understand and remember what you read.

The most commonly used patterns of organization or subdivisions are time order / sequences. List of items, comparison or contrast, cause and effect, definition and example. These subdivisions complete the pattern of the writer's basic statement, his thesis, his main thought.

The reader's recognition and understanding of these subdivisions are a part of answering the question HOW - the third important technique used by the writer. Recognition of the main subdivisions is recognition of the techniques and devices of the organization.

Paragraphs and particularly, the topic sentences of paragraphs are important clues. The topics of the individual paragraphs are the core statements in explaining the thesis: each paragraph will make some kind of core statement and then develop it with some concrete details.

In short pieces of writing each paragraph may be a separate subdivision; in longer pieces, a number of paragraphs may form a subdivision, each contributing to the total understanding. Relationships between the parts are conveyed throughout a text by transitions. Recognition of these transitions - the movement from or connection between one part and the next will lead to a general improvement of your reading. In other words it means noticing important words and phrases which connect the parts. These may be function words or content words.

Function words are an important part of writing and reading and are used no matter what the subject of the text is. These are the small words such as in, at, and, but... the prepositions, the conjunctions, the modifiers, etc. They establish emphasis and relationships between the parts. They are the chief clues to the organization of a piece of writing.

Content words are those words that are central to the development of the subject of any particular piece of writing. They are often words that are most fully defined. But it is also possible that the author assumes you know their definitions. In either case you, the reader, have to be sure you understand these key words. Also you need to notice how an author modifies key content words at different parts of the text. He may use synonyms i.e. use other words with similar meaning or he may use antonyms – words that are in contrast to the key content words.

The successful reader learns to recognize and understand the clues that the writer gives. This can only happen through practiced reading.

## READING AND UNDERSTANDING

### An Approach to Comprehension

You have probably realized by now that everything you learn in this course is geared towards the end of writing and understanding English and nothing is merely an exercise learnt for examination purposes. What we call ‘comprehension exercises’ are in fact a test of this understanding. Up till now, you have been dealing with computer related passages, now we will shift gear and make you look at other kinds of reading materials.

The pieces of writing we use will be of two varieties: imaginative and practical.

The ‘imaginative’ passage will be a piece of creative writing, an extract from a novel or a short story dealing with a fictional situation; it could alternatively be a poem.

(a) In answering the questions you will show that you can understand what the writer is talking about, not just on the surface, but also the subtleties and implications.

(b) You will also need to say something about how the writer is getting his points over, the effectiveness or otherwise of the way he uses words, images and sentences to create particular effects. In other words, some insight into matters of style and the appropriateness of style to content will be demanded. The ‘practical’ passage will deal mainly with facts. It may be a report, an account or someone expressing his opinions on a particular matter, a series of instructions or a set of statistics which you will be asked to interpret. The emphasis here will be on making sure that you can understand the line of argument or the logical step-by-step statement of the facts. You may be asked to summarize the points made in the passage about a particular aspect of the matter being discussed. Keep in mind that the computer texts that we did in the earlier lessons were factual texts.

**Kinds of Questions:** The kinds of questions on reading passages are likely to be as follows:

**1. Meaning.** You may be asked to explain the meaning of the word or phrase as it is used in the passage, e.g. when you see the word ‘execute’, you may immediately think of the meaning ‘inflict capital punishment on’. But this would not be an appropriate meaning in a context like this: ‘To execute the plan for redevelopment of the town we will call for the support of all citizens.’ Here ‘execute’ means ‘carry into effect’.

**2. Facts.** You may be asked to answer questions about what the passage is actually saying to make sure that you understand it, e.g. if the piece of writing is about a character digging his allotment, you may be asked ‘what is the character doing?’

**3. Reading between the lines.** Writers do not always state facts directly. They imply emotions and attitudes and suggest points of view, and they depend on the reader being perspective enough to be able to form a total impression greater than the bare words on the page. For instance, an author may not state directly that he dislikes a particular character he is writing about, but the words he uses to describe that character and the situations he presents him in may convey the author’s attitude towards the character, and that attitude is passed on to the perceptive reader. The

words are not chosen accidentally but with a purpose, and you must be able to get beyond the surface meaning of the words and see what the implications of such words are. For example:

(a) The same soldiers could be called ‘terrorists’ or ‘freedom-fighters’, according to the writer’s attitude towards them.

(b) In describing someone eating, a writer may use the words ‘wolfed down’, ‘slobbered’, ‘guzzled’. If he is describing a baby eating, these words may be merely a statement of fact, but if they are about an adult, there may well be a suggestion of distaste towards the character.

**4. Metaphorical language.** You may be asked to explain what it is exactly that a writer has in mind when he makes a comparison or uses a metaphorical expression, e.g. in *The Story* by Dylan Thomas, the author says ‘my uncle blew and bugled whenever he won’ (at cards). The word ‘blew’ suggests a literal and factual way of expelling; the breath from his mouth in a burst, but the word ‘bugled’ is being used in a metaphorical way. Thomas is making a comparison between the noise his uncle made and the sound of a bugle. He is trying to make more vivid, to our imaginations, the kind of noise his uncle made. The word ‘bugled’ suggests things like ‘high-pitched’, ‘strident’, ‘sudden and loud’, perhaps even ‘triumphant’. These are ideas which this metaphorical use of the word conveys which otherwise, a literal word could not produce.

**5. Style.** Just as people are individual and different, so the way they write varies. In addition, a particular writer may write in different ways depending on what effects he is trying to achieve, e.g. he may use very flowery language if he is trying to create an atmosphere; he may write very simple if he is concerned with getting important facts over; he may have his tongue in his cheek. You may be asked to comment on the style of the passage you are studying and you may have to justify the appropriateness and effectiveness or otherwise of the style to the content – what the writer is saying. The kinds of points you would have to be aware of are the variety of sentences used, the kinds of words chosen, particular literary devices he uses, etc. These are very important aspects of understanding writing, and they will be discussed in greater detail in later units.

**6. Summary.** You may be asked to pick out certain facts in a passage relevant to a particular point, e.g. you may be asked ‘what do we learn about X’s physical appearance?’ and you will have to search through the piece of writing to find all the details that the writer gives you about this.

**7. Opinions.** You may be asked to comment on the views expressed in the passage, to say whether you think they are convincing, or to give your own views on the topic, e.g. if the passage is about homeopathy, you may be asked, ‘Do you think Homeopathy is harmful?’ Or you may be asked to develop or expand on an area of experience described in the passage, but this time treating it from a personal point of view. For example, the passage may be about working conditions, and you may be asked, ‘Comment on the conditions under which you work, indicating the area in which you think improvements could be made.’

These are the main kinds of questions and approaches you are likely to be asked. There may be others, but if you become acquainted with these types of questions and texts and can understand them, you should be well prepared confident.

## Listing

It is important when reading to recognize and understand the relationship in which sentences and groups of sentences combine to present information. This information may be linked by means of a connective word or marker. Making a list, enumerating, and giving instructions, indicates a cataloguing of what is being said. It is important to note that most enumerations belong to clearly defined sets. The following table is a list of the markers that can be used to show the order in which things are to be said.

### LISTING MARKERS

1, 2, 3, etc.

One, two, three, etc.

First(ly), second(ly), third(ly)

In the first/second/third place

Another, next, then

Furthermore, afterwards, moreover

Lastly/finally

to begin/start with, and to conclude

First and foremost mark the beginning

First and most important(ly) of a descending order

Above all mark the end of

Last but not least an ascending order 42

There are many ways of showing sequential relationships. Those given in the table above are not the only ones, they are the most common ones used in listing or enumerating. The –ly forms are usually used when listing.

### Sample Paragraph

More and more police departments have now sophisticated devices to help control the increasing crime rate. Some of these are: Firstly, a computer terminal inside a police vehicle to answer an officer's questions; secondly, a computer-controlled display unit for displaying fingerprints; and thirdly, educational systems for police officers such as terminals, enabling them to verify changes in laws, rules and regulations. The computer memory of many law enforcement systems contains all kinds of information. First and foremost, it has data on stolen items such as cars, license plates and property. Second, it has information on missing persons and wanted fugitives. Last but not least, it contains information on political extremist groups and their activities. It goes without saying that computers have certainly revolutionized police work by providing access to millions of items of information with the least possible delay and speeding up the process of apprehending suspicious-looking characters.

### Exercise 1

The following paragraph is an excerpt from a passage you have read earlier. 'What Is a Computer? While reading this paragraph underline the listing marks. Computers are thought to

have many remarkable powers. However, most computers whether large or small have three basic capabilities. First, computers have circuits for performing arithmetic operations, such as addition, subtraction, division, multiplication and exponentiation. Second, computers have a means of communicating with the user. After all, if we couldn't be of much use. Third, computers have circuits which can make decisions. The computer can only decide three things:

1. Is one number less than another?
2. Are two numbers equal? And
3. Is one number greater than another?

### **Exercise 2**

**Complete the following paragraph by filling in the blanks with appropriate listing markers.**

Computers can do wonders, but they can waste a lot of money unless careful consideration goes into buying them. Any businessman thinking of buying a computer system should ..... admit he knows very little about computers....., he must realize that the computer salesman doesn't know how his business works.

....., that he should get that outside advice is a must, not necessarily from consultants but from other executives who have had recent experience buying a computer system ..... He should try to see systems similar to ones under consideration in operation. Because his operations will have the differences that must be accommodated, he should ..... find out what would be involved in upgrading a system. .... Important thing to know before buying a computer is the financial situation of the supplier because computer companies come and go and not all are financially stable. .... the perspective buyer should demand that every details be covered in writing. Including hardware and software, they are supplied by different companies. There's nothing wrong with computers, it's how and why they are used that can cause problem.



**Lesson -12****Reading: Making Inferences****Making Inferences**

You are familiar with the expression “to read between the lines”, which means you pick up ideas that are not directly stated in the material you are reading. The writer is giving or making a suggestion but stating it indirectly i.e. he is implying something. These implied ideas are often important for a full understanding of what the writer means. To discover the implied or underlying ideas in the writing is called ‘making inferences’ or drawing conclusion.

Our aim is to help you not only become a better reader but a strong thinker – a person able not only to understand what is read but to analyze and evaluate it as well. In fact, reading and thinking are closely related skills, and practice in thoughtful reading will also strengthen your ability to think clearly and logically. It is a higher level skill.

In everyday life, we keep on making inferences. For example, you go out in the street and you notice a large crowd gathered outside a shop, and you also notice a lot of broken glass on the road. As you get closer, you hear loud talking. Before you even reach the shop, you have inferred what all the fuss is about - there has been an accident.

How did you arrive at these inferences? First, you used your experience of life and general knowledge of people. Second, you made informed guesses which were based on the facts you observed. Remember not all your inferences will necessarily prove true. For example, it is possible that the crowd gathered outside is not because of an accident between cars etc. but because of a quarrel among some people and while fighting among themselves they hit the glass windows of the shop and it turned into a nasty brawl. In any case, the more evidence you have, the more solid your inferences are.

**1. Consider two incidents. Write down on a piece of paper what you might infer if you saw the following two occurrences.**

i) A high school has policemen walking up and down its main hall.

What would you infer? \_\_\_\_\_

ii) A dog shrinks or cringes when you try to pat him.

What would you infer? \_\_\_\_\_

The inferences you probably made are that, in the first situation, there is a public examination going on/or there is an important function taking place and some high-ranking person is present. And in the second situation you probably inferred that the dog has previously been maltreated and is afraid of people.

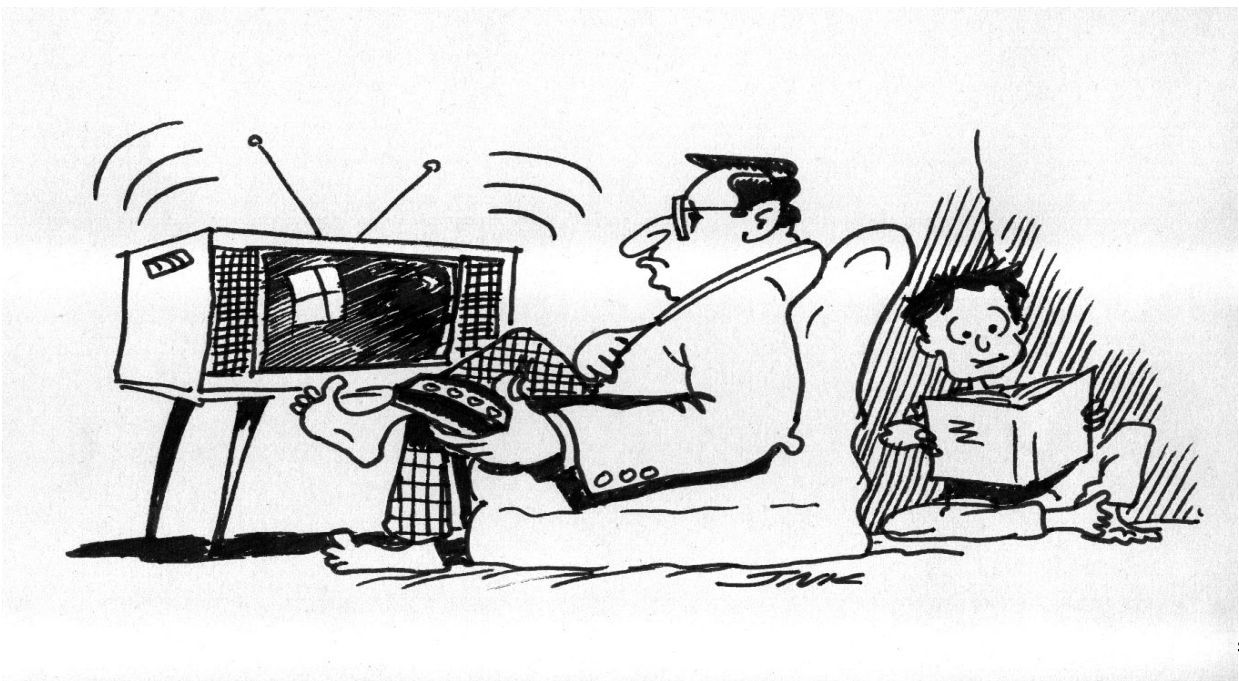
Look at the following two pictures on your screen and put a tick mark against the inference(s) most logically supported by the information given in the picture.

**Picture 1:**



The old woman is asking for something.  
The old woman couldn't see because of the smoke.  
The old woman was pointing to a no-smoking sign.

**Picture 2 :**



The man has a problem with his vision.  
The boy is doing his home work.  
The man watches a lot of TV.  
The father cannot read.

Inferences in Reading:

In reading also we make logical jumps from the information given or stated directly to ideas that are not stated directly i.e. we make statements or draw conclusions about what is not known on the basis of what is known or given. So, to draw inferences the reader uses all the clues provided by the writer, his own experience i.e. the reader's own experience and logic.

2. Read the sentences given below and mark the inference most logically based on the information in the sentence.

Sohail always sits in the last row of the classroom.

- a. Sohail dislikes his college courses.
- b. Sohail is unprepared for his class.
- c. Sohail feels uncomfortable sitting in the front row.
- d. Sohail is farsighted

The given sentence tells us nothing about how Sohail feels about his college courses, how prepared he is, or how well he sees. So answers a, b or d are possibilities, but none is directly suggested by the sentence. The correct answer is therefore c. Based on the information we are given, we can conclude only that Sohail – for some reason – does not like sitting in the front. We are not given enough information to know why he feels this way. Remember your inferences will be stronger if you don't jump to conclusions that are unsupported or that are only very weakly supported by the available information.

3. Now you will have some more practice in drawing inferences. Read the given sentences and put a tick mark by the inference, most logically supported by the information given in the sentence.

- 1. The Arabic language contains numerous words describing different types of camels.
  - a. There is really only one kind of camel.
  - b. The Arabic language clearly has many times more words than the English language.
  - c. The Arabic language probably also has numerous words for different types of dates.
  - d. The exact nature of camels is important to the desert way of life.

2. A man enters his office building, marches past a group of fellow employees without returning their greetings and goes into his office, slamming the door.

- a. The man has just lost his job
- b. The man has quarreled with his boss.
- c. The man is in a bad mood.
- d. The man is angry with his wife.

4. Read the passage & then check the four statements which are most logically supported by the information given.

1. The elimination of jobs because of super-automation is not limited to industrial factories – offices are increasingly electronic. Engineers and architects now draw three dimensional designs, update them, test them, and store them almost instantaneously in computer. Agriculture employs robot fruit pickers and sheepshearers, computerized irrigation systems that use sensors to calculate water and fertilizer needs in different parts of a field, and automated chicken houses.

Retail stores, banks, and brokerage houses use on-line transaction processing to obtain instant information and to conduct transactions. Laser scanning and bar codes are transforming the physical handling of codes by retailers and wholesale distributors. A final example of technological change affecting jobs is the widespread use of televisions, telephones, and personal computers for the purposes of home banking and shopping.

- 1. Computers will soon replace engineers and architects.
- 2. There will be more jobs for people who run and repair electronic devices.
- 3. One function of super automation is the handling and storage of information.
- 4. Restaurants can't benefit from super automation
- 5. Machines can help company employees accomplish more.
- 6. Super automation requires few adjustments form society.
- 7. Super automation has advantages and disadvantages.
- 8. Laser technology is limited to the business world.

2. a) You might like to ask why the Sun is able to supply its own light, heat, and energy, whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

b) The morrow brought a very sober-looking morning, the sun making only a few efforts to appear; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain; but a cloudy one foretold improvement as the day advanced.

c) Your mother and I were so happy then. It seemed as though we had everything we could ever want. I think the last day the sun shone was when that dirty little train steamed out of that crowded, suffocating Indian station, and the battalion band playing for all it was worth. I knew in my heart it was all over then. Everything!  
(No statements are given for these paragraphs)

### **Inferences in Literature:**

If you are fond of reading novels, short stories, poetry, etc. you might be aware that inference is very important in understanding and appreciating literature. While nonfiction writers, that is, writers of factual material, usually state directly what they mean, fiction or creative writers often *show* what they mean by describing the scene or situation. It is for the reader to *infer* the point of what the writer has to say. I shall illustrate this with an example. A non-fiction writer might write:

*Henry was angry at his wife.*

A fiction/creative writer might write:

*Henry's eyes narrowed when his wife spoke to him. He cut her off in the middle of the sentence with the words, "I don't have time to argue with you."*

Instead of simply stating that Henry was angry, the creative writer has through his description *shown* Henry's anger. If you read literature – poetry, short stories, novels, biographies, etc... you need to apply inference skills. Your understanding and appreciation of such works where a lot of meaning is implied i.e. not stated directly, will depend on this skill. Now, I shall read a very short poem of four lines. It is written by the American poet James Russell Lowell and is called "**Sixty – Eight Birthday**".

As life runs on, the road grows strange  
With faces new, and near the end  
The milestones into headstones change,  
'Neath every one a friend.

*J. R. Lowell*

*Milestone*: a slab of stone set up in the ground to show the distance in miles on a road.

*Headstone*: a stone which marks the top end of a grave, usually having the buried person's name on it.

1. We infer that the speaker in the poem is sixty-eight although the poem does not state that the speaker is sixty eight. The title of the poem strongly implies it. That is the purpose of the title.
2. The poem compares life to a road with milestones – 1<sup>st</sup> & 3<sup>rd</sup> lines suggest that life runs on a road marked by milestones along it. As we move along the road, we meet new faces of people we are not familiar with.
3. The poem implies that birthdays are like milestones that mark the distance covered i.e. the years lived.

A time comes when life's milestones turn into headstones, the **markers** set into graves, meaning in other words that life ends in death.

4. The final line implies that as we get older, more and more friends die. Under all the headstones are friends. Now we will discuss another short poem. Read the poem titled 'Fog' by Carl Sandburg and answer the questions given at the end.

**Fog**

The fog comes  
On little cat feet.  
It sets looking ones harbor and city  
On silent haunches  
And then moves on.

*C Sandburg*

**Put a tick mark against the answer that is based on the poem.**

1. The way the fog moves is compared to:
  - a. The movements in the harbor
  - b. The movements in the city
  - c. The way a cat moves
  
2. This comparison implies that the fog:
  - a. floats over the harbor.
  - b. hangs over the city.
  - c. moves quickly and silently.
  
3. The comparison with the cat continues with the word:
  - a. harbor
  - b. haunches
  - c. city
  
4. The poem implies that the fog:
  - a. stays for a while and then leaves.
  - b. stays too long.
  - c. never stays.
  
5. The poem shows fog as:
  - a. dangerous
  - b. quiet
  - c. full of movement

Another way in which writers can indicate character is through the words they put into their character's mouths. The readers have to read between the lines and infer meanings which may not be directly stated. This is true of novels and other genres of literature. In drama, for example, playwrights expect their audience to read between the lines of the dialogue and use inference to depict the diversity of their characterization.

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This is, of course, an important- possibly the most important element of the dramatist's art, to reveal his characters through their speech, but other writers employ the device as well.

Study the following passage from P.G.

Wood house's 'Thank you, Jeeves'.  
'Jeeves', I said, 'do you know what?'  
'No sir.' 32  
'No, sir.  
'Do you know whom I saw last night?'  
'No, sir."  
'J. Washburn Stoker and his daughter,  
Pauline.'  
'Indeed, sir?'  
'Awkward, what?'

'I can conceive that after what occurred in  
New York it might be distressing for you to  
encounter Miss Stoker, sir. But I fancy the  
contingency need scarcely arise.'

I weighed this.

'When you start talking about contingencies  
arising, Jeeves, the brain seems to flicker  
and I rather miss the gist. Do you mean I  
ought to be able to keep out of her way?

'Yes, sir.'

'Avoid her?'

'Yes, sir.'

(P.G. WODEHOUSE, Thank You, Jeeves)

Look at Jeeves's answers. Apart from one's speech, they are very economical. What can we deduce about the kind of person Jeeves is, and his attitude towards his master from this economy of speech? What Jeeves actually says and what is implied?

In today's lesson you've had practice in reading between lines. First in non-fiction or factual writing and then in creative writing for finding out meaning that is not stated directly. This is a skill that you can only acquire by reading extensively.

**Lesson -13****Reading: Assessing the Text**

In this lesson we will be looking at different ways of determining fact from opinion. In the second half, we will be looking at different ways of indicating time sequences in practical scientific texts.

**Distinguishing Facts from Opinions:**

Being able to dissociate facts from opinions is an essential first step in acquiring a critical ability. When most writers or speakers communicate, they include their opinions of a subject. What they say is, therefore, at least partly biased. While bias is unavoidable, writers do try to remain as objective as possible. Scientific reports are examples of writing in which authors try to be as factual as they can. However, there are other types of materials, such as newspaper editorials, political speeches, advertisement, etc... where opinions are central to the writing. In such writings the writer/author tries to convince readers to change their minds and share their view points. This means that facts and opinions are valuable to writers. But readers ought to know the difference between the two in order to evaluate what they read. In other words, a skilled reader must be able to distinguish fact from fiction. I am sure this is something we do already without realizing. Most of the time when we talk, we mix facts with opinions. In today's lesson you will learn to sift fact from opinion.

**What is a fact?** A fact is a statement that can be proved true through objective evidence. Now, this evidence may be a physical proof, or the testimony of witnesses (spoken or written). The following are some facts which can be checked for accuracy and thus can be proved true:

1. The neem tree in our garden is 25 feet tall. (Anyone can measure & confirm or disprove the fact.)
2. The Lahore Museum is the oldest museum in Pakistan. (Any researcher can check with historical publications/documents.)
3. Pakistan won the 1992 World Cup. (Anyone can check sports record to confirm this)

**Now we turn to opinion:**

An opinion is a statement that cannot be objectively proved true or false. Opinions usually express beliefs, feelings, judgments that a person may have on or about a subject. Here are some opinions:

1. The Alhmarara Arts Council building is the most beautiful building in Lahore.

Now, there is no way this statement can be proved true because people can look at the same building and come to different conclusions about its beauty.

“Beautiful” is a **value-word** – the word we use to express our judgment. Now remember value-words are signals that an opinion is being expressed. These value-words by their very nature represent opinions, not facts. e.g.

1. The Prime Minister should have willed his property to the nation (That's your opinion).
2. Pakistan cricket team is the best in the world. This, again, is an opinion. ‘Best’ is debatable.



**To sharpen your understanding about fact and opinion, read the following statements and decide whether they are facts (F) or opinions (O).**

1. My brother, Aslam, is very handsome.
2. Last night there was an accident on the highway.
3. Mohammad Ali Bogra was the worst Prime Minister our country had ever had.
4. Ostriches do not hide their heads in the sand. (Contrary to popular opinion, this is a fact which can be checked through observation or reports of observations.)

**Some more points about fact and opinion:**

While separating a fact from opinion, keep in mind that:

i) **A statement of fact can possibly be un- true.**

Sometimes, evidence may show that a fact is not true.

ii) **Opinions may be masked as facts.**

People sometimes present their opinions as facts. e.g.

- a) The economy, in fact, has been in worst condition for four years.
- b) In fact, none of the candidates for the Nazim's post is well qualified.
- c) The truth of the matter is that frozen meat tastes as good as fresh meat.

At the first glance, the above statements appear as statements of fact but a closer examination will show that they are statements of opinion.

iii) **Value-words often represent opinions.**

Value-words are generally subjective, not objective and they express judgment. Factual statements report on observed reality while subjective statements interpret reality. For instance, some value words are:

|        |            |          |
|--------|------------|----------|
| good   | bad        | great    |
| best   | worst      | terrible |
| better | lovely     | wonder   |
| worse  | disgusting |          |

If someone says, "It's raining outside". Now, this observation is an objective one. It can be verified, but if someone says, "It's bad weather", this is a subjective statement - a personal interpretation of reality – some people consider rain to be good weather!

(iv) **Much of what we read and hear is a mixture of fact and opinion:**

Recognizing facts and opinions is important because a lot of information that we read and hear is really OPINION.

You might, for instance, read or hear the following:

- A politician may say, "My record in the National Assembly is outstanding".
- An advertisement may claim that a particular model of a car "is the most economical on the road". Both statements are opinions. In the first one, the word "outstanding" needs to be probed. What does the politician exactly mean? The second statement seems very factual. But what is meant by "economical"? The car might be offering more miles per liter of petrol but if it offers the worst record for expensive repairs. Then, surely, it is not economical.

So far, you have read single statements; now you will read a passage. Be on the look out for opinion.

- 1- There were several queens of Egypt by the name of Cleopatra, which also includes the one who ruled in the time of Caesar and Antony, the rulers of Rome.
- 2- She is one of the most interesting figures in the world and Egyptian history.
- 3- According to historical records, she was born in 69BC and died almost forty years later.
- 4- The story of how she died is very fascinating and easy to believe.
- 5- Reports say that she killed herself by letting a cobra bite her.
- 6- As the Egyptian cobra was a symbol of royalty, so it was a good way for a queen to end her life.

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Sentence 2. expresses an opinion – *to some Cleopatra may not be an interesting figure.*

Sentence 4 - opinion: *how fascinating and easy to believe will differ from person to person.*

Sentence 6 - mixture of fact *and opinion.*

- 1- Although weeds are also plants, there is something negative about the name.
- 2- R. W. Emerson, an American poet once described a weed as “a plant whose virtues have not yet been discovered”.
- 3- Weeds aren’t really so bad after all.
- 4- For instance, they can replenish depleted top soil with minerals.
- 5- Also, some weeds contain vitamins and are edible.

### **Facts Versus Opinions:**

Read the following statements and decide whether they are *facts* or *opinions*:

1. Edgar Allan Poe is the greatest writer of horror stories in the world. \_\_\_\_\_
2. Poe had to leave the University of Virginia because he couldn’t pay his debts. \_\_\_\_\_
3. Edgar Allan Poe should not have drunk so much. \_\_\_\_\_
4. Lovecraft has often been compared to Edgar Allan Poe. \_\_\_\_\_
5. When Lovecraft died, he was practically unknown. \_\_\_\_\_
6. Lovecraft died in the conditions of shameful neglect. \_\_\_\_\_
7. Lovecraft’s stories are far more horrible than those of Edgar Allan Poe. \_\_\_\_\_
8. Edgar Allan Poe’s stories reflect his powerful imagination and his love for analysis. \_\_\_\_\_
9. Baudelaire wrote that Edgar Poe ‘pursued imagination and subjected it to the most stringent analysis’. \_\_\_\_\_
10. It is because of Baudelaire that Edgar Allan Poe became famous in France. \_\_\_\_\_

Grellet, Francoise *Developing Reading Skills*, CUP, 1981, page239

1 a) You might like to ask why the Sun is able to supply its own light, heat, and energy, whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

b) The morrow brought a very sober-looking morning, the sun making only a few efforts to appear; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain; but a cloudy one foretold improvement as the day advanced.

c) Your mother and I were so happy then. It seemed as though we had everything we could ever want. I think the last day the sun shone was when that dirty little train steamed out of that crowded, suffocating Indian station, and the battalion band playing for all it was worth. I knew in my heart it was all over then. Everything!

### The Sequences

In lesson 11, we looked at some of the markers used for enumerating the order in which things are to be said when making lists or giving instructions. However, it didn't mention those markers which outline the time sequence in which events occur. It is equally important to recognize the sequence of events, especially in such activities as scheduling, recounting historical facts, doing routine activities and conducting and describing experiments.

As we know, events do not simply occur; they occur either before, during or after other events. This time sequence may be chronological, logical or causal. Once a time-reference has been established, certain adjective and adverbials may order subsequent information in relation to it. The following tables are examples of time relaters.

**Table1:**

Previous to given time-references, i.e. before

#### TIME RELATERS

|                   |                |                  |
|-------------------|----------------|------------------|
| <b>Adjectives</b> | earlier        | preceding        |
|                   | former         | previous         |
| <b>Adverbials</b> | already        | earlier/previous |
|                   | prior          | first            |
|                   | so far         | before           |
|                   | formerly       | yet              |
|                   | before that    | up to now/then   |
|                   | before then    | In the beginning |
|                   | until now/then | (long) ago       |

### Examples

1. The memory storage capacity of **earlier** computers was not as large as these days.
2. When the first digital computer was developed, the first analog computer had **already** been in use for some time.
3. **Up to now**, computers have not created too much unemployment.

**Table2:**

Subsequent to time-reference, i.e. **after**

**TIME RELATERS**

|                   | <b>Contemporary</b> | <b>Simultaneous</b> |
|-------------------|---------------------|---------------------|
| <b>Adverbials</b> | at present          | meanwhile           |
|                   | at this point       | in the meantime     |
|                   | now                 | when                |
|                   | today               | at the same time    |
|                   | for the time being  |                     |
|                   | at the moment       |                     |

**Examples**

1. Computers might be used in the future as simultaneous translating machines.
2. At present, computers are used for printing newspapers.
3. In future, computers will probably replace most of our daily activities, but in the meantime scientists are still trying to develop computers to their full potential.

**TIME RELATERS**

|            |            |             |            |
|------------|------------|-------------|------------|
| Adjectives | following  | later       | next       |
| Adverbials | afterwards | since       | by the end |
|            | after that | since then  | soon       |
|            | eventually | by the time | next       |

**Examples:**

1. Since the development of the chip, computers have become cheaper and more compact.
2. You should have a good basic understanding of computers by the time you finish this reading course.
3. After the development of transistors, the later computers were much faster.

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**N.B.** Time sequence is also shown by different verb tenses.

**Examples:**

1. Vannevar Bush **had built** the first analog computer long before Professor Aiken and some men at IBM **invented** the first digital computer.
2. At the rate computer technology is **growing**, computers, as we know them today, **will** soon become obsolete.

**Sample Paragraph**

Computers, as we know them **today**, haven't been around for a long time. It wasn't **until** the mid-1940s that the first working digital computer was completed. But **since then**, computers

have evolved tremendously. Vacuum tubes were used in the first-generation computers **at the beginning** of the 1960s. **By the end** of the 1960s, transistors were replaced by tiny integrated circuit boards and, consequently, a new generation of computers was on the market. Fourth-generation computers are **now** produced with circuits that are much smaller than **before** and fit on a single chip. **Soon**, fifth-generation computers will be produced, and these will, no doubt, be better than their predecessors.

### Exercise

Read the following paragraph and as you read, underline the time relaters.

There are some who say that computers have a very short history but, because they are machines that manipulate numbers, others disagree. More than 5000 years ago, a need to count was recognized, and somebody had the idea of using first his fingers, then pebbles to keep track of the count.

History is not clear as to whether the need was recognized before or after the idea occurred. Since that time, the abacus was invented and some form of it was used well into the 16th century. During the 17th and 18th centuries many easy ways of calculating were devised. Logarithm tables, calculus and the basis for the modern slide rule were born out of that period of time. It was not until the early 1800s that the first calculating machine appeared and not too long after, Charles Babbage designed a machine which became the basis for building today's computers.

A hundred years later the first analog computer was built, but the first digital computer was not complete until 1944. Since then computers have gone through four generations from digital computers using vacuum tubes in the 1950s, transistors in the early 1960s, integrated in the mid-60s, and a single chip in the 1970s. At the rate computer technology is growing now, we can expect more changes in this field by the end of this decade.

### **Exercise (Answer)**

**Read the following paragraph and as you read, underline the time relaters.**

There are some who say that computers have a very short history but, because they are machines that manipulate numbers, others disagree. More than 5000 years ago, a need to count was recognized, and somebody had the idea of using first his fingers, then pebbles to keep track of the count.

History is not clear as to whether the need was recognized before or after the idea occurred. Since that time, the abacus was invented and some form of it was used well into the 16th century. During the 17<sup>th</sup> and 18th centuries many easy ways of calculating were devised. Logarithm tables, calculus and the basis for the modern slide rule were born out of that period of time. It was not until the early 1800s that the first calculating machine appeared and not too long after, Charles Babbage designed a machine which became the basis for building today's computers.

A hundred years later the first analog computer was built, but the first digital computer was not complete until 1944. Since then computers have gone through four generations from digital computers using vacuum tubes in the 1950s, transistors in the early 1960s, integrated in the mid-60s, and a single chip in the 1970s. At the rate computer technology is growing now, we can expect more changes in this field by the end of this decade.

**Lesson -14****Reading: Assessing Texts**

In today's lesson, we are going to begin by looking at how writers bring their characters to life by employing different descriptive and other techniques. In the second half, we will go back to practical texts pertaining to your field of study – computers.

**Characters:** Almost every example of imaginative writing has to do with people in some way or the other. We are going to look at some of the ways in which a writer is able to translate his vision of the people. He is writing to the reader by means of words. In some ways, a painter or photographer has an easier task since he is able to present his ideas directly to us in visual terms though, of course, interpretation is necessary here, too. How, then, does an author achieve the same effect by using only words? The writer achieves this effect by:

1. showing action.
2. putting actual words into characters' mouth.
3. using direct statements.
4. making comparisons & associations.
5. associating with one particular point of view or action by which characters can easily and quickly be identified.
6. choice of words and by picking out a particular feature or detail that calls the character vividly to mind.

**1. Action:** One of the ways a writer does this is by showing the character performing some action which is typical of him or performing an action in a particular way that reveals the kind of person he is. Here is an example, a description of Pip's sister, Mrs. Gargery, from Charles Dicken's Great Expectations.

My sister had a trenchant way of cutting our bread-and-butter for us that never varied. First, with her left hand she jammed the loaf hard and fast against her bib-where it sometimes got a pin into it, and sometimes a needle, which we afterwards got into our mouths. Then she took some butter (not too much) on a knife and spread it on the loaf, in an apothecary kind of way, as if she were making a plaster-using both sides of the knife with a slapping dexterity, and trimming and molding the butter off round the crust. Then, she gave the knife a final smart wipe on the edge of the plaster, and then sawed a very thick round off the loaf; which she finally, before separating from the loaf, hewed into two halves, of which Joe got one, and I the other.

(CHARLES DICKENS, Great Expectations)

What does this account of Mrs. Gargery cutting bread tell us about her?

What impression does the use of words like 'trenchant' 'jammed', 'slapping dexterity', 'a final smart wipe', 'sawed' and 'hewed' build up?

Write your answers to these questions in your notebook: it is a good practice.

**2. Speech:** Another way in which writers can indicate character is through the words they put into their characters' mouths. This is, of course, an important-possibly the most important-

element of the dramatist's art to reveal his characters through their speech, but writers employ other devices as well.

Study the following passage from P.G. Wodehouse's 'Thank you, Jeeves'.

'Jeeves', I said, 'do you know what?'

'No sir.'

'Do you know whom I saw last night?'

'No, sir.'

'J. Washburn Stoker and his daughter, Pauline.'

'Indeed, sir?'

'Awkward, what?'

Sir, 'I can conceive that after what occurred in New York it might be distressing for you to encounter Miss Stoker, sir. But I fancy the contingency need scarcely arise.'

I weighed this.

'When you start talking about contingencies arising, Jeeves, the brain seems to flicker and I rather miss the gist. Do you mean I ought to be able to keep out of her way?'

'Yes, sir.'

'Avoid her?'

'Yes, sir.'

(P.G. WODEHOUSE, Thank You, Jeeves)

'Look at Jeeves's answers. Apart from one's speech, they are very economical. What can we deduce about the kind of person Jeeves is, and his attitude towards his master from this economy of speech? What Jeeves actually says and what is implied?'

**3. Direct Statements:** Some writers tell us about their characters directly instead of showing them and allowing us to draw our own conclusions. They build detail on detail until we have a clear picture of their appearance, their habits, their opinions, and their life history. Here is an account of a character called Miss Arkwright.

She was in no way a remarkable person. Her appearance was not particularly distinguished and yet she was without any feature that could actively displease. She had enough personal eccentricities to fit into the pattern of English village life, but none so absurd or anti-social that they could embarrass or even arouse gossip beyond what was pleasant to her neighbors. She accepted her position as an old maid with that cheerful good humor and occasional irony which are essential to English spinsters since the deification of Jane Austen, or more sacredly Miss Austen, by the upper middle classes, and she attempted to counteract the inadequacy of the unmarried state by quiet, sensible and tolerant social work in the local community. She was liked by nearly everyone, though she was not afraid of making enemies where she knew that her broad but deeply felt religious principles were being opposed. Any socially pretentious or undesirably extravagant conduct, too, was liable to call for her an unexpectedly caustic and well-aimed snub. She was invited everywhere and always accepted the invitations. Quietly but well dressed, with one or two very fine old pieces of jewellery that had come down to her from her grandmothers, she would pass from one group to another, laughing or serious as the occasion demanded.

She listened with patience, but with a slight twinkle in her eye, to Mr Hodson's endless stories of life in Dar-es-Salaam or Myra Hop's breathless accounts of her latest system of diet. John

Hobday in his somewhat ostentatiously gentleman-farmer attire would describe his next novel about East Anglican life to her before, even, his beloved daughter had heard of it.

Richard Trelawney, just down from Oxford, found that she had read and really know Donne's sermons, yet she could swoop detective stories with Colonel Wright by the hour, and was his main source for quotations when The Times cross-word was in question. It was she who incorporated little Mrs. Grantham into village life, when that underbred, suburban woman came there as Colonel Grantham's second wife, checking her vulgar remarks about 'the lower classes' with kindly humor, but defending her against the formidable battery of Lady Vernon's antagonism. Yet, it was also she who was first at Lady Vernon's when Sir Robert had his stroke and her unobtrusive kindness and real services gained her a singular position behind the grim reserve of the Vernon family.

She could always banter the vicar away from his hobby horse of the Greek rite when at rural community meetings the agenda seemed to have been buried forever beneath a welter of Euchologia and Menaia. She checked Sir Robert's anti-Bolshevik phobia from victimizing the Country Librarian for her Fabianism but was fierce in her attack on the local council when she thought that class prejudice had prevented Commander Osborne's widow from getting council house.

She led, in fact, an active and useful existence, yet when anyone praised her she would only laugh-'My dear', she would say 'hard work's the only excuse old maids like me have got for existing at all, and even then I don't know that they oughtn't to lethalyze the lot of us.' As the danger of war grew nearer in the thirties, her favorite remark was 'Well, if they've got any sense this time they'll keep the young fellows at home and put us useless old maids in the trenches,' and she said it with real conviction.

(ANGUS WILSON, *A Little Companion*)

Now sum up in a few sentences the main points of Miss Arkwright's character. What are the reported comments that are typical of her character?

**4. Comparisons and Associations:** Sometimes writers tell us about their characters by comparing them to something else which calls up an image in our minds or by associating them with some idea or object that is related or significant. Here is a description of Miss Murdstone.

'It was Miss Murdstone who arrived, and a gloomy-looking lady she was; dark, like her brother, whom she greatly resembled in face and voice; and with very heavy eyebrows, nearly meeting over her large nose, as if, being disabled by the wrongs of her kind from wearing whiskers, she had carried them to that account.

She brought with her two uncompromising hard black boxes, with her initials on the lids in hard brass nails. When she paid the coachman she took the money from a hard steel purse, and she kept the purse in a very jail of a bag which hung upon her arm by a heavy chain, and shut up like a bite. I had never, at that time, seen such a metallic lady altogether as Miss Murdstone was.'

(CHARLES DICKENS, *David Copperfield*)

Pick out the words or objects that directly suggest metal.

Which words in the description of Miss Murdstone do suggest characteristics of metal?



How is this association with metal appropriate?

### **5. Association of the Characters with One Particular Point of View or Action by Which They can be Easily and Quickly Identified:**

Who can ever forget, for instance, Uriah Heep in Charles Dickens's *David Copperfield* being 'ever so humble' and rubbing his hands together, words and an action that are forever associated with him? It was no fancy of mine about his hands, I observed; for he frequently ground the palms against each other as if to squeeze them dry and warm, besides often wiping them, in a stealthy way, on his pocket handkerchief.

Here is a lesser known character from 'Hard Times':

Thomas Grandgrind, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be taled into allowing for anything over. Thomas Gradgrind, sir-peremptorily Thomas-Thomas Gradgrind.

With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weight and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all suppositious, non-existent persons), but into the head of Thomas Gradgrind-no sir!

(CHARLES DICKENS, *Hard Times*)

Underline the words that reinforce the idea that Thomas Gradgrind is a man of facts and calculations. What does the use of word 'sir' add to the passage?

### **6. Choice of Words and Picking Out a Particular Feature or Detail That Calls the Character Vividly to Mind:**

Here are some examples taken from Edward Blishen's 'A Cackhanded War':

'He was a tiny fellow, with a leathery white face under black hair, and tied to the case he'd brought were the most enormous gumboots I'd ever seen.'

'Mrs. Goss was a widow, a neat little woman of over seventy: and witchlike.'

'He was a deeply depressed man, this farmer, who always wore a white coat and cloth cap, and was always peppered with a white-and-black bristle.'

'He was a tall, silent, dark man, very gentle, who would tut over his machine as if it were some moody woman.' On the strawstack was a boy: a short, stout boy with a kind of naked pertness about his eyes and a very runny nose.'

Describe five varied characters, using one sentence for each, and try to make them alive by the way you use words or by giving to each a particular descriptive detail that defines him.

|                    |                 |                |
|--------------------|-----------------|----------------|
| for example        | examples of     | shown by       |
| for instance       | instances of    | exemplifies    |
| an example of this | cases of        | shows          |
| as an example      | illustration of | illustrates    |
| that is            | exemplified by  | a second/third |
| such as            | illustrated by  | example etc.   |
| Like               | seen in         | namely         |

### Sample sentences with examples in italics:

1. The switches, like the cores, are capable of being in one of two possible states *that is*, on or off; magnetized or unmagnetized.
2. Computers have circuits for performing arithmetic operations *such as*: addition subtraction, division, multiplication and exponentiation.
3. The computer can only decide three things, *namely*: Is one number less than another? Are two numbers equal? Is one number greater than another?
4. Computers can process information at extremely rapid rates; *for example*, they can solve certain arithmetic problems millions of times faster than a skilled mathematician.
5. Using the very limited capabilities possessed by all computers, the task of producing a university payroll, *for instance*, can be done quite easily.

N.B. Sometimes the markers follow the example, separated by commas.

Not all texts present examples explicitly, some exemplifications are given implicitly, in which case, the above markers are not used. With this we come to the end of this lesson. We have looked at how writers use characterization in literary

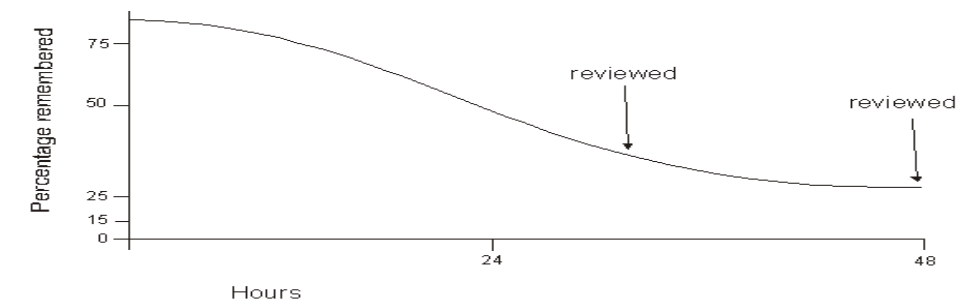
**Lesson -15****Evaluating Texts: Interpreting Visual Data****Interpreting Visual Data**

In today's lesson, we will first deal with interpreting visual data and second how to make comparisons. We will show you some means of communications which are primarily visual. Among these means are: graphs, charts, diagrams, tables, and maps. Most textbooks include tables, graphs and maps, etc. They are all aids to help you understand interpret the material you are reading.

Because of the importance of visuals, and the possibility of their being misinterpreted, you will see: i) how words and figures can be converted into visuals of one kind or another, and ii) learn to read accurately these common aids. The following example shows you how information consisting of words and figures can be converted into a visual.

Our experience is that after listening to an hour's lecture, students begin very rapidly to forget the information given to them. Twenty-four hours after the lecture, most of the students will have forgotten 75% of the information. After forty-eight hours, the amount the students remember has usually sunk to 15%. Yet, if the students review the information by noting the key points in the first place and then reading over or discussing or using their notes, the retention levels are as high as 70-85%.

Here you have been presented findings in words and numerals. Let's put these findings into graph form, so that you can 'see' them better.



**Typical Graph**

will have noticed that the impact of the visual presentation is the combination of words and percentages. You are likely to rstand the information more quickly and remember it longer.

**Tables:** The purpose of a table is to give the reader numerical information at a glance. They are used to show various kinds of information in clear, compact columns. You are all familiar with a time table. You had one in your school and college – it was a plan of the whole week – how classes were scheduled. In the same way, you are familiar with airline and train time tables or schedules. You are also familiar with tables in mathematics, physics, or chemistry. Tables are useful for quick reference, but they require careful reading.

When you read a table:

- (i) Read the title of the table first; it will tell you what information is shown in the table.

- ii) Always look at the footnote given at the end or bottom of the table. It will explain or give additional information that is necessary for an accurate interpretation of the data.
- iii) Next, you must ask yourself if the information given in the table is reliable. For this, you must check the source of information in the table.
- iv) After that, look at the heading of each column. Be sure, you understand exactly what each heading refers to and what is included in each column. Also notice the units that are used. These could be in terms of numbers, money, weights, percentages, dates, sex, etc... The units may also vary from column to column.
- v) Finally, you must read the figures carefully and interpret them accurately.

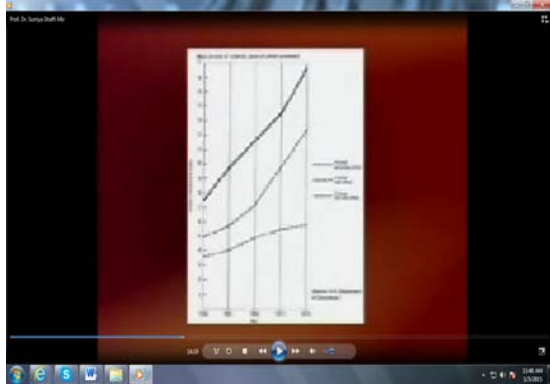
Now look at the following table taken from R.C. Yorkey 'Study Skills for Students of English' p. 173 and mark the following statements as true (T) or false (F).

| Cause of death  | Deaths per 100,000 |      |      |      |      |      |      |
|---|--------------------|------|------|------|------|------|------|
|   | 1900               | 1910 | 1920 | 1930 | 1940 | 1950 | 1977 |
| Infants   | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Heart disease   | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Cancer  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Tuberculosis  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Pneumonia   | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Automobile accidents                                  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Diabetes  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Stroke  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Hypertension  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Alcoholism  | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic liver disease                                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic kidney disease                                | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic obstructive pulmonary disease                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic bronchitis                                    | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Emphysema   | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic heart failure                                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic renal failure                                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic liver failure                                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic kidney failure                                | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic obstructive pulmonary failure                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic bronchitis failure                            | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Emphysema failure                                     | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic heart failure failure                         | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic renal failure failure                         | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic liver failure failure                         | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic kidney failure failure                        | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic obstructive pulmonary failure failure         | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic bronchitis failure failure                    | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Emphysema failure failure                             | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic heart failure failure failure                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic renal failure failure failure                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic liver failure failure failure                 | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic kidney failure failure failure                | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic obstructive pulmonary failure failure failure | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Chronic bronchitis failure failure failure            | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |
| Emphysema failure failure failure                     | 10.7               | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 | 10.7 |

1. This table refers to the percentage of the total United States population. **F**
2. Judging from the table, the annual death rate has been reduced by slightly less than half since 1900. **T**
3. Heart disease has consistently been the major cause of death. **T**
4. The death rate for infants in 1977 was 10.7 percent. **T**
5. Typhoid fever has been completely eliminated as a cause of death. **F**
6. Since 1940 the annual death rate for automobile accidents has remained about the same. **T**
7. The reduction in deaths since 1900 has been greater for tuberculosis than for pneumonia. **T**
8. The annual death rate for cancer was about 2½ times greater in 1977 than in 1900. **T**
9. The most serious childhood disease in the first part of the twentieth century apparently was typhoid fever. **T**
10. The abbreviation *n.a.* means "Not Applicable". **T**

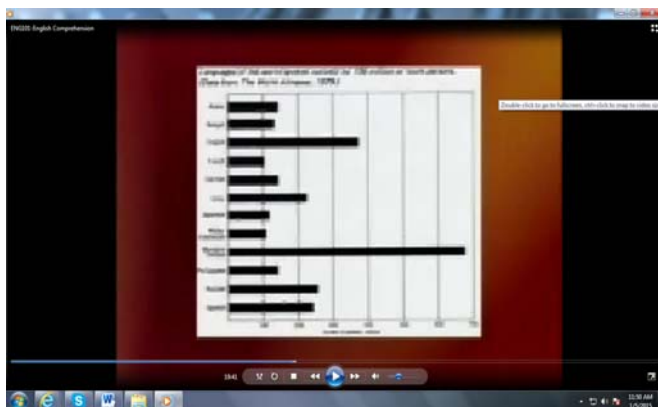
**Graphs:** Another way of showing information is through graphs. A *graph* illustrates a relationship between at least two things, one of which is measured on a vertical axis, and the other(s) on a horizontal axis.

Look at the following graph taken from R.C. Yorkey 'Study Skills for Students of English' p. 177 and answer the questions that follow. Answer the first five following questions by writing true (T) or false (F) and the last five by writing the information.



1. Specific years are indicated on the vertical axis. **F**
2. The legend (explanatory words on a graph, map, etc...) shows how many men finished elementary school, high school, and college. **F**
3. The mean income of high school graduates is consistently higher than that of elementary school graduates. **T**
4. College graduates earn the highest income. **T**
5. This graph shows that female college graduates earn more money than male high school graduates. **F**
6. In 1956, the difference in mean income of elementary school and high school graduates was 1250dollars.
7. In 1976, this difference became about 1720.
8. In 1961, a college graduate earned a mean income of about 10,000.
9. The mean income of a college graduate in 1966 was about 12,000.
10. In the years between 1961 and 1976 about how much did the income of college students increase? 6500.

**Bar Graphs:** A bar graph is similar to a line graph except that the bars (extending from either the vertical or the horizontal axis) are used instead of dots and lines. Look at the following bar graph which is taken from R.C.Yorkey p. 178 that gives data from the world Almanac, 1979, and then answer the questions that follow.



Answer the following questions by writing *true* or *false*.

1. This graph shows the number of speakers of all the important languages of the world. **T**
2. The number of speakers is shown on the vertical axis. **F**
3. The number of speakers is indicated in millions e.g. 100 means 100,000,000. **T**
4. There are twice as many speakers of English as that of French. **F**
5. Two languages are spoken by more than 300 million speakers. **T**

**Answer the following questions by writing on the lines provided.**

1. About how many native speakers of English are there in the world? **370,000,000**

2. What languages have about as many speakers as Arabic?
3. What dialect of Chinese has the most speakers?
4. There are about twice as many speakers of Hindi as of
5. Which language ranks fifth in total number of speakers?

German and Portuguese

Mandrain

Malay Indonesian

Urdu

**Map Reading:**

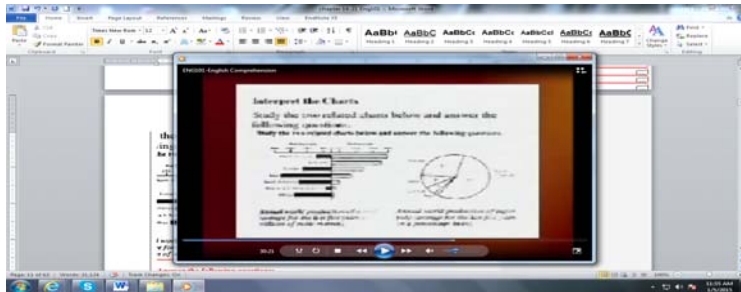


**Fill in the following blanks:**

1. Japan is composed of four major islands. The biggest island is *Honshu*. What are the names of the other ones? **Kyushu, Shikoku, Hokkaido**
2. Which island is the Northernmost? **Hokkaido**
3. Which island is the Southernmost? **Kyushu**
4. Japan is surrounded by an ocean and three seas. **Name the ocean Pacific. Name the seas Philippines Sea, Sea of Japan, East China Sea**
5. Which sea is to the west of Japan? **Sea of Japan**
6. Which sea is to the southeast? **Philippines Sea**
7. What is the country nearest to Japan? **South Korea** How far is it from Japan? **Approx. 150 km**
8. What other countries are close to Japan? **Russia, North Korea**
9. Approximately how far are these countries from Japan? **Closest: NK - 400 Km, Russia 300 Km**
10. What direction are they from Tokyo? **East**

11. How far is the island of Hokkaido from the Soviet Union? **Approx. 300 Km**
12. Which direction is Hokkaido from the Soviet Union? **North**
13. Which direction is Hokkaido from Korea? **North West**
14. On Hokkaido, name one city that is due west of Kushiro: **Sapporo** and the one that is due north of Hakodate: **Sapporo**
15. How many cities in Japan have a population of 1,000,000 or more? **6**
  - a) What are their names? **Osaka, Tokyo, Kobe, Kyoto, Nagoya, Yokohama.**
  - b) How do you know which ones they are? **Capitalized**
16. Approximately how far is Nagoya from Tokyo? **390 Km** Nagoya is to the **East** of Tokyo and to the **North East** of Osaka.
17. The latitude of Tokyo is 35. What is the longitude? **135**
18. What are the latitude and longitude of the northern tip of the island of Hokkaido? **0 & 140**
19. Approximately how far is it from the southern tip of Kyushu to the northern tip of Hokkaido? **Approx. 1890 Km**
20. Mutsu Bay is at the **Northern** tip of Honshu. The city of Nagasaki is at the **Western** tip of Kyushu.

**Interpreting the Chart:**



**Answer the following questions:**

- A. Which continent/country is the largest producer of hardwood timber? **Asia**
- B. Which continent/country does produce equal amount of hardwood and softwood timber? **Europe**
- C. What percentage of paper pulp is produced by countries other than North America, the USSR, Asia and Europe? **1%**
- D. Which continent/country does produce approximately twice as much hardwood timber as North America, but only one seventh as much softwood? **Africa**
- E. Which continent/country does produce softwood timber, but no hardwood timber? **USSR**

**True or False:**

**Study the charts again and say whether the following statements are 'True' or 'False'.**

- A. In Asia the production of softwood timber is more important than the production of hardwood timber. **F**
- B. The largest ?? produces three times as much paper pulp as Europe. **F**
- C. Asia produces three times as much paper pulp as Europe. **F**
- D. The producers of timber are shown on the vertical axis of the graph. **T**

E. The cubic meters of wood produced are indicated in millions; for example, 50 mean 50,000,000 cubic meters. T

## Making Comparisons

1. **Formation:** There are several ways of showing similarities or differences that exist between or amongst things. The regular comparative and superlative of descriptive words, whether these are adjectives or adverbs, are formed as follows:

### 1. By adding the ending -er and -est to words of one syllable

Examples:

|            | Absolute | Comparative | Superlative |
|------------|----------|-------------|-------------|
| Adjectives | New      | Newer       | Newest      |
|            | Old      | Older       | Oldest      |
|            | Big      | Bigger      | Biggest     |
| Adverbs    | Soon     | Sooner      | Soonest     |
|            | Late     | Later       | Latest      |

### 2. By placing the words more and most in front of words with three or more syllables

Examples:

|            | Absolute    | Comparative      | Superlative      |
|------------|-------------|------------------|------------------|
| Adjectives | Interesting | More interesting | Most interesting |
|            | Convenient  | More convenient  | Most convenient  |
|            | Beautiful   | More beautiful   | Most beautiful   |
| Adverbs    | Easily      | More easily      | Most easily      |
|            | Carefully   | More carefully   | Most carefully   |

3. **Words with two syllables** which end in -y or -ly, -ow, -le and -er can be given comparative and superlative forms by adding the endings -er and -est respectively. Most of the remaining words take more and most in front of them.

Examples:

|    | Absolute | Comparative | Superlative |
|----|----------|-------------|-------------|
| -y | Happy    | Happier     | Happiest    |
|    | funny    | Funnier     | Funniest    |
| ly | Early    | Earlier     | Earliest    |
|    | Friendly | Friendlier  | Friendliest |
| ow | Shallow  | Shallower   | Shallowest  |
|    | Narrow   | Narrower    | Narrowest   |
| le | Able     | Abler       | Ablest      |
|    | Gentle   | Gentler     | Gentlest    |
| er | Clever   | Cleverer    | Cleverest   |

N.B. Two-syllable adverbs ending in -ly take more or most.

Examples:



## VU

quickly      more quickly      most quickly  
slowly      more slowly      most slowly  
badly      more badly      most badly

### Remaining descriptive two-syllable words

#### Examples:

| Absolute | Comparative   | Superlative   |
|----------|---------------|---------------|
| Careful  | More careful  | Most careful  |
| Careless | More careless | Most careless |
| Boring   | More boring   | Most boring   |
| Awful    | More awful    | Most awful    |
| Complex  | More complex  | Most complex  |

### 4. Some common two-syllable adjectives can have either type of formation.

#### Examples:

| Absolute | Comparative             | Superlative              |
|----------|-------------------------|--------------------------|
| Common   | More common/commoner    | Most common/commonest    |
| Handsome | More handsome/handsomer | Most handsome/handsomest |
| Polite   | More polite/politer     | Most polite/politest     |
| Quiet    | More quiet/quieter      | Most quiet/quietest      |

There are a small number of adjectives and adverbs that form the comparative and superlative using a different stem. These irregular comparisons are as follows:

#### Examples:

|            | Absolute | Comparative     | Superlative       |
|------------|----------|-----------------|-------------------|
| Adjectives | Bad      | Worse           | Worst             |
|            | Far      | Further/Farther | Furthest/Farthest |
|            | Good     | Better          | Best              |
|            | Many     | More            | Most              |
| Adverbs    | Badly    | Worse           | Worst             |
|            | Far      | Further/Farther | Furthest/Farthest |
|            | Little   | Less            | Least             |
|            | Much     | More            | Most              |
|            | Well     | Better          | Best              |

**2. Use in sentences:** There are many reasons for using comparisons in discourse. They may be used to show:

- equivalence
- non-equivalence
- the superlative form
- parallel increase

**(a) Equivalence:** The following words or constructions are used to show equivalence (i.e. the similarity).

|                |                 |        |
|----------------|-----------------|--------|
| as...as        | are similar     | each   |
| as many ...as  | equal to        | either |
| as much ... as | is like         | all    |
| the same...as  | similar/ly      | both   |
| Similar to     | equal/ly        | alike  |
| the same       | compare to/with |        |

**Examples:**

1. Third-generation computers can do a thousand times **as many calculations as** first-generation computers.
2. Microcomputers are **as efficient as** minicomputers.
3. The term processor is the **same as** central processing unit.
4. The digital computer **is like** a huge cash register.
5. An analog computer and a car speedometer are **similar** in that they continuously work out calculations.
6. A microcomputer can sometimes cost **as much as** a minicomputer.
7. **Both** minicomputers **and** microcomputers can have a memory of 32K bytes.
8. A digital computer **can be compared** to a large cash register.
9. All computers have the **same** basic characteristics.
10. The time it takes a computer to solve a problem can **equal** months of work for man.

**(b) Non-equivalence:** The following words and/or constructions are used to show non-equivalence.

|                |                      |                 |
|----------------|----------------------|-----------------|
| not as ... as  | greater than         | unequal (ly)    |
| word + er than | not as much... as    | unlike          |
| more... than   | neither ...nor ...as | not the same as |
| fewer ... than | not as many ...as    | not all         |
| less ... than  | not equal to         |                 |

**Examples:**

1. Learning a computer language is **not as difficult as** it seems.
2. A mainframe **is bigger and more expensive than** a microcomputer.
3. For **less than** \$10,000, you could have a very good microcomputer.
4. Ten years ago, there were **fewer** computers in use than today.
5. **Neither** minicomputers **nor** microcomputers are very flexible.
6. **Unlike** minicomputers, microcomputers **are not** very flexible.
7. An analog computer is **not the same** as a digital computer.
8. **Not** all business have computerized their accounting departments.

**(c) The superlative form:** The following words and/or constructions are used to show one item compared with others (i.e. the superlative).

- the word + est
- the most + word
- the least + word

**Examples:**

1. Computer technology is the **fastest** growing technology in the world today.

2. Digital computer programming is the **most commonly** used in data processing for business.
3. BASIC is probably the **least difficult** computer language to learn.

**(d) Parallel increase:** The following words and/or constructions are used to show parallel increase (i.e. two comparatives)  
the (word + er), the more + word  
the (word+er), the less + word

**Examples:**

1. **The bigger** the computer, **the more complex** the operations it can do.
2. **The smaller** the problem, **the less challenging** it is to the computer programmer.

**Exercise 1**

**Decide whether each sentence expresses equivalence, non-equivalence, or the superlative, then underline the words expressing the comparison.**

1. Speeds for performing decision making operations are comparable to those for arithmetic operations.
2. Even the most sophisticated computer, no matter how good it is, must be told what to do.
3. A computer can perform similar operations thousands of times, without becoming bored, tired or even careless.
4. For example, modern computers can solve certain classes of arithmetic problems millions of times faster than a skilled mathematician.
5. One of the most important reasons why computers are used so widely today is that almost every big problem can be solved by solving a number of little problems.
6. Finally a computer, unlike a human being, has no intuition.

**Exercise 1: Answer**

**Decide whether each sentence expresses equivalence, non-equivalence, or the superlative, then underline the words expressing the comparison.**

1. Speeds for performing decision making operations are comparable to those for arithmetic operations. ...*equivalence*
2. Even the most sophisticated computer, no matter how good it is, must be told what to do. ...*superlative*
3. A computer can perform similar operations thousands of times, without becoming bored, tired or even careless. ... *equivalence*
4. For example, modern computers can solve certain classes of arithmetic problems millions of times faster than a skilled mathematician. ...*nonequivalence*
5. One of the most important reasons why computers are used so widely today is that almost every big problem can be solved by solving a number of little problems. ...*superlative*
6. Finally a computer, unlike a human being, has no intuition. ...*non-equivalence*

**Exercise 2**

**Read the text on ‘Microcomputers’, and as you read, complete the table below by writing the sentence or that part of the sentence from each paragraph that expresses a comparison.**

This text is about the history of microcomputers, and how computers have evolved into the very fast and efficient machines that they are today.

1- The early 1970s saw the birth of the microcomputer, or micro for short. The central processor of the micro, called the microprocessor, is built as a single semiconductor device; that is, the thousands of individual circuit elements necessary to perform all the logical and arithmetic functions of a computer are manufactured as a single chip. A complete microcomputer system is composed of a microprocessor, a memory and peripheral equipment.

The processor, memory and electronic controls for the peripheral equipment are usually put together on a single or on a few printed circuit boards. Systems using microprocessors can be hooked up together to do the work that until recently only minicomputer systems were capable of doing. Micros generally have somewhat simpler and less flexible instruction sets than minis, and are typically much slower.

Different micros are available with 4-, 8-, 16- bit word lengths. Similarly, minis are available with word lengths up to 32 bits. Although minis can be equipped with much larger primary memory sizes, micros are becoming more powerful and converging with minicomputer technology.

2- The extremely low price of micros has opened up entirely new areas of application for computers. Only 20 years or so ago, a central processing unit of medium capability sold for a few hundred thousand dollars (U.S.), and now some microprocessors sell for as cheaply as \$10. Of course, by the time you have a usable microcomputer system, the price will be somewhere between \$500 and \$10,000 depending on the display unit, secondary storage, and whatever other peripherals are needed.

3- The available range of microcomputer systems is evolving more rapidly than minicomputers. Because of their incredibly low price, it is now possible to use only a small fraction of the computer’s capability in a particular system application and still be far ahead financially of any other way of getting the job done.

For example, thousands of industrial robots are in use today, and the number is growing very rapidly as this relatively new industry improves the price and performance of its products by using the latest microcomputers.

4- Even though the software available for most microcomputer systems is very-limited - more so than for minis- it does not discourage their use in the many high-volume, fixed applications for which programming is essentially a ‘one shot deal’ as is the case in the space shuttle program.

In addition to their extensive use in control systems of all types, they are destined for many new uses from more complex calculators to automobile engine operation and medical diagnostics. They are already used in automobile emission control systems and are the basis of many TV game attachments. There is also a rapidly growing market for personal computers whose application potential in education is only just beginning to be exploited.

5- It would seem that the limits for microcomputer applications have by no means been reached. There are those who predict that the home and hobby computer markets will grow into a multi-billion dollar enterprise within a decade or so. It would also appear that performance of microprocessors could well increase ten-fold before 1990 while prices for micros could decrease by as much.

| PARA | EQUIVALENCE  | NON-EQUIVALENCE                                  | SUPERLATIVE |
|------|--|--|-------------|
| (1)  | 1. is built as a single semi-conductor<br>2.<br>3. | 1.<br>2.<br>3. micros are becoming more powerful |             |
| (2)  | 1.   | 1.   | 1.          |
| (3)  | 1.   | 1.   |             |
| (4)  | 1. as is the case in the space shuttle program     | 1.<br>2. from more complex calculators to        |             |
| (5)  | 1.   |  |             |

**Answer:**

| PARA | EQUIVALENCE   | NON-EQUIVALENCE  | SUPERLATIVE               |
|------|---|--|---------------------------|
| (1)  | 1. is built as a single semi-conductor<br>2. as a single chip<br>3. similarly minis are available | 1. Simpler and less flexible instruction set<br>2. are typically much slower<br>3. micros are becoming more powerful |                           |
| (2)  | 1. as cheaply as\$10  |  |                           |
| (3)  |   | 1. more rapidly than micros  | 1.using the latest micros |
| (4)  | 1. as is the case in the space shuttle program  | 1.more so than for minis<br>2. from more complex calculators to  |                           |
| (5)  | 1. micros could decrease by as much   |  |                           |

**Lesson -16****Reading: Evaluating Texts****Evaluating Texts**

One vital aspect of reading comprehension is the ability to assess and evaluate the text. This means, first of all, that the reader should be fully aware of the writer's intention of his point of view, and possible bias. In order to evaluate a text, the student must be able to discriminate facts from opinions. It is an important part of reading competence that the reader should be aware of the way his judgment is influenced one way or another.

So far, you have had practice in distinguishing facts from opinions. In today's lesson you will first have practice in distinguishing the writer's Tone, and second, you will look at argumentation – which is very central to the material that we read. Writers make a point and then support the point. You as a successful reader must learn to recognize the point and recognize the support for the point.

**Tone:** Look at the five statements expressing different attitudes about a 'shabby house.' Label each statement by choosing the most appropriate tone from the word bank.

**Optimistic, Bitter, Tolerant, Sentimental, Humorous, Sympathetic**

1. This may be a shabby, run-down looking house, but since I lived here in my childhood it has a special place in my heart. **(Sentimental)**
2. This may not be the best looking house in the neighborhood, but it's not really that bad. **(Tolerant)**
3. If only I had a decent job, I wouldn't be reduced to living in this ramshackle dump. **(Bitter)**
4. This place is in need of some costly renovation, and I expect the landlord to get around to them any day now. **(Optimistic)**
5. When I leave this joint, I plan to empty rubbish bins of all the neighboring flats into it so I can leave the place exactly as I found it. **(Humorous)**

Now I helped you in this exercise. See if you can do the next one on your own. But before you do the next exercise, I must tell you something about IRONY. This is a commonly used tone and the one which you may not be familiar with. When writing has an ironic tone, it says one thing and means the opposite. Irony is found in everyday conversation as well as in writing. Irony always involves 'discrepancy' – meaning that something doesn't quite fit. It usually takes two forms: situational and verbal.

(I) **Situational irony** occurs when the discrepancy lies in the situation itself. You expect something but something *else* happens. Or a situation calls for an expected response but something unexpected happens instead e.g. there is a house on fire and you expect the fire fighter to aim a water hose/pipe at the fire, but instead he aims a petrol pipe/hose. That would be very ironical.

You may have heard of the situation in a play by the American playwright, William Inge's 'A Social Event' where the proud Hollywood couple is to be entertained. Afro-American maid has an invitation to a special event to which the couple has NOT been invited: very ironical situation indeed.

(II) **Verbal irony** occurs when there is discrepancy between what is said and what is meant – usually the exact opposite or a near opposite of what is meant. For example, an eager cricket player looks out of the window and sees that it is raining. "Oh, great!" he says, meaning exactly the opposite. Another example to illustrate this: After seeing a terrible performance by an actor in a movie someone might say "Now that's an actor who is sure to win the Best Actor Award for this year!" Both examples illustrate verbal irony.

Now you will look at three short passages each of which illustrates a tone given in the box. Remember the tone reflects the author's attitude. To find the tone of a paragraph, ask yourself what attitude is revealed by its words and phrases.

(i) Research on rats has shown that when animals live in crowded conditions they live disordered, violent lives. Human beings are no exception. Crowded cities are models of lawlessness and the traffic-clogged roads encourage drivers to be aggressive. As urban areas continue to grow in population density, these types of problems will also grow. That means more violence and more fighting over available resources.

(ii) Those addicted to drugs probably feel terrible about themselves even if they don't show it, and harsh judgments only worsen their self-image. What these people need are programs to rehabilitate them in society as well as help to rid themselves of their addictions. It is also important that we should take a sympathetic view of their problem and open our hearts and minds to these troubled persons.

(iii) When I hired Mughal Carpets to install a new wall-to-wall carpet in my drawing room, I relied on the company's reputation for quality work. However, I was deeply dissatisfied with the dreadful job their workers did in my room. The carpet is poorly fitted as in one corner it is creased while in the other the floor shows through. I am exasperated with the work of Mughal Carpets and am thinking of asking my lawyer to sue them.

**Argument:** A good argument is one in which you make a point and then provide support (persuasive and logical evidence) to back it up. For example, if you make the statement "My neighbors are inconsiderate.", we expect you to provide supporting details which would enable others to see and judge whether your neighbors are really inconsiderate or not.

Now if you have added, “They play loud music at night, their children play and scream loudly outside my house, and their dog barks all day long”, you have provided solid support to your earlier statement “My neighbors are inconsiderate”.

In the following groups of statements, one statement is the point and the others are support for the point.

**Identify each point with (P) and identify each statement of support with (S).**

1. Cats refuse to learn silly tricks just to amuse people. Cats seem to be more intelligent than dogs. Dogs will accept mistreatment, but a cat if mistreated, it runs away.

2. If workers go on strike now, they will lose their jobs to replacement workers. Conditions in factories are tougher than they used to be. In many industries workers have had to take wage cuts.

3. Often you’ll have to wait half an hour for a route no. 5 bus, and then three will turn up at once. Sometimes route no. 5 buses will drive past you at a bus stop, even though they aren’t full. Route no.5 seems to be assigned the most ramshackle buses, ones that rattle and have broken seats. Whenever possible, people should not ride the route no. 5 bus.

**Types of Fallacies:** In the first type – fallacies that ignore the issue you will find that the writer may change the subject, or indulge in circular reasoning, or give way to personal attack, or may create an imaginary opponent.

In the second type – fallacies that over generalize/oversimplify issue(s) you will find that the writer may draw hasty conclusions on the basis of insufficient evidence, or assume that because a certain event follows an earlier event, the subsequent event was the cause of the earlier event, or may make false comparison or analogy, or the either-or-fallacy.

First, I will show you examples of unsound reasoning, then you will do a few exercises which will give you practice in spotting them in your reading.

**A. Fallacies That Ignore the Issue (3 Types)**

(a) Changing the subject

(b) Circular reasoning

(c) Personal attack

**a) Changing the Subject:** In this method of argument the writer tries to divert the audience’s attention from the true issue by presenting evidence that has nothing to do with the argument. For example, ‘The honorable member of the National Assembly is a capable leader. He has a busy family life and prays daily in the area mosque.’ Mentioning about the member’s family life and religious life sidesteps the issue of just how capable a member is.



### Exercise 1

The proposed new dam is going to be a disaster. The plans were drawn up nearly thirty years ago when the affected area was lightly settled. Now, a generation later the area is thickly populated and hundreds of families would be displaced if the dam is built. There are already many forces working for the breakup of the family unit in Pakistan, these days. The environment will also be negatively affected by the construction of the dam. Hundreds of birds will lose their natural habitat and may die out.

a. Which sentence is not a sound argument in support of the author's conclusion that the proposed dam is a disaster?

**b) Circular Reasoning:** In this the supporting reason is the same as the conclusion. e.g. "Mr. Abid is a great science teacher because he is so wonderful at teaching." We do not know why Mr. Abid is a great teacher. No real reasons are given – the statement merely repeats itself.

### Exercise 2

**Try to spot the circular reasoning in the following arguments.**

1. Since persons under 18 are too young to vote. The voting age should not be lowered below age 18.
2. Taking vitamin C is healthy, for it improves your well-being.

If you look closely at these arguments, you will notice that the reasons merely repeat an important part of the conclusion. The careful reader wants to know the *reason*, supporting evidence, not a repetition.

In the first argument, the author uses the idea that persons under 18 are too young to vote as the *conclusion* and the *reason* of the argument. No real reason is advanced for why persons under 18 are too young to vote. In the second argument, the word *healthy* which is used in the conclusion conveys the same idea as wellbeing. Conclusion and reason are used as one.

**c) Personal Attack:** This kind of fallacy often occurs in political debate. Here the issue under discussion is ignored and the writer or speaker focuses attention on the opponent's character. For example,

"The Honorable Member of National Assembly views on the tax bill are not worthy of consideration. His father also held similar views when he was a member of the assembly".

As you can see from this example it ignores the issue - the tax bill – and concentrates on personal character. It is always easy recognizing personal attack.

### Exercise 3

**Which one of the following statements contains an example of personal attack?**

1. Our cricket team is not going to win the next World Cup. We have acquired the services of a useless coach.

2. We should support the Zila Nazim's proposal for tax collection. He has the biggest collection of wealth by not paying the taxes.
3. The people who oppose the new traffic ticketing system are not concerned about traffic rules.

### **B. Fallacies That Overgeneralize/Over Simplify Issues (4 Types)**

a) Hasty generalization (b) False cause (c) False comparison (d) Either-or fallacy

**a) Hasty Generalization:** This is a very common fallacy. A person who draws a conclusion on the basis of insufficient evidence is making a hasty generalization. The following example will make this amply clear.

The Iranians are a very stupid people as they have no talent for mathematics. Two Iranian boys took math course with me once, and they were at the bottom of the class. Forming a conclusion about a whole nation on the basis of two examples (boys) is an illogical jump.

### **Exercise**

**Three statements are given followed by four possible conclusions. Three of these are hasty generalizations which cannot logically be drawn from the evidence given, and the fourth one is a valid conclusion. Choose the one conclusion you think is valid.**

1. The first time I went to the seaside at Karachi, my face got sun-burnt.
2. The second time I went to the seaside, I couldn't swim because the water was too cold.
3. The third time I went to the seaside at Karachi; I stepped on a star fish and had to go hospital to have the spikes removed from my foot.

**Out of the four conclusions given which one would you choose as the most valid?**

- a) The seaside is unsafe & should be closed to the public.
- b) The seaside is a polluted place.
- c) I have had a series of bad experiences.
- d) The seaside is not a place to visit.

Which one did you choose? Obviously the correct answer would be c.

**b) False Cause:** You have probably heard someone saying as a joke, "I know there is going to be a dust storm today because I washed my hair". Now the two events mentioned have no connection whatsoever. Well that was just to tell you how often in life we make such wrong associations – we assume cause-and-effect situations are not easy to analyze, as people tend to oversimplify them by ignoring other possible causes. To identify an argument using a false cause, look for alternate causes.

### **Look at the following argument:**

The Atlas Tyre Company was more prosperous before Mr. Hamid joined it as chairman. Clearly, he is the cause of its decline.

Event A: Mr. Hamid became company chairman.

Event B: The Atlas Tyre Company's income declined.

Well, other causes could have been responsible for it. May be the policies of the previous chairman have now begun to affect the company, or perhaps the market conditions have changed. It's easy but incorrect to assume that just because A came before B, therefore A caused B.

**Exercise: Which one of the following statements contains an example of false cause?**

1. You better get a job soon or face the fact that you are lazy and want to live off others.
2. Murree has terrible weather. I visited there for a week last July and it rained continuously.
3. After visiting my friend today, I came home with a headache. I must be allergic to his house.

**(c) False Comparison:** This is the third type of error in reasoning – when you assume that two things are more alike than they really are. For instance read the following argument:

In our village we leave our doors unlocked all the time, so I don't think it is necessary for you in the city to have locks on your front door. To judge whether or not the above statement is a false comparison consider if the two situations are alike. The two situations are not alike; one is in a city where there may be a lack of security.

**Exercise: Decide which one of the following statements contains an example of false comparison.**

1. You'll either have to work hard at the job or face the fact that you'll be turned out.
2. It doesn't hurt your colleagues getting to work on foot and it won't hurt you either.
3. Of course, ban on pillion riding will work in Pakistan. It's worked in other countries, hasn't it?

**(d) Either–Or Fallacy:**

We often assume there are only two sides to a question. Offering only two choices when more actually exist is an either-or fallacy.

**Consider the following example:**

Those who oppose unrestricted speech are in reality in favor of censorship.

This statement ignores the fact that a person can believe in free speech and at the same time believe in laws that prohibit people from making false statements which damage another person's reputation i.e. slander. Now remember only some issues/problems have two sides. For instance, you either pass the exam or you don't but most issues/problems have several facets or sides.

**Exercise: Decide which one of the following statements contains an example of either-or fallacy.**

## VU

1. The maid-servant went off duty early, and then the gold bracelet was discovered missing, so she must have stolen it.
2. Eat your apple, or you won't grow up strong, and healthy.
3. As I don't use a ballpoint pen to write so it's not necessary for you to use one either.

In today's lesson, we looked at different ways to develop effective reading and clear thinking and these were: identifying purpose and tone and evaluating arguments. These were aimed at developing advanced, critical levels of comprehension. In the next lesson we shall look at another way of developing comprehension.

**Lesson -17****Reading: Cloze for Comprehension**

So far, the main reading activity that you have had practiced in has been the usual reading comprehension. It required you to concentrate only on certain sections of the reading passage. In this lesson, you will be introduced to another procedure for developing reading comprehension, known as the CLOZE procedure.

What is this cloze procedure? A passage is selected from which words are deleted at regular intervals. You, the reader, have to fill in the missing words. To fill the deletion, the learner concentrates on a wider proportion of the text.

The deleted words usually comprise grammatical and lexical words and it is the student's choice of words to fill in the gaps that reveals his/her understanding of the passage as well as grasp of the language.

The cloze has several points in its favour.

1. It encourages fluent reading.
2. It requires the reader to use a range of reading skills to complete the task.
3. It is thought provoking as it trains the student to explore within a semantic field or area for related concepts
4. It trains the reader to look carefully at all structural clues

Cloze thus helps in developing the habit of **concentrated** reading, of going **beyond** the immediate sentence for drawing meaning, in **skimming** to recap on what has been read and in **scanning** for unspecified information in order to **predict**.

The cloze is essentially a **cognitive**/mental task which requires the completion of meaning based on understanding and reason. It involves the reader in active interaction with the text to predict the missing word while making use of context clues. Once you have grasped the basic techniques you will begin to enjoy it as a guessing game - not wild guesses, but informed guesses. Look at the following passage so that you get a rough idea of what it is about.

Notice the first two sentences and the last sentence does not have any gaps. This is to help you understand the overall meaning of the passage.

- Discuss the context of the passage.
- Each gap stands for just ONE word that is missing.
- Explain why certain words are appropriate.
- A word can only be accepted if it fits in the context without changing the meaning of the passage.

**Exercise 1**

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt 1\_\_\_\_\_ strictly laid down by 2 \_\_\_\_\_ syllabus, so the student 3 \_\_\_\_\_ only what is prescribed. Examinations 4 \_\_\_\_\_ not motivate a student 5 \_\_\_\_\_ read widely; they 6 \_\_\_\_\_ his reading. They do 7\_\_ encourage him to seek 8 \_\_\_\_\_ knowledge; they narrow the 9 \_\_\_\_\_ of study.

They lower 10 \_\_\_\_\_ standards of teaching, for 11 \_\_\_\_\_ deprive the teacher of 12 \_\_\_\_\_ freedom. Teachers themselves are 13 \_\_\_\_\_ judged by examination by results, 14 \_\_\_\_\_ instead of teaching their 15, \_\_\_\_\_ they are reduce to 16 \_\_\_\_\_ their students in the 17 \_\_\_\_\_ of taking examinations which 18 \_\_\_\_\_ despise. The most successful 19 \_\_\_\_\_ are not always the 20 \_\_\_\_\_ educated. They are merely the best trained in the technique of working under stress and strain.

**Answer:**

**Exercise 1**

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt 1 **is** strictly laid down by 2 **the** syllabus, so the student 3 **does / learns** only what is prescribed. Examinations 4 **do** not motivate a student 5 **to** read widely; they 6 **restrict / curb** his reading. They do 7 **not** encourage him to seek 8 **further / more** knowledge; they narrow the 9 **field** of study. They lower 10 **the** standards of teaching, for 11 **they** deprive the teacher of 12 **all / his / her** freedom. Teachers themselves are 13 **often** judged by examination by results, 14 **so / and** instead of teaching their 15, **subjects** they are reduce to 16 **training** their students in the 17 **art/technique** of taking examinations which 18 **they** despise. The most successful 19 **students** are not always the 20 **best** educated. They are merely the best trained in the technique of working under stress and strain.

**Exercise 2**

Global warming is by no means a new phenomenon: it has been around since the creation of Planet Earth itself. At first, the process was beneficial: it brought Earth out of the ice ages into a time when humanity could survive on it. Now, however, it has become a problem. 1 \_\_\_\_\_ has happened in 2 \_\_\_\_\_ ways, the 'runway' 3 \_\_\_\_\_ effect and ozone 4 \_\_\_\_\_ depletion. This is 5 \_\_\_\_\_ the greenhouse effect 6 \_\_\_\_\_: ordinarily energy from 7 \_\_\_\_\_ Sun reaches the 8 \_\_\_\_\_ and is reflected 9 \_\_\_\_\_ into space, but 10 \_\_\_\_\_ greenhouse gases forming layer around the planet, the reflection process cannot take place and the energy is trapped, heating up the atmosphere.  
(Saifullah & Ismail)

**Exercise 2**

Global warming is by no means a new phenomenon: it has been around since the creation of Planet Earth itself. At first the process was beneficial: it brought Earth out of the ice ages into a time when humanity could survive on it. Now, however, it has become a problem. 1 *This* has happened in 2 *two* ways, the 'runway' 3 *greenhouse* effect and ozone 4 *layer* depletion. This is 5 *how* the greenhouse effect 6 *works*: ordinarily energy from 7 *the* Sun reaches the 8 *Earth* and is reflected 9 *back* into space, but 10 *with* greenhouse gases forming layer around the planet, the reflection process cannot take place and the energy is trapped, heating up the atmosphere.  
(Saifullah & Ismail)

These were samples of regular, standard type of cloze where the gaps/blanks occur after a fixed number of words and these blanks may be filled with any word that is appropriate in terms of

linguistic and contextual criteria. There are many variations of the standard cloze. Now, I shall pace you through some alternative forms.

### **Exercise 3 Selected Deletions Cloze**

Notice the blanks are not after a fixed number of words.

#### **My dear children,**

It's hard to believe that I've been here for a month. The time passes so quickly and there's so much to do. I've managed to see all the members of the family. I 1 \_\_\_\_\_ as much time as I can with the children. Last week I 2 \_\_\_\_\_ -Mark and Michelle to the circus. 3 \_\_\_\_\_ never been before as they live quite far from the nearest city and their parents 4 \_\_\_\_\_ have time to drive them there. I 5 \_\_\_\_\_ that's what grandmothers are for. At any 6 \_\_\_\_\_ Susan lent me her car - it's a brand 7 \_\_\_\_\_ bright red Mini. We left early in the morning so as to make a day of 8 \_\_\_\_\_. In the morning we 9 \_\_\_\_\_ to the zoo and in the afternoon to the circus. As 10 \_\_\_\_\_ can imagine, the children were very excited. They loved everything. Mark 11 \_\_\_\_\_ the wild animals the most exciting and Michelle is 12 \_\_\_\_\_ to be an acrobat when she grows 13 \_\_\_\_\_.

After we'd been there for about two hours we 14 \_\_\_\_\_ an announcement over the loudspeaker. The owner of the red Mini, number PUR 727V, 15 \_\_\_\_\_ requested to come to the manager's office 16 \_\_\_\_\_. Naturally, I didn't know the number of 17 \_\_\_\_\_ car so I left the children and went to the manager's office to 18 \_\_\_\_\_ out if it was our car.

The manager looked very upset and 19 \_\_\_\_\_. No one else had answered his call so I assumed correctly that it was Susan's car. 20 \_\_\_\_\_ that I'd left the lights on, or parked in 21 \_\_\_\_\_ way, I wasn't 22 \_\_\_\_\_ concerned, but I didn't know why the manager looked so disturbed. He began to 23 \_\_\_\_\_ what happened and it took me some time to understand 24 \_\_\_\_\_ confused explanation.

25 \_\_\_\_\_ appears that the elephants are trained to sit on red boxes. One of the elephants 26 \_\_\_\_\_ escaped and when he saw the 27 \_\_\_\_\_ red car he promptly sat on 28 \_\_\_\_\_! As you can imagine the car looked a mess. One side was squashed 29 \_\_\_\_\_ but it was still possible to drive. The manager assured 30 \_\_\_\_\_ that the circus would pay for the 31 \_\_\_\_\_. He couldn't have been more apologetic.

The children were very 32 \_\_\_\_\_ and giggled about the incident all the way home. 33 \_\_\_\_\_ before we got there, we 34 \_\_\_\_\_ the scene of a serious accident. About a mile 35 \_\_\_\_\_ on a policeman stopped us and asked if we'd 36 \_\_\_\_\_ involved in the accident. I wish I had a 37 \_\_\_\_\_ of his face when I told him what had happened 38 \_\_\_\_\_ the car.

I think he wanted to arrest me for drunken driving! Fortunately the 39 \_\_\_\_\_ were there to back me up. 40 \_\_\_\_\_ are you managing without me? please don't 41 \_\_\_\_\_ to water my plants. I'm planning to leave here 42 \_\_\_\_\_ the end of the month.

My love to you all.

Mom

(Cloze in Class: Moller & Whiteson)

**Answer:**

**Exercise 3 Selected Deletion Cloze**

Notice the blanks are not after a fixed number of words.

**My dear children,**

It's hard to believe that I've been here for a month. The time passes so quickly and there's so much to do. I've managed to see all the members of the family. I 1 spend as much time as I can With the children. Last week I 2 took Mark and Michelle to the circus. 3 They'd never been to one before as they live quite far from the nearest city and their parents 4 never have time to drive them there. I 5 suppose / think that's what grandmothers are for.

At any 6 rate Susan lent me her car - it's a brand 7 new bright red Mini. We left early in the morning so as to make a day of 8 it.

In the morning we 9 went to the zoo and in the afternoon to the circus.

As 10 you can imagine, the children were very excited. They loved everything. Mark 11 found the wild animals the most exciting and Michelle is 12 going to be an acrobat when she grows 13 up.

After we'd been there for about two hours we 14 heard an announcement over the loudspeaker. The owner of the red Mini, number PUR 727V, 15 was requested to come to the manager's office 16 immediately. Naturally, I didn't know the number of 17 the / Susan's car so I left the children and went to the manager's office to 18 find out if it was our car.

The manager looked very upset and 19 embarrassed / disturbed. No one else had answered his call so I assumed correctly that it was Susan's car. 20 Imagining / Thinking / Fearing / Assuming that I'd left the lights on, or parked in 21 someone's way, I wasn't 22 too / very concerned, but I didn't know why the manager looked so disturbed. He began to 23 explain what happened and it took me some time to understand 24 his confused explanation.

25 It appears that the elephants are trained to sit on red boxes. One of the elephants 26 had escaped and when he saw the 27 little red car he promptly sat on 28 it! As you can imagine the car looked a mess. One side was squashed 29 badly / flat but it was still possible to drive. The manager assured 30 me that the circus would pay for the 31 damage. He couldn't have been more apologetic.

The children were very 32 amused and giggled about the incident all the way home. 33 Just / But before we got there, we 34 passed the scene of a serious accident. About a mile 35 further on a policeman stopped us and asked if we'd 36 been involved in the accident. I wish I had a 37 picture of his face when I told him what had happened 38 to the car.

I think he wanted to arrest me for drunken driving! Fortunately the 39 children were there to back me up.

40 How are you managing without me? Please don't 41 forget to water my plants. I'm planning to leave here 42 at the end of the month.

My love to you all.

Mom.



**Exercise 4 Multiple Choice Cloze**

Here words are provided and you have to choose and write in each blank the word you think belongs there.

Over population is one of the most serious problems facing the world today. The world's exploding population -----, even more growing pains ----- for already crowded areas. -----new United Nations study ----- that by the year----- five billion persons will -----added to the 6.5 \_\_\_\_\_ in the world today. ----- ---more troubling than the-----number of inhabitants are -----estimate of where they will be concentrated. (Advanced Reading Skills)

Over population is one of the most serious problems facing the world today. The world's exploding population experiences, signals, predicts, even more growing pains before, now, ahead for already crowded areas. The, Some, A new United Nations study signals, forecasts, tells that by the year 2000, 2001, 2015 five billion persons will have, be, not be added to the 6.5 billion, million, thousand in the world today. Even, Far, No more troubling than the big, small, increasing number of inhabitants is an, the, estimate of where they will be Concentrated. (Advanced Reading Skills)

Markstein & Hirasawa

The world's exploding population

**Exercise 5 Inflectional Cloze**

Here the inflectional endings of words are deleted. E.g. plural endings of nouns, past form of regular verbs, etc...This type of cloze is good for practicing grammar in a connected passage. e.g.

If there were a perfect robot, what would it be like? Imagine a \_\_\_\_\_ able to wax the \_\_\_\_\_, wash the \_\_\_\_\_, and iron the \_\_\_\_\_, not to mention the fact that it would be able to entertain, learn, and perform several other \_\_\_\_\_. What a timesaver a self-ambulatory robot would be. Who wouldn't want to sit back and relax while a robot did the house chores?

aANIf there were a perfect robot, what would it be like? Imagine a machine able to If

If there were a perfect robot, what would it be like? Imagine a machine able to wax the car, wash the dishes and iron the clothes, not to mention the fact that it would be able to entertain, learn, and perform several other jobs. What a timesaver a self-ambulatory robot would be. Who wouldn't want to sit back and relax while a robot did the house chores?

If I were to design my own robot it would need to do more than just the everyday house \_\_\_\_\_ like making the \_\_\_\_\_ and dusting the \_\_\_\_\_. First of all, it would need to be intellectual. It would need to be able to reason, understand, and carry out other \_\_\_\_\_ of mental activity, such as helping me complete difficult math \_\_\_\_\_ or proofreading my English \_\_\_\_\_ for grammatical or spelling \_\_\_\_\_. Intellect would be the key quality of my personalized robot.

**Exercise 6 Cloze with Phrases**

This type requires phrases instead of single words to fill in the blanks which occur at random. This is a more difficult exercise and is used in the development of creativity in language use.

In the following passage there are blanks which may be filled with a word or a phrase. Insert the word or phrase that makes sense according to the meaning of the passage.

Oliver is a film about an orphan 1 \_\_\_\_\_. The story 2 \_\_\_\_\_ Charles Dickens, the famous novelist. It 3 \_\_\_\_\_ in England during the 4 \_\_\_\_\_. Oliver, 5 \_\_\_\_\_ escapes from a workhouse and 6 \_\_\_\_\_ London. 7 \_\_\_\_\_ he meets the villain, Bill Sykes, and Nancy, his girlfriend, the pickpocket, artful Dodger, and Fagin, the old beggar. 8 \_\_\_\_\_, the beggar and the pickpocket teach him 9 \_\_\_\_\_ to survive, but then the police. 10 \_\_\_\_\_ The judge lets him 11 \_\_\_\_\_ with his uncle, Mr. Brown Low, a 12 \_\_\_\_\_ man. 13 \_\_\_\_\_ Bill Sykes is killed, and Oliver goes to 14 \_\_\_\_\_ happily 15 \_\_\_\_\_ uncle. It's such an 16 \_\_\_\_\_ and 17 \_\_\_\_\_ story about a boy's 18 \_\_\_\_\_ for 19 \_\_\_\_\_ that nobody should 20 \_\_\_\_\_.

**Exercise 7 Cloze without Blanks**

This is an advanced level exercise. Here a word is omitted from each line/sentence without a blank marked on the page. You are required to first mark the place where you think the word has been omitted with a stroke (/), and then write the word that has been omitted in the right hand margin. The first two have been done for you. There are ten insertions to be made.

A robot is a machine designed to do tasks usually / by people. ...*done*...

Robots already do / jobs. ...*many*...

|  |        |
|--|--------|
| They weld parts and spray paint in car | 1..... |
| factories. They do dangerous work      | 2..... |
| as handling explosives. Some even      | 3..... |
| in space and under the ocean.          | 4..... |
| hard working machines usually          |        |
| don't have human shapes. If I          |        |
| were to design my own robot,           |        |
| it would need to do than just          | 5..... |
| household chores. My robot will be     | 6..... |
| a masterpiece, to perform almost       |        |
| any task with agile precision. It will |        |
| be able to solve tough problems a      | 7..... |
| matter of seconds that would           |        |
| normally human beings hours to         | 8..... |
| complete. It will use intelligence and |        |
| agility to perform numerous tasks.     |        |
| My robot will be maid, my business     | 9..... |
| partner and my library rolled into     |        |
| unique machine. There is but           | 10.... |
| problem. How many decades until        |        |
| this ideal robot is actually built?    |        |

## Lesson-18

### **Reading: Skimming and Scanning**

In this lesson, we will be looking at a reading text which will talk about primary and secondary memory in a computer. We are following the same pattern as established earlier. You are required to listen carefully as I read the text and then together we will do the exercises that follow the reading passage(s).

#### **Primary and Secondary memory**

[1] The term 'memory' is usually used to refer to the **internal storage** locations of a computer. It is also called **real storage** or primary memory, and is expressed as quantities of K. For example, computers are advertised as having memories of 16K or 152K, depending on their storage capacity. Each K is equal to 1,024 **bytes**, and each byte is equal to 8 **bits**.

[2] Primary memory is closely associated with the CPU because it stores programs and data temporarily, thus making them immediately available for processing by the CPU. To facilitate processing, two things are needed: **random access** and speed. The former means that any part of the memory may be read, or **accessed**, equally quickly. This is made possible by the system of **addresses** in primary memory, where the storage locations are like a series of tiny compartments, each having its own address.

These addresses are like the addresses of houses, in that they do not change. Because they are always fixed, the control unit knows where to find them at a very high speed. When it finds them, it puts into the compartments whatever must go there and wipes out whatever was stored there. The information present in these compartments is called the **contents** of the memory.

[3] Most primary memory is costly, and therefore it is used transiently, which means that a program, or parts of it, is kept in internal storage while the program is being executed. This, however, is not true for mini and micro applications where the computer performs the same function, referred to as a **dedicated function**, all the time. But since computers must process vast quantities of data and programs, a lot of storage space is required. For this reason various secondary memory technologies have been developed.

[4] Secondary memory devices fall into two categories: **sequential devices** and **random-access** devices. Sequential devices permit information to be written onto or read off some storage medium in a fixed sequence only. In order to get at a particular data item, it is necessary to pass over all the data preceding it. An example of such a device is the **magnetic tape**. Its cost is low, but access to specified data may take a considerable length of time.

On the other hand, random-access devices are designed to permit direct, or almost direct, access to specified data. These devices bypass large quantities of irrelevant data and therefore reduce access time considerably. An example of this technology is the magnetic disk, which is faster than the magnetic tape and also more expensive. When disks are hooked up to the computer and used as an extension of internal storage in order to increase the capacity of primary memory, this

is called virtual storage. For example, a computer with 256K bytes of real storage may seem to have 512K bytes of virtual storage by using disks to provide additional storage.

**1. Main Idea:**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. **There are two types of memory: primary and secondary.**
2. Primary memory is more important than secondary memory.
3. Secondary memory devices are unimportant in a computer system.

**Answer**

**1. Main Idea of the Passages**

The text mentions that primary memory is very costly.

It doesn't state that it is more important than secondary memory; neither does it state that the later is unimportant in a computer system.

**2. Understanding the Passage**

Indicate whether the following ideas were stated or not stated (S/NS) in the text.

S    NS

1. The term 'memory' can be expressed in other ways. **S**
2. Computers are often advertised according to their memory capacity. **S**
3. The CPU can easily access information from internal storage. **S**
4. Minicomputers and microcomputers have a similar memory capacity. **NS**
5. The control unit needs to know the location where information is stored or needs to be stored. **NS**
6. Primary memory is more expensive than secondary memory. **S**
7. There are two types of secondary memory device. **S**
8. Information stored on magnetic disk can be retrieved faster than if that same information was on tape. **S**
9. Disks and tapes can be stored in a library. **NS**
10. Computers can process information even if complete programs are not put in internal storage. **NS**

**2. Locating Information**

Find the passages in the text where the following ideas are expressed. Give the paragraph reference.

- ..... 1 Speed and random access are important in processing information.
- ..... 2 Random-access devices are more efficient than sequential devices.
- ..... 3 The CPU and primary memory work closely together.
- ..... 4 Virtual storage increases the memory capacity of a computer.
- ..... 5 Real storage, internal storage, and primary memory are all the same
- ..... 6 Information is stored in memory in compartments with a specific location.
- ..... 7 There are two classes of secondary memory device.
- .....8 Only parts of programs are kept in primary storage while a program is being run through.

**Answer:**

**3. Locating Information**

Find the passages in the text where the following ideas are expressed. Give the paragraph reference.

- Para 2.....1 Speed and random access are important in processing information.
- Para 4.....2 Random-access devices are more efficient than sequential devices.
- Para 2.....3 The CPU and primary memory work closely together.
- Para 4.....4 Virtual storage increases the memory capacity of a computer.
- Para 1.....5 Real storage, internal storage, and primary memory are all the same
- Para 2.....6 Information is stored in memory in compartments with a specific location.
- Para 4.....7 There are two classes of secondary memory device.
- Para 3.....8 Only parts of programs are kept in primary storage while a program is being run through.

**4. Contextual Reference**

Look back at the text and find out what the words in **bold** typeface refer to.

- 1. **It** is also called .....
- 2. Depending on **their** ..... storage capacity
- 3. Thus making them .....
- 4. **The former** means that .....
- 5. **Where** the storage ..... locations
- 6. **Each** having its own ..... address
- 7. In that **they** do not ..... change
- 8. Where to find **them** .....
- 9. Whatever must go **there** .....
- 10. Or parts of **it** .....

**Answer:**

**Contextual Reference**

Look back at the text and find out what the words in **bold** typeface refer to.

- 1. **It** is also called (p.1)... memory

- .....
- |  |                                 |
|--|---------------------------------|
| 2. depending on <b>their</b><br>storage capacity | (p.1)... Memories of computers  |
| 3. Thus making <b>them</b>                       | (p.2)... Memories of computers  |
| 4. <b>The former</b> means that                  | (p.2)... Random access          |
| 5. <b>Where</b> the storage<br>locations         | (p.2)... Primary memory         |
| 6. <b>Each</b> having its own<br>address         | (p.2)... Compartment.....       |
| 7. In that <b>they</b> do not<br>change          | (p.2)... Address of houses..... |
| 8. Where to find <b>them</b>                     | (p.2)... Addresses.....         |
| 9. Whatever must go <b>there</b>                 | (p.2)..... Compartments....     |
| 10. Or parts of <b>it</b>                        | (p.3)..... Program....          |

**5. Understanding Words**

Refer back to the text and find synonyms for the following words.

1. Represented .....
2. Erases .....
3. Carried out .....
4. Before .....
5. Very much .....

**Answer:**

Refer back to the text and find synonyms for the following words:

1. Represented (p.1)... Expressed
2. Erases (p.2)... Wipes out
3. Carried out (p.3)... Executed
4. Before (p.4)... Preceding
5. Very much (p.4)... Considerably

**Now refer back to the text and find antonyms for the following words.**

6. Latter .....
7. Disallow .....
8. Unnecessary .....
9. Go through .....
10. Imaginary .....

**Answer:**

- |                |              |
|----------------|--------------|
| 6. Latter      | ... former   |
| 7. Disallow    | ... permit   |
| 8. Unnecessary | ... required |
| 9. Go through  | ... bypass   |
| 10. Imaginary  | ... real     |

**6. Word forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

**1. Expression, expressive, express, expressed**

- Information sent via computer is faster than using the... ..system of airlines or postal services.
- An.....such as 'He or she has a computer of a brain' means that he or she is a fast-thinking person.
- Computers understand commands .....in the form of 0 and 1.

**2. Equality, equal, equally, equalize**

- The symbol # means that two things are not.....
- A microcomputer doesn't.....a minicomputer in flexibility.
- The two computer languages Pascal and PL1 are.....difficult.

**3. Consideration, consider, considerable, considerably**

- There is a.....difference between written and spoken English.
- It is important to.....the capabilities and limitations of a computer before buying one.
- New printers can print results.....faster than previously.

**4. Design, designed, designation, designer, designing**

- Due to the advances in computer technology, computer.....is faced with a more challenging job.
- Computers are.....to process information accurately and quickly.
- Computer architects are constantly trying to improve on the.....of computers.

**5. Advertisement, advertise, advertised**

- There are many computer-related jobs.....in The New York Times.
- The Computers Center will soon.....for more operators and programmers.
- Career opportunities in computer science and related fields can usually be found in the.....section of newspapers.

**6. Word forms (Answers)**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

**1. Expression, expressive, express, expressed**

- Information sent via a computer is faster than using the... **express**.....system of airlines or postal services.
- An **expression**.....such as 'He or she has a computer of a brain' means that he or she is a fast-thinking person.

c. Computers understand commands... **expressed**.....in the form of 0 and 1.

**2. Equality, equal, equally, equalize**

- a. The symbol # means that two things are not.....**equal**.....
- b. A microcomputer doesn't.....**equal**.....a minicomputer in flexibility.
- c. The two computer languages Pascal and PL1 are...**equally**.....difficult.

**3. Consideration, consider, considerable, considerably**

- a. There is a...**considerable**.....difference between written and spoken English.
- b. It is important to...**consider**.....the capabilities and limitations of a computer before buying one.
- c. New printers can print results...**considerably**.....faster than previously.

**4. Design, designed, designation, designer, designing**

- a. Due to the advances in computer technology, computer...**designers**.....are faced with a more challenging job.
- b. Computers are...**designed**.....to process information accurately and quickly.
- c. Computer architects are constantly trying to improve on the...**design**.....of computers.

**5. Advertisement, advertise, advertised**

- a. There are many computer-related jobs...**advertised**.....in The New York Times.
- b. The Computers Center will soon... **advertise** .....for more operators and programmers.
- c. Career opportunities in computer science and related fields can usually be found in the...**advertisement**.....section of newspapers.

**7. Content Review**

Match the words in column A with the words or statements in column B.

| Answers  | Column A            | Column B   |
|----------|---------------------|--|
| <b>d</b> | 1. Internal storage | <b>a.</b> means any part of memory can be read equally quickly                       |
| <b>f</b> | 2. Real storage     | <b>b.</b> the information contained in the storage locations                         |
| <b>a</b> | 3. Random access    | <b>c.</b> are storage locations in internal storage                                  |
| <b>c</b> | 4. addresses        | <b>d.</b> refers to memory contained in the storage locations                        |
| <b>b</b> | 5. Contents         | <b>e.</b> hooking up secondary memory devices onto memory to increase their capacity |



|   |                     |  |
|---|---------------------|--|
| g | 6.Sequential access | f. sometimes called primary memory   |
| e | 7. Virtual storage  | g. information must be read from secondary memory devices in a fixed pattern |

**8. Focus Review**

We learnt in earlier lesson how to use examples to explain a point or to illustrate an idea in a given text. It is important to learn to differentiate between the idea and the illustration of the idea with examples. Writers often say explicitly which things are examples by using connectives like *for example, such as, etc...*

**9. Adding Information**

There are many reasons why people read, but in an academic setting, reading is primarily done to get information on a particular subject. It is important for the reader to understand the relationship between the information given and the information which preceded it. Often information is presented in such a way as to suggest a REINFORCEMENT of what has been said, or to show a SIMILARITY to what has been said before.

When writers give explanations about something, they usually offer examples to support their argument in favor of a particular viewpoint. They may choose to present the information DEDUCTIVELY, in which case a generalization is given first and then examples are given in support of the general statement or principle. Others prefer to provide examples first, and then make the generalization. This form of presentation is called INDUCTIVE reinforcement.

**Reinforcement**

1. **In addition** to their speed, computers are accurate and can do repetitive operations over and over without becoming tired or bored.
2. Microcomputers are cheaper than mainframes, **as well as** compact and portable.

**Similarity**

3. Microcomputers can have a storage capacity of up to 32K, **like** minicomputers.
4. Many minicomputers, **much the same way** as is the case in automobile emission control, are used merely for a fixed application and run only a single program.

**Lesson -19****Reading: Scanning and Language Functions**

In today's lesson, you are going to read about types of memory to be found in a computer. We will follow the usual pattern of reading followed by comprehension exercises, scanning for information, vocabulary and content review exercises. This will be followed by exercises on how language functions operate in English.

**Types of memory**

[1] As mentioned previously, one of the most important characteristics of a computer is its capability of storing information in its memory long enough to process it. Not all computers have the same type of memory. In this section, three types of memory will be discussed: core memory, semiconductor memory (or chip), and bubble memory.

[2] The memory of the first computers was made up of a kind of grid of fine vertical and horizontal wires. At each intersection where the wires crossed, there was a small ferrite ring called a core (hence the name 'core memory') which was capable of being either magnetized or demagnetized. Every intersection had its unique address; consequently, when an electrical current was passed through the wires, the magnetized as well as the unmagnetized cores were identified by their respective addresses.

(2a) Each core represented a binary digit of either 0 or 1, depending on its state. Early computers had a capacity of around 80,000 bits; whereas now, it is not surprising to hear about computers with a memory capacity of millions of bits. This has been made possible by the advent of transistors and by the advances in the manufacture of miniaturized circuitry. As a result, mainframes have been reduced in both size and cost. Throughout the 1950s, 1960s and up to the mid-1970s, core memory dominated the market.

[3] In the 1970s, there was a further development which revolutionized the computer field. This was the ability to etch thousands of integrated circuits onto a tiny piece (chip) of silicon, which is a non-metallic element with semiconductor characteristics. Chips have thousands of identical circuits, each one capable of storing one bit because of the very small size of the chip, and consequently of the circuits etched on it, faster.

[3a] Moreover, the size of the components containing the circuitry can be considerably reduced, a step which has led to the introduction of both minis and micros. As a result, computers have become smaller, faster, and cheaper. There is one problem with semiconductor memory, however: when power is removed, information in the memory is lost-unlike core memory, which is capable of retaining information during a power failure.

4] Another development in the field of computer memories is bubble memory. The concept consists of creating a thin film of metallic alloys over the memory board. When this film is magnetized, it produces magnetic bubbles, the presence or absence of which represents one bit of information. These bubbles are extremely tiny, about 0.1 micrometers in diameter.

[4a] Therefore, a magnetic bubble memory can store information at a greater density than existing memories, which makes it suitable for micros. Bubble memories are not expensive; consume little power, small in size, and highly reliable. There is probably a lot more to learn about them, and research in this field continues.

**1. Main Idea**

Which statement does not express the main idea of the text?

1. Core memory was the first type of computer memory developed.
2. There are at least three different kinds of memory used in computers.
3. Bubble memory is the latest development in computer memory.

**2. Understanding the Passage**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1. The most important function of a computer is to hold information in its memory in order to process it. T
2. Minicomputers, microcomputers, and mainframes all have the same kind of memory. T
3. Semiconductor memory was developed before core memory and after bubble memory. F
4. Core memory uses small metal rings which can be magnetized or unmagnetized. T
5. The state of the core can be represented by either 0 or 1. T
6. Early computer memories had less storage capacity than newer ones. T
7. A transistor and a chip are the same kind of device. T
8. The development of chips makes it possible for minicomputers and microcomputers to be invented. T
9. Bubble memory is smaller than a chip. T
10. Bubble memory doesn't have very many advantages. F

**3. Locating Information**

Find the passages in the text where the following ideas are expressed. Give the line references.

- .....p1.....1. First there is core memory.
- .....p3.....2. Further to this development, chips evolved.
- .....p1..... 3. There are three types of memory board.

- .....p3.....4. This consists of producing a thin film over a memory board.  
 .....p4.....5. Then semiconductor memory was developed.  
 .....p4.....6 There is still a lot to learn about this process.  
 .....p2.....7. This is made up of thin wires and rings.  
 .....p4.....8. Finally, bubble memory was invented.

**4. Contextual Reference**

Look back at the text and find out what the words in **bold** typeface refer to.

1. Long enough to process **it** (1.3).....
2. **Where** the wires crossed (1.7).....
3. Which was capable of being (1.9).....
4. By **their** receptive addresses (1.12).....
5. **This** has been made possible (1.6).....
6. **Which** revolutionized the computer field (1.21).....
7. **Each one** capable of storing one bit (1.25).....
8. Of the circuits etched on **it** (1.26).....
9. **It** produces magnetic bubbles (1.37).....
10. **Of which** represents one bit (1.38).....

**5. Understanding Words**

Refer back to the text and find synonyms for the following words.

1. Said (1.1).....mentioned...
2. Own (1.2).....respective...
3. Progress (1.17).....advances....
4. Keeping (1.33).....retaining....
5. Appropriate (1.42).....suitable....

Now refer back to the text and find antonyms for the following words.

6. Neither ... nor (1.1).....either or.....
7. Bypassed (1.2).....passed through.....
8. Increased (1.17).....reduced....
9. Not producing (1.33).....creating....
10. Don't use up (1.42).....consume...

**6. Words Forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

**1. Alteration, alter, altered**

- a. When a program doesn't work properly, it is often necessary to make...alteration....to it.
- b. The omission of data from a program can.....alter.....its results drastically.
- c. The use of the computer in business has.....altered.....the workload of many people.

**2. Electricity, electric, electrical, electrically**

- a. A lot of.....electricity.....is needed to operate large computer systems.
- b. Alexander Graham Bell invented the.....electric.....light bulb.
- c. Many students today are studying to become...electrical.....engineers.

**3. Reduction, reduce, reduced**

- a. The introduction of the computer in the workplace has...reduced.....the workload of many people.
- b. There will probably be a great.....reduction.....in the consumption of oil in the next decade due to the use of computer technology.

**4. Creation, create, created, creative**

- a. A programmer usually has a...creative.....as well as a logical mind.
- b. It takes a lot of inspiration and hard work to come up with a new.....creation.....in computer technology.
- c. Computers have certainly .....created.....few opportunities for fraud.

**7. Content Review**

Use the information in the text on ‘Types of Memory’ to complete the table.

| Type | Developed | Size  | Composition                                 | Memory Capacity |
|------|-----------|-------|---|-----------------|
| 1.   |           | Large |   | 80,000 bits     |
| 2.   |           |       | Integrated circuits on non-metallic element |                 |
| 3.   |           |       |   |                 |

**8. Focus Review**

**Focus G Time sequence**

Complete the following table by referring back to the text on ‘Types of Memory’.

| Para | Time Sequence Marker | Information   |
|------|----------------------|---|
| [2]  | The computer         | had memories up of a kind of grid of fine vertical and horizontal wires |
| [2]  | computers            | had a capacity of around 80,000 bits                                    |

|     |         |   |
|-----|---------|---|
| [2] | whereas | it is not surprising to hear about computers with a memory capacity of millions of bits |
| [2] |         | core memory dominated the market  |
| [3] |         | there was further development which revolutionized computer field                       |

**Focus I Adding information**

Complete the following sentences by referring back to the text on ‘Types of Memory’.

1. In the 1970s there was a .....further..... development which revolutionized the computer field. (Para. 3)
2. ....moreover....., the size of the components containing the circuitry can be considerably reduced... (Para. 3)
3. ....another.....development in the field of computer memories is bubble memory. (Para. 4)

**Focus J Giving an explanation or a definition**

In texts similar to those in this book, authors often give *definitions* to new or unfamiliar terms, or vocabulary items and concepts, or ideas specific to the subject being discussed. Not only are definitions given, but explanations are often supplied, either implicitly or explicitly, to avoid confusion in the mind of the reader.

1. Some expressions or markers used to define or explain a statement explicitly are:

|                           |                   |
|---------------------------|-------------------|
| 'Means' by                | We mean*          |
| 'Is taken to be' by       | Is meant*         |
| 'Denotes'                 | In other words    |
| 'Refers' to is defined as | That is (to say)* |

\* occurs in initial position

**Examples:**

- The term computer refers to the processor plus the internal memory.
- A chip is defined as a tiny square piece of silicon upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic, or metal.
- By peripherals we mean those devices which are attached to the computer.

2. There are other methods used to define or explain, depending on the style used. One very common method is to give the term being defined and say what it is without repeating the term, i.e. X is/are Y.

**Examples:**

- A computer **is an electronic device.**
- Tapes and disks **are memory devices.**
- Printers **are output devices.**

3. Another very common method is to use the same pattern as in 2 above and also give some distinguishing characteristics.

**Examples:**

- A computer is an electronic device **which/that processes information.**
- Tapes and disks are memory devices **which/that can be stored away for future use.**
- A programmer is a person **who prepares programs to solve problems.**

N.B. The relative pronouns used in this type of definition will be **who** or **that** for people, **when** for a period of time, **where** for place or location, and **that** or **which** for things.

4. One of the most frequent forms of definition or explanation is to use two nouns (or noun phrases) in apposition, separated by commas.

**Examples:**

- Computers, electronic devices for processing information, are now used in practically every aspect of life.
- Systems software, programs, directs the computer to perform tasks.

- Turnkey systems, complete hardware/software products, may be provided along with the hardware by a systems supplier.

**Exercise 1**

Study the following definitions. A definition usually includes all three parts: the term to be defined, the group it belongs to, and the characteristics which distinguish it from other members of the group.

| TERM    | GROUP                    | CHARACTERISTICS   |
|---------|--------------------------|---|
| A core  | is a ferrite ring        | which is capable of being either magnetized or demagnetized |
| Silicon | is a nonmetallic element | with semiconductor characteristics                          |

Now analyze the following definitions and identify the different parts by highlighting the term; by underlining the group once, and by underlining the characteristics twice.

1. A **computer** is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores.
2. An **abacus** is a bead frame in which the beads are moved from left to right.
3. **Input** is the information presented to the computer.
4. The term **computer** includes those parts of hardware in which calculations and other data manipulations are performed, and high-speed internal memory in which data and calculations are stored during actual executions of programs.
5. A **system** is a good mixture of integrated parts working together to form a useful whole.
6. Large computer systems, or **mainframes**, as they are referred to in the field of computer science, are those computer systems found in computer installations processing immense amounts of data.
7. Although there is no exact definition for a **minicomputer**, it is generally understood to refer to a computer whose mainframe is physically small, has a fixed word length between 8 and 32 bits, and costs less than \$100,00 for the central processor.

In today's lesson, we read about types of memory to be found in a computer. We did comprehension exercises, scanning for information vocabulary exercise and content review exercises and we finally looked at how language functions operate in English. With this we come to the end of the lesson.



**Lesson -20****Reading: Classifying, Cause and Effect Relationship**

In today's lesson, you are going to read about Steps in Problem Solving. We will follow the usual pattern of reading followed by comprehension exercises, scanning for information, vocabulary and content review exercises. This will be followed by exploring the 'Cause Effect Relationship' between texts and working with language for 'Classifying' in English.

**Steps in Problem Solving:**

Can a computer solve problems?

It is a machine that carries out the procedures which the programmer gives it. It is the programmer then who solves the problems. There are a few steps that one has to follow in problem solving:

**Step 1:** The programmer must define the problem clearly. This means that he or she has to determine, in a general way, how to solve the problem. Some problems are easy, while others take months of study. The programmer should always start by asking: 'Do I understand the problem'.

**Step 2:** The programmer must formulate an algorithm, which is a straightforward sequence of steps of instructions used to solve the problem. Constructing an algorithm is the most important part of problem solving and is usually time-consuming. An algorithm can be described by a flowchart, which may be stated in terms of a sequence of precise sentences, or a block diagram. The latter is a diagrammatic representation of the sequence of events to be followed in solving the problem. The relationship between the events is shown by means of a connecting arrow. A block diagram can show if a process has to be repeated or if there are alternative routes to be taken.

**Step 3:** The programmer must translate the algorithm or flowchart into a computer program. To do so, he or she writes detailed instructions for the computer, using one of the many computer languages available and following the exact sequence of the flowchart algorithm. The program is usually written on coding sheets which have a specific format drawn on them.

**Step 4:** The programmer must then keypunch the program, or give the coding sheets to the keypunch operator to do it. The program is either punched on cards or entered into the computer at a terminal with a visual display unit.

**Step 5:** The program must then be tested. To do so, the computer operator puts the deck of cards in the card reader and presses the 'read' button. This transfers the information to the memory of the computer. Next, a printout shows if the program works or if it has errors (called bugs). If the programmer is using a terminal instead of cards to enter the instructions it is possible, with the aid of a few commands, to store the program in the memory of the computer and get a printout.

**Step 6:** The last step is to add the data to the program and run the job completely. The computer will then perform the calculations necessary to solve the problem. It will follow the instructions

in the program to the minutest details. Therefore, one can say that the computer is a robot. It doesn't think, but simply does what it is told.

**Exercises**

**1. Main Idea**

Which statement best express the main idea of the text? Why did you eliminate the other choices?

1. Constructing an algorithm is the basic step in solving a problem.
2. Solving problems becomes easier if certain steps are followed.
3. The computer does what the programmer tells it to do.

**2. Understanding the Passage**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1. The computer is a great help to people because it solves their problems. F
2. All problems are equally difficult to solve. F
3. An algorithm is a sequences of instructions used to solve a problem. T
4. The most important part of problem-solving is defining the problem clearly. F
5. Block diagrams cannot show relationships. F
6. Coding sheets are used for writing programs. T
7. Punched cards are the only way of transferring the program to the computer memory. F
8. If the data is not added to the program, the computer cannot perform calculations. T
9. It is a good idea to test the program before adding the data. T
10. A computer is very intelligent. It is capable of thinking. F

**3. Locating Information**

Find the passages in the text where the following ideas are expressed. Give the paragraph references.

- ...P4..... 1. Programs are usually written on certain lined forms.
- ...P3..... 2. A block diagram can show decisions with two different outcomes.
- ...P1..... 3. The programmer is the one who solves the problems.
- ...P6..... 4. Even if the programmer is using a terminal instead of cards, it is possible to get permanent copy of his program.
- ...P2.....5. Not all problems are of the same level of difficulty.

**4. Contextual Reference**

Look back at the text and find out what the words in bold typeface refer to.

- |   |                                     |
|---|-------------------------------------|
| 1. <b>It</b> is a machine                             | (1.1)...computer.....               |
| 2. <b>Which</b> the programmer gives it               | (1.2)...procedure.....              |
| 3. <b>Who</b> solves the problems                     | (1.3)...programmer.....             |
| 4. <b>Which</b> may be stated                         | (1.14)...flow chart.....            |
| 5. The <b>latter</b> is a diagrammatic representation | (1.15)...blocked diagram.....       |
| 6. Operate to do <b>it</b>                            | (1.27)...key punch the program      |
| 7. <b>This</b> transfers the information readers      | (1.32)...reading cards through card |

- 8. Or if **it** has errors (1.33).....program....
- 9. **It** will follow the instructions (1.40).....computer.....
- 10. Does what **it** is told (1.42).....computer.....

**5. Understanding Words**

Refer back to the text and find synonyms for the following words.

- 1. Construct (1.10).....formulate.....
- 2. Takes a lot of time (1.13).....time consuming.....
- 3. Exact (1.15).....precise.....
- 4. Mistakes (1.34) .....bugs.....
- 5. Help (1.35).....aids.....

Now refer back to the text and find antonyms for the following words.

- 6. Ambiguously (1.5).....clearly.....
- 7. Specific (1.6).....general.....
- 8. Partially (1.39).....completely.....

**6. Word Forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

**1. Procedure, proceed, proceeding**

- a) The machine carries out the.....procedure..... which the programmer gives it.
- b) You should .....proceed..... with care when using a calculator.

**2. Program, programmer, programmed, programming**

- a) I would like to .....program.....in COBOL.
- b) There were quite a few errors in my.....program.....
- c) My calculator is .....programmed..... it plays a tune on the hour.
- d) Fortran is one of the many .....programming..... languages available on the market.
- e) Computer.....programming..... is a new field of study at the university.
- f) He is a good .....programmer..... because he always constructs algorithm for his problems.

**3. Relationships, Relate, Related**

- a. The first two steps in your program are not .....related..... they are basically different.
- b. In a flowchart the.....relationship.....between events is shown by means of connecting arrows.
- c. Assembler is one example of a machine.....

**4. Code, coding**

- a. Do you have any ...coding..... Sheet left.
- b. I have to .....code..... my program.

c. Assembler is one example of a machine.....code.....

**5. Printer, Printing, Print, Printed**

- a. ....print..... your name and address in block letters.
- b. ....printing..... was introduced by Gutenberg in Germany.
- c. The quality of the .....printed.....output from a daisy wheel printer is superior to that from a dot matrix.
- d. ....printers.....provided a hard copy of the results of data processing operations.

**7a. Content Review**

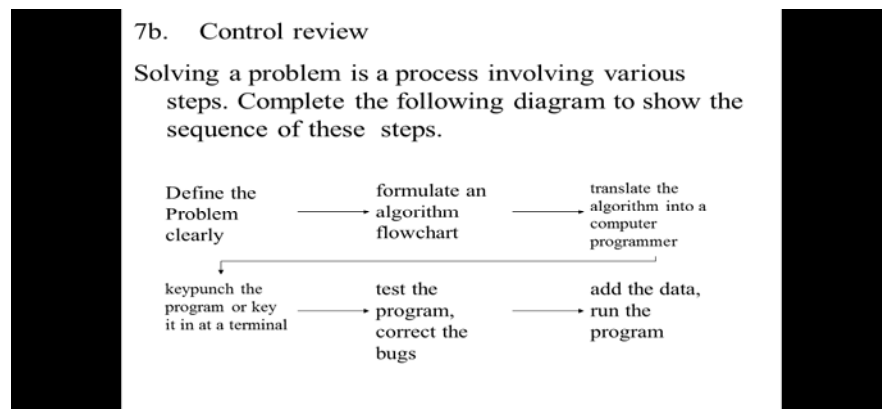
Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. Make sure you use the correct form, i.e. singular or plural.

|           |               |           |
|-----------|---------------|-----------|
| Algorithm | coding sheets | flowchart |
| Robot     | printout      | bugs      |

- 1. Special forms which are usually used for writing programs are called ...**coding sheets**.....
- 2. Another word for program errors is.....**bugs**.....
- 3. A number of steps used in solving a program is called a ...**algorithms**.....
- 4. A machine which is incapable of thinking but follows instructions is called a ...**robot**.....
- 5. A .....**flow chart**..... is either a group of exact sentences to solve a problem or a block diagram.

**7b. Control review**

Solving a problem is a process involving various steps. Complete the following diagram to show the sequence of these steps.



## 8. Focus Review

### **Focus On: Cause and effect/result**

The following sentences were taken from the text on ‘Steps in Problem Solving’. While reading these sentences underline the cause once, the effect/result twice, then circle the causal-effect/result marker.

1. **If** the programmer is using a terminal instead of cards to enter his instructions, he can, with the aid of a few commands, store the program in the memory of the computer and get a printout.
2. The computer will follow the instructions in the program to the minutest details. **Therefore**, one can say that the computer is a robot.

### **Classifying**

The term ‘classification’ means to separate objects from one another. The simplest classification divides things into those that show groups of characteristics that are shared and those that are not. For example, one would not place fish and birds together in the same class with trees. Classification usually goes from general to specific and is essential in attempting to make sense out of things around us.

Classification, then, is a process of bringing order out of confusion by breaking down the general topic into its related parts in a logical way. Outlining is very closely related to classification, because it organizes information in a logical fashion, going from general to specific, or from least important to most important, or from specific to general.

### **1. From General to Specific**

There are several ways to expressing each of these relationships. By focusing on the large or high-level category and talking about its parts, that is, from general to specific, the following expressions can be used:

|                     |                |
|---------------------|----------------|
| is                  | is made up of  |
| can be divided into | is composed of |
| is of               | comprises      |
| has<br>includes     | consists of    |

A general to specific classification will usually have singular main verbs, unless two or more things are being analyzed simultaneously.

#### **Examples:**

1. The CPU is divided into three parts: the control unit the arithmetic-logical unit, and memory.
  1. The CPU has three parts: the control unit, the arithmetic-logical unit, and memory.
  2. The CPU includes three parts: the control unit, the arithmetic-logical unit, and memory.

3. The CPU is made up of three parts: the control unit, the arithmetic-logical unit, and memory.
4. The CPU is composed of three parts: the control unit, the arithmetic-logical unit, and memory.
5. The CPU consists of three parts: the control unit, the arithmetic-logical unit, and memory.

**2. From Specific to General:**

A specific to general classification, what the smaller (or lower-level) components make when they are put together, usually has the following expressions:

|            |            |
|------------|------------|
| are.... of | constitute |
| make up    | may be     |
| form       | can be     |

A specific to general classification will have plural verbs, because two or more lower-level categories are the focus of classification.

**Examples:**

1. The control unit, the arithmetic-logical unit, and memory are the three parts of the CPU.
2. The control unit, the arithmetic-logical unit, and memory are the three parts that make up the CPU.
3. The control unit, the arithmetic-logical unit, and memory are the three parts that form the CPU.
4. The control unit, the arithmetic -logical unit and memory are the three parts that constitute the CPU.
5. The control unit, the arithmetic-logical unit, and memory together are classified as the CPU.

N.B. The active/passive pairs such as made up and make up are not interchangeable.

**Example:**

The CPU is made up of the control unit, the arithmetic-logical unit and memory (from general to specific).

Not: ‘The CPU makes up the control unit, the arithmetic-logical unit, and memory.’

Not: ‘The control unit, the arithmetic-logical unit, and memory are made up of the CPU.’

Finally, understanding classification is important for understanding and recognizing definitions.

**Exercise 1**

A computer has four basic components: input, processor, memory, and output. The CPU consists of two parts: the .....control unit..... which directs and controls the signals and commands inside the processor, and the .....arithmetic-logical..... unit which does the arithmetic operations and the decision-making operations. While the ...control unit.....is made up of a .....register....., a .....decoder....., a.....counter..... and a.....clock....., the ...ALU..... is composed of .....registers....., a.....binary adders..... and ...circuitry.....,which compares information and makes decision based on the results of the comparisons.

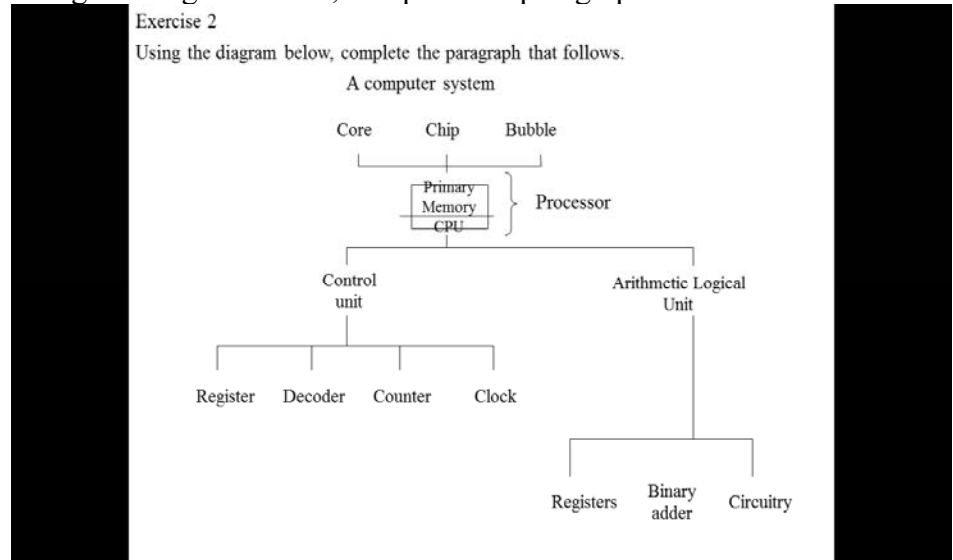
In a computer, internal memory or .....primary memory..... refers to the storage location inside the computer, whereas.....secondary memory..... refers to the

storage embodied in the peripherals.....core..... can be divided into three types:.....chip....., ..... and .....bubble..... on the other hand may be grouped as .....secondary memory..... (.....) or .....sequential..... (.....).

The .....tape ..... devices can be either a .....random access....., a .....disk....., a.....input..... or a ...card reader.....These devices enter the information into the computer. After the processor has operated on it, the ...tape drive..... devices display the results of the computations on either a .....disk drive..... or a .....terminal..... or store them on tape or disk for future use. These devices enter the information into the computer. After the processor has operated on it, the .....output..... devices display the results of the computations on either a .....printer..... or a ...terminal..... or store them on tape or disk for future use.

**Exercise 2**

Using the diagram below, complete the paragraph that follows.



computer system

CPU

A

A computer has four basic Components: input, processor, memory, and output. The CPU consists of two parts: the \_\_\_\_\_ which directs and controls the signals and commands inside the processor, and the \_\_\_\_\_ unit which does the arithmetic operations and the decision making operations. While the \_\_\_\_\_ is made up of a \_\_\_\_\_ a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_, the \_\_\_\_\_ is composed of \_\_\_\_\_, a \_\_\_\_\_ and \_\_\_\_\_, which compares information and makes decisions based on the results of the comparisons.

In a Computer internal memory or \_\_\_\_\_ refers to the storage locations inside the computer, whereas \_\_\_\_\_ refers to the storage embodied in the peripherals \_\_\_\_\_ can be divided into three types: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ . \_\_\_\_\_ on the other hand may be grouped as \_\_\_\_\_ ( \_\_\_\_\_ ) or \_\_\_\_\_ ( \_\_\_\_\_ ) .

The \_\_\_\_\_ devices can be either a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_ or a \_\_\_\_\_ .

These Devices enter in information into the computer. After the processor has operated on it, the \_\_\_\_\_ devices display the results of the computations on either a \_\_\_\_\_ or a \_\_\_\_\_, or store them on tape or disk for future use.

**Answer:**

A computer has four basic components: input, processor, memory, and output. The CPU consists of two parts: the Control unit which directs and controls the signals and commands inside the processor, and the arithmetic- logical which does the arithmetic operations and the decision making operations. While the Control unit is made up of a register, a decoder, a counter, and a clock, the ALU is composed of registers, a binary adder and Circuitry, which compares information and makes decisions based on the results of the comparisons.

In a computer, internal memory or primary memory refers to the storage locations inside the computer, whereas secondary memory refers to the storage embodied in the peripherals. Primary memory can be divided into three types: core, chip and bubble.

Secondary memory, on the other hand, may be grouped as sequential ( tape ) or random access ( disk ).

The input devices can either be a card reader, a tape drive, a disk drive or a terminal.

These devices enter information into the computer. After the processor has operated on it, the output devices display the results of the computations on either a printer or a terminal, or store them on tape or disk for future use.

In today's lesson you read about steps involved in 'Problem Solving'. We followed the usual pattern of reading followed by comprehension exercises, scanning for information, vocabulary and content review exercises. This was followed by exploring the 'Cause Effect Relationship' between texts and working with language for 'Classifying' in English.



## Lesson -21

### **Reading: Presenting Information Graphically**

In this lesson, we will read about presenting information graphically through a flowchart. We will do exercises based on flow charts and read about constructing flow charts.

**Flowcharting:** So far, we have dealt mainly with computers, but now it is imperative that we find out how a program is written. In all activities involving computers, it is necessary that the programmer is aware of what the machine is doing and what a program is supposed to do. As previously mentioned flowcharting, one of the steps in programming, indicates the logical path the computer will follow in executing a program; it is a drawing very much like a road map. Flowcharting is not restricted to the preparation of programs in a particular language and should be done for each major problem before the writing of the program is attempted.

If the finished program does not run as it should, the errors are more easily detected on the flowchart than in the maze of words, characters, and numbers that make up the computer program. In order to develop a flowchart successfully, a programmer should be aware of the sequence of steps needed to obtain a correct solution to a problem.

There are two ways of making a flowchart: the freehand version and the neater, more readable version. In the former version, the graphic outlines are simply jotted down as the steps of the program are worked out. This is quite satisfactory if the flowchart is not intended to be kept as a permanent record. However, if a permanent, neater and more readable flowchart is needed, the latter method whereby a template, a sheet of plastic with all the flowcharting symbols cut into it, is used.

The following symbols should be used for the purpose of uniformity. The first and last symbol is . This is terminal symbol which indicates the beginning or the end of a program.

The word 'START' must be inserted inside the figure if it is the beginning of the program and 'STOP' if it is the end of the program.

The figure in the form of a parallelogram is used as an input/output symbol. It indicates that something is either brought to or taken from the program. The rectangular symbol stands for processing and indicates a place in the program where action is taken. In a program, to indicate that a decision has to be made, the diamond shaped symbol is used. The decision is usually in the form of a question that must be answered by either 'yes' or 'no'. Finally, the arrows are used to show that the flow or direction in which the different actions in the program are performed.

It should be noted that flowchart is not a program, but only a step in the preparation of a program, and is used in determining how to step up and write the program. However, if the problem is not understood, neither the flowchart nor the program can be done correctly. It is possible for two programmers working separately to write programs to solve the same problem and come up with flowcharts and programs that may be altogether different.

After a program has been worked out, it is usually written down and kept with a copy of the flowchart along with detailed instructions for the use and interpretation of the program. This

procedure is part of what is referred to as program documentation. If documentation isn't available, it is always possible to work backwards and make a flowchart from an application program. It may be necessary to create a new flowchart, when the original one is missing, to understand the program for which it was a preparatory step. Flowcharting is one of the first things a student programmer is taught, because a flowchart shows how a person thinks about a problem. In other words, it is through this that a new programmer reveals his or her logical and analytical ability, which is a must in programming.

## Exercises

### 1. Main Idea

Which statement expresses the main idea of the text? Why did you eliminate the other choices?

1. Every programmer must know how to flowchart.
2. Program documentation specifies what the program is supposed to do.
3. Flowcharting is a basic step in programming.

### 2. Understanding the Passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1. A good flowchart takes into account the steps which are necessary to solve the problem.
2. It is not possible to draw a flowchart without using a template.
3. There is only one possible flowchart for every problem.
4. Every programmer must learn flowcharting and realize its importance.
5. The method of flowcharting depends on the programming language being used.
6. Flowcharts show the logic one has to follow to solve problem.
7. Documenting a program is essential in explaining what the program is supposed to do.
8. If the flowchart is correct, the program will certainly work.
9. Each symbol in flowcharting has a specific meaning.
10. Flowchart can show processes, but not decision.

### Answer:

1. A good flowchart takes into account the steps which are necessary to solve the problem. **T**
2. It is not possible to draw a flowchart without using a template. **F**
3. There is only one possible flowchart for every problem. **F**
4. Every programmer must learn flowcharting and realize its importance. **T**
5. The method of flowcharting depends on the programming language being used. **F**
6. Flowcharts show the logic one has to follow to solve problem. **T**
7. Documenting a program is essential in explaining what the program is supposed to do. **T**
8. If the flowchart is correct, the program will certainly work. **F**
9. Each symbol in flowcharting has a specific meaning. **T**

10. Flowchart can show processes, but not decision. **F**

**3. Locating Information**

- ..... 1.A programmer must document his program in order that others may be able to understand it.
- ..... 2. Flowcharting resembles a map.
- ..... 3. Flowcharting shows the logical ability of a programmer.
- ..... 4. There is more than one way of flowcharting.
- ..... 5. A certain symbol is used to indicate if a question is to be answered ‘yes’ or ‘no’.

**Answers:**

- ...P5... 1.A programmer must document his program in order that others may be able to understand it.
- ...P1... 2. Flowcharting resembles a map.
- ...P6... 3. Flowcharting shows the logical ability of a programmer.
- ...P2... 4. There is more than one way of flowcharting.
- ...P3... 5. A certain symbol is used to indicate if a question is to be answered ‘yes’ or ‘no’.

**4. Contextual Reference**

Look back at the text and find out what the words in bold typeface refer to.

- 1. Does not run as it should (1.10).....
- 2. In the former version (1.16).....
- 3. This is quite satisfactory (1.18).....
- 4. The latter method (1.20).....
- 5. Flowcharting symbols cut into it (1.21).....
- 6. Which indicates the beginning (1.23).....
- 7. It indicates that something (1.27).....
- 8. That may be altogether (1.40).....different
- 9. The original one is missing (1.48).....
- 10. Which is a must in programming (1.53).....

**Answer:**

- 1. Does not run as it should (1.10).....program....
- 2. In the former version (1.16).....freehand version....
- 3. This is quite satisfactory (1.18)..... graphic jotting down outlines .....
- 4. The latter method (1.20).....neater readable version...
- 5. Flowcharting symbols cut into it (1.21).....sheet of plastic used....
- 6. Which indicates the beginning (1.23).....symbol...
- 7. It indicates that something (1.27).....figure....
- 8. That may be altogether (1.40).....flow chart and program...
- 9. The original one is missing (1.48).....flowchart...
- 10. Which is a must in programming (1.53)..... logical analytical ability ...

**5. Understanding Words**

Refer back to the text and find synonyms for the following words.

- 1. Route (1.6) .....
- 2. Try (1.9).....
- 3. Answer (1.14).....
- 4. Put in (1.25).....
- 5. Show (1.52).....

Now refer back to the text and find antonyms for the following words.

- 6. Unlimited (1.7) .....
- 7. Undiscovered (1.11).....
- 8. Temporary (1.19).....
- 9. Inaccessible (1.45).....
- 10. Illogical (1.53).....

**6. Word forms**

First choose the appropriate form of the words to complete the sentence. Then check the differences of meaning in your dictionary.

**1. Involvement, involve, involved, involving**

- a. In most operations .....calculations, computers can do the job much faster than man.
- b. Flowcharting ..... a logical analysis of a problem and a diagrammatic representation of the sequence of events to be followed in solving the problem.
- c. The ..... of the new programmer in the user’s group was appreciated by his manager.

**2. Correction, correct, corrected, corrective, correcting**

- a. It is always a good approach to .....the errors in your program before running it with the data.
- b. In order to develop a good flowchart, a programmer should be aware of the sequence of steps needed to obtain a ..... solution to a problem.
- c. He submitted the .....version of the program to be keypunched.

**3. Process, processed, processing**

- a. The Central ..... Unit is responsible for executing the programs.
- b. A block diagram can show if a ..... Has to be repeated or if there are alternative routes to be taken.
- c. The applications of all the new students were ..... by the computer.

**4. Performance, perform, performed, performing, performer**

- a..... is a verb used quite often in COBOL programming.
- b. Data processing refers to the operations which are ..... on the data either to derive information from them or to order them in files.
- c. The ..... of the computer salesman was measured by the number of units he sold.

**5. Documentation, document, documented, documenting**

- a..... a program is essential so that other programmers can understand it.
- b. It took the programmer one week to complete the ..... of the programs in the new system.
- c. The payroll package we purchased is very well.....

**7a. Content Review**

Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. Make sure you use the correct form, i.e. singular or plural.

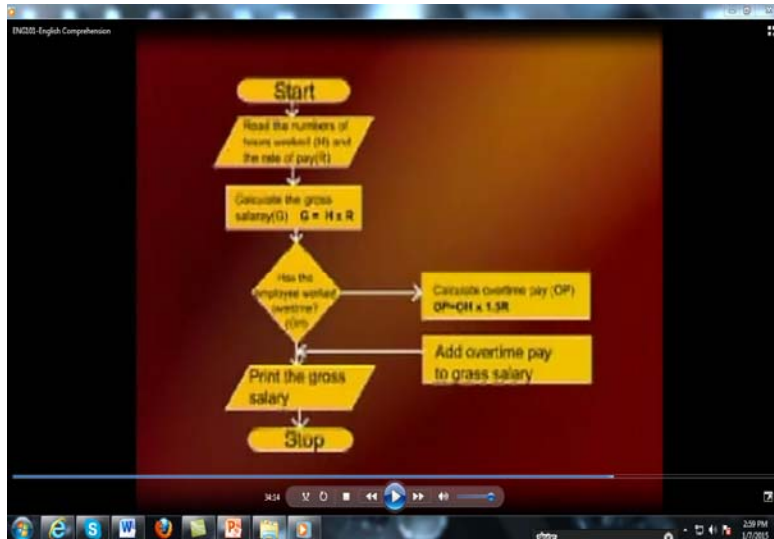
- |               |               |           |
|---------------|---------------|-----------|
| Executing     | Terminal      | Rectangle |
| Template      | Parallelogram | Diamond   |
| Documentation |               |           |

- 1. The information describing what a program can do and what a program can do and what the results mean is referred to as .....
- 2. It is advisable to test the program without data before .....it.
- 3. A piece of plastic with different shapes used for flowcharting is called a .....
- 4. Data used as input must be indicated with a .....
- 5. The symbol which marks the beginning and end of a program is called the .....symbol.

**7b. Content Review**

**Problem 1**

Study the following flowchart, which shows the procedure followed in calculating an employee's salary.



In the following paragraph based on the flowchart above, fill in the blanks with the proper connectives. Use these words: but, that is, then, if, to begin with, after, first, finally, next, before, and in other words.

In calculating an employee's salary, a computer must go through a number of operations in a logical manner. ....it must read the number of hours worked and the rate of pay for each hour worked. .... it must calculate the gross salary; ..... multiply the hours work by the rate of pay for each hour worked.....doing these two operations it must find out whether the employee has worked overtime or not.

**8. Focus Review**

**Focus on: Cause and Effect**

Read again ‘Flowcharting’ to complete the table below

**Making predictions:**

A prediction is a statement about a particular subject which is related to a prior condition being fulfilled. It is a special kind of inference in which we tell in advance what we think will happen in the future. It is therefore impossible to predict without having any knowledge of an existing condition.

By examining existing data, a logical conclusion can often be logically drawn about what is likely to happen next. Predictions of results based on existing conditions can be expressed as different levels of certainty. They are not absolute and can change according to context. For example,

1. Certainly (100%) can be expressed by:
  - Will (definitely, certainly)
  - Certain, sure
  - Without a doubt, without question
  
2. Probability (75% - 90%) can be expressed by
  - Probable, probably (75%)
  - Like (75%)
  - Most probable, most probably,
  - Highly probable, most likely,
  - Highly likely (90%)
  
3. Possible can be expressed by:
  - May (not), might (not) can,
  - Could, possible, possibly,
  - Perhaps
  
4. Improbability (25%), 10%) can be expressed by:
  - Improbable, unlikely (25%)
  - Doubtful, questionable (25%)
  - Probably not (25%)
  - Most/highly improbable
  - Unlikely (10%)
  - Most/highly doubtful
  - Questionable (10%)
  - Most probably not 10%
  
5. Impossibility (0%) can be expressed by:
  - a. present or future
    - Cannot, could not
    - Not possible, impossible
  - b. past

Could not  
Not possible, impossible

When a necessary condition exists in process, the following expressions are used:

For Y to occur/happen/take place {x must be present or there must be Y, Y depends on X}

In a condition-prediction relationship, the statement of condition is preceded by ‘if’; no matter to what degree of certainty the prediction is expressed.

Also the verb tenses are important to note because a distinction between the statements of condition which is made in the present must relate to the events of the prediction which will happen in the future.

**Examples:**

1. The rate at which computer technology is growing, today’s computers might be obsolete by 2005 and most certainly by 2010.

| CONDITION  | PREDICTION   |
|--|--|
| The rate at which computer technology is growing | today’s computers might be obsolete by 2005 and most certainly by 2010 |

2. If we couldn’t feed information in and get results back, computers wouldn’t be of much use:

| CONDITION  | PREDICTION                        |
|--|-----------------------------------|
| If we couldn’t feed information in and get results back, | computers wouldn’t be of much use |

3. If the hammer in drum printers hits a little early or late, the characters will appear slightly above or below the line.

| CONDITION   | PREDICTION  |
|---|---|
| If the hammer in drum Printers hits a little early or late, | the characters will appear slightly above or below the line |

**Exercise:**

Read the following sentences and underline the part that expresses a condition, once; and the part expressing a prediction, twice.

1. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

2. Working for the U.S. Census Bureau, Dr. Hollerith realized that unless some means of speeding up the analyses of census data were found, it would take more than ten years to complete the job.
3. If the hammer in train printers hits a little early or late, the character will appear slightly to the right of its proper position.
4. Mainframes would still be occupying a lot of space if it weren't for microminiaturization.
5. If computer technology continues growing at the rate it has, bubble memory will soon replace the chip.

In today's lesson we read about flowcharting followed by comprehension exercises, scanning for information vocabulary and content review exercises. We explored through exercises the relationship between 'Cause and Effect'. Finally, we looked at how to make predictions, what language is to be used for making predictions.

With this we come to the end.



**Lesson -22****THE COMPOUND - COMPLEX Writing: Sentence Types**

Until now the focus of our lessons has been on the development of your reading comprehension skills but now the focus will shift to writing of sentences and paragraphs and grammar. In today's lesson we will look at different sentence types.

**Sentence Types:**

Despite the wide availability and use of computers, word processors and electronic communication devices, most of us still communicate with one another by exchanging written and spoken words. And we naturally want to express ourselves as well as possible. We want to be able to communicate our thoughts to others accurately, convincingly, and of course, gracefully.

Thinking, speaking and writing are closely related to each other. If you are familiar with the essential rules of good English and think clearly, you will speak and write with confidence - the confidence that comes from a sense of having mastered the rules and conventions which must be followed in all acceptable writing.

You as a student interested in writing in English will have to learn and master these rules and conventions if you are to communicate your thoughts successfully. These rules and standards are important. Until you have grasped them well, you will be handicapped, for you will lack the tools of the *craft* of writing.

Remember, writing does not come of itself. It is a skill, a learned skill. It's a specialized skill which needs a lot of practice. Writing in a foreign language is not easy, even native speakers found it extremely difficult to express themselves, and for foreign learners of English like you and me, it is all the more difficult. But with knowledge and practice one can learn to write well. Good writing depends on knowledge of three things:

- i) Rules of grammar-syntax
- ii) Rhetoric and
- iii) Composition.

Grammar: deals with the *parts of speech*, with the *variations* in the *form of words* when used in different constructions, and with the *relationship* between different words within the sentence (syntax). You will also discover that the rules of grammar are quite definite and at the same time you will find that under certain circumstances, a form of a word is correct and other forms are incorrect grammar. Grammar concerns all the rules of language use. It classifies words into all sorts of categories and describes the peculiarities of each category. Grammar has many categories and specifies each category by a term or name which enables us to recognize it. The English language has 8 parts of speech – the different kinds of words used for different purposes in a sentence. You are familiar with the 8 parts of English speech – Noun Verb Pronoun, Adjective, Adverb, Proposition, Conjunction, and Interjection. In addition to the 8 parts of speech there are other terms that you must become familiar with in order to understand and write effective sentences. There are 4 kinds of words that are two parts of speech combined into one, these are: participle, gerund, infinitive and relative adverb.

**1. Participle:**

It is a verb and adjective combined e.g. *the retired headmaster distributed the prizes.*

**Gerund:** is a verb and noun combined; e.g. *She is thinking of leaving her job.*

**Infinitive:** is also a verb and noun combined. e.g. *She wishes to deposit the money.*

**Relative Adverb:** is partly an adverb and partly a conjunction e.g. *I was relieved when the program ended.* Besides knowledge of grammar, the other two things required for good writing are Rhetoric which deals with the choice of words and their effective arrangement and Composition, which is ‘putting together’ of parts to form a whole: words into sentences, sentences into paragraphs and paragraphs into longer units. This arrangement is essential to all writing.

The rules of rhetoric and composition, which are less rigid than the rules of grammar, provide the standards of good writing. Remember these rules of good English are the result of generations of experiments in the art of using words for communication.

Even messages composed on word processors, for instance, are texts constructed of words and sentences according to the rules and usages of English grammar, spelling and punctuation.

Writing then is a means of communication as well as self-expression. In most cases, students are capable of communicating their ideas, knowledge, experiences and opinions. But almost everyone, no matter how accomplished in communicating with others can benefit from help or advice in improving his/her communication skills.

The tools of writing are

(i) Knowledge of rules of grammar & syntax, usage, punctuation

(ii) Knowledge of vocabulary & conventions of use.

Having said that I would like to remind you that good writing depends upon more than grammatical correctness, Sentences, paragraphs and longer compositions may follow grammatical rules accurately and may still not be effective. Ability to write well comes down to how well you construct sentences. You can have the cleverest of ideas but if you have no control over your sentences the results will be disappointing.

Control over sentences means the ability to employ different kinds of sentence patterns or forms. Our students are generally weak in sentence structure. In the coming weeks you shall have practice in sentence construction. A sentence is a group of words containing a subject (Noun or Noun equivalent) and a verb (action or state of being) in which something is expressed about something else. The sentence is the equivalent in words of the complete thought from your mind, and it is with sentences i.e. complete thoughts that we compose paragraphs from which we construct essays, letters, reports, books, etc....

In order to write well you must be able to construct good, effective sentences. In today’s lesson you will learn about types of sentences and have practice in all types of sentences. Sentences can be classified according to the way they are constructed and according to their purpose / meaning. We will first consider sentences according to their meaning / purpose.

To make a statement, assertion or declaration:

e.g. *He is a teacher. It is cloudy.*

b. To ask a question. e.g. *What day is it?*

c. To issue commands. e.g. *Go in*

d. To utter exclamations. e.g. *If only it would stop raining!*

e. To offer greetings and other expressions which have no definite forms: e.g. *Good morning. Hello. Shut-up.*

If Sentences may be also classified according to their structure, which is determined by the kind and number of clauses / statements in them. Depending upon how it is constructed, sentences in English are either simple, compound, complex or compound - complex. So we can say these are the four most basic kinds of sentences in English. We need to distinguish these four kinds of sentences from each other.

### **The Simple Sentence:**

(a) Any sentence, however long or short, that has only one subject - verb combination and expresses a complete thought is a simple sentence consisting of one subject and one verb.

a) - *Sparks fly upwards.* (3)

- *The tired, dirty and footsore tourists, straggled wearily across the bridge, up the hill, and finally into the rest house.* (20)

The second sentence contains 20 words, but, because it has one subject (tourists) and one finite verb (straggled), it is classified as a simple sentence.

b) A simple sentence may have more than one subject. e.g.

- *Lamb and Hazlitt wrote charming essays.*

- *Towels and bed sheets sway on the clothesline.*

### **The Simple Sentence:**

a) e.g. - *Sparks fly upwards.* (3)

- *The tired, dirty and footsore tourists, straggled wearily across the bridge, up the hill, and finally into the rest house.* (20)

b) e.g. - *Lamb and Hazlitt wrote charming essays.*

- *Towels and bed sheets sway on the clothesline.*

c) A simple sentence may have more than one verb.

- *The children splashed and squealed in the stream.*

- *They were born in the same year, 1950, attended the same university and wrote for the same newspaper.*

d) A simple sentence may even have several subjects and verbs. e.g.

- *Every Saturday night, Shama, Salman and Minko go to the movies, eat at a Chinese restaurant and play cards at the gymkhana club.* (3 subjects & 3 verbs)

### **Practice 1:**

Complete the simple sentences by filling in one or more subjects and one or more verbs.

1. \_\_\_\_\_ is my favourite sport.

2. The batsman \_\_\_\_\_ the ball.

3. The \_\_\_\_\_ gave me the bill.

4. A suitcase \_\_\_\_\_ off the van and \_\_\_\_\_ into a ditch.

5. As it was raining the children \_\_\_\_\_ indoors and \_\_\_\_\_ cartoons on TV.

The Compound Sentence is made up of two or more complete thoughts e.g.

- *Saima wants biryani for dinner, but she forgot to buy meat.*

- *His life was not an easy one, nor was it eventful.*

**Joining Words** The following table explains all the joining words.

|     |   |                          |
|-----|---|--------------------------|
| and |   | means <i>in addition</i> |
| but | - | <i>however</i>           |
| so  | - | <i>as a result</i>       |
| for | - | <i>because</i>           |

|     |   |   |
|-----|---|---|
| yet | - | <i>however</i>                              |
| or  |   | is used to show alternatives                |
| nor |   | is used to show a second negative statement |

Look at the following uses of the joining / co-coordinating words.

- *The driver failed to signal, and he went through a stop sign.*
- *I was very tired, but I still had two hours of assigned reading.*
- *The meal was not well cooked, so we sent it back to the kitchen.*
- *She works at home, for she wants to be with her two young children*
- *My friend loves sewing, yet she decided to take to take up science in college.*
- *You can ride with us to the stadium, or you can go with someone else.*
- *Saad does not eat meat, nor does he eat fish.*

**Practice 2:**

Use a comma and a suitable joining word to combine each pair of simple sentences into a compound sentence. Choose from the following joining words.

And but so

1. *The city sanitary workers are on strike. The streets are littered with garbage.*
2. *The computer was on. No one was working at it.*

3. *A storm was approaching, quickly. The mountain climber found shelter in a cave.*
4. *Dad likes coffee for breakfast. Mom prefers tea.*

A complex sentence on the other hand, includes one independent statement (clause) and at least one dependent statement, which cannot stand alone, e.g.

- *When the century began, there were many noun coffee houses in the city (adverbial).*
- *Men who wanted to meet their friends visited these shops (adjectival)*
- *We know that these gatherings led eventually to the formation of a new political party. (Noun).*

The second statement in the sentence is independent. It can stand alone as a simple sentence: there were many coffee houses in the city. The first statement, however, cannot stand alone. It is dependent - it depends on the rest of the sentence to complete the thought.

There are several ways in which a dependent statement (clause) may be used in a sentence - adverbial, adjectival, noun.

- *When the century began, there were many coffee houses in the city (adverbial).*
- *Men who wanted to meet their friends visited these shops (adjectival).*
- *We know that these gatherings led eventually to the formation of a new political party. (Noun)*
  
- *When the century began, there were many coffee houses in the city (adverbial).*
- *Men who wanted to meet their friends visited these shops (adjectival).*
- *We know that these gatherings led eventually to the formation of a new political party. (Noun).*

Dependent statements also begin with dependent words, such as although. They also include a subject and a verb. e. g. In the sentence:

*Although many nearby trees were uprooted, our house escaped the storm,* (the subject of the dependent statement is trees, the verb is “were uprooted”).

Now look at another sentence:

- As the mad man made demands on the phone, police surrounded the building.
- Although many nearby trees were uprooted, our house escaped the storm.
- As the mad man made demands on the phone, police surrounded the building.

This is also a complex sentence: one part can stand independently as a simple sentence: *Police surrounded the building.* The other part of the sentence has a subject and a verb, but it begins with a dependent word and cannot stand alone: *As the mad man made demands on the phone.*

Here's another complex sentence. See if you can spot the independent and dependent parts of the sentence

- Ghazala will not sell her old gramophone even if she is offered a large sum of money.
- Ghazala will not sell her old gramophone even if she is offered a large sum of money.*

**DEPENDENT WORDS:** In the example you have seen, the words although, as, and even if introduce statements that are dependent. There are various other dependent words also known as subordinating conjunctions. Look at the previous examples again to understand how to punctuate complex sentences.

- *As the mad man made demands on the phone, police surrounded the building.*
- Ghazala will not sell her old gramophone even if she is offered a large sum of money.*

**Punctuate**

- *As the mad man made demands on the phone, police surrounded the building.*
- Ghazala will not sell her old gramophone even if she is offered a large sum of money.*

List of some dependent words

|          |        |          |
|----------|--------|----------|
| After    | even   |          |
| If       | unless | where    |
| Although | even   |          |
| Though   | until  | wherever |
| As       | if     | when     |
| Whether  |        |          |
| Because  | since  | whenever |
| While    |        |          |
| Before   | though |          |

**Practice 3**

Complete the following statements then underline the dependent statement/clause. Remember every dependent should have a subject and a verb.

1. Didi cried \_\_\_\_\_.
2. Although \_\_\_\_\_, I was too tired to go for a swim.
3. Because \_\_\_\_\_ I set my alarm for 4 a.m.
4. Asim did some research in the library \_\_\_\_\_

Practice 4: Combine the first two sentences into one sentence, and combine the last two sentences into another sentence. Use any of the following joining words and dependent words.

- Joining Words: *and, but, so*  
 Dependent Words: *after, although, because, when*

1. It had rained for many days.

The sun finally came out.  
 The children wanted a picnic.  
 The ground was too wet.

2. The teacher was late to class.  
 The classroom was quiet anyway  
 The students were reading their text books  
 They were taking an important test that day.

*1. The Rawal Lake was impressive, but Shahid thought that Lake Saiful Malook was really more beautiful than any other lake he had ever seen.*

*2. The crowd of labourers had been standing patiently in the water for three hours, and great shout of relief arose when the rescuers finally appeared.*

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*1. Didi cried when her son graduated.*

*2. Although I had finished my work, I was too tired to go for a swim.*

*3. Because I had to leave for Sialkot the next day, I set my alarm for 4 a.m.*

*4. Asim did some research in the library before he wrote his term paper.*

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1. Didi cried \_\_\_\_\_.

2. Although \_\_\_\_\_, I was too tired to go for a swim.

3. Because \_\_\_\_\_, I set my alarm for 4 a.m.

4. Asim did some research in the library \_\_\_\_\_.

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Practice 4: Combine the first two sentences into one sentence, and combine the last two sentences into another sentence. Use any of the following joining words and dependent words.

Joining Words and, but, so

Dependent Words after, although, because, when

1. It had rained for many days.

The sun finally came out.

The children wanted a picnic.

The ground was too wet.

(Use *after* to combine the first 2 sentences.)

2. The teacher was late to class.

The classroom was quiet anyway.

The students were reading their text books.

They were taking an important test that day.

(Use *although* to combine the first 2 sentences.)

(Use *because* to combine the last 2 sentences.)

## SENTENCE

Compound Complex sentences consist of a compound sentence (two or more independent statements/clauses) and at least one dependent statement /clause. The following sentences are samples of compound - complex sentences:

1. *The Rawal Lake was impressive, but Shahid thought that Lake Saiful Malook was really more beautiful than any other lake he had even seen.*
2. *The crowd of laborers had been standing patiently in the water for three hours, and great shout of relief arose when the rescuers finally appeared.*

### Lesson Review:

1. In a compound sentence the statements / clauses are joined together by a
  - a. dependent word
  - b. comma and a joining word
  - c. semicolon
  
2. A dependent statement / clause includes a
  - a. dependent word
  - b. comma and a joining word
  - c. semicolon
  
3. Which sentence is a simple sentence?
  - a. *The fire alarm sounded.*
  - b. *When the fire alarm sounded she was in bed.*
  - c. *The fire alarm sounded, and they evacuated the building*
  
4. Which sentence is a compound sentence?
  - a. *The room is painted yellow and it has big windows.*
  - b. *The book was very expensive so I didn't buy it.*
  - c. *Terry seems unfriendly.*
  
3. Which sentence is a simple sentence?
  - a. *The fire alarm sounded.*
  - b. *When the fire alarm sounded she was in bed.*
  - c. *The fire alarm sounded, and they evacuated the building*
  
4. Which sentence is a compound sentence?
  - a. *The room is painted yellow and it has big windows.*
  - b. *The book was very expensive so I didn't buy it.*
  - c. *Terry seems unfriendly.*
  
5. Which sentence is a complex sentence?
  - a. *Jack did a U-turn.*
  - b. *When Jack did a U-turn, his bike skidded.*
  - c. *Jack did a U-turn, and he fell off the bike.*
  
6. Which sentence is a compound-complex sentence?

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- a. The raindrops slide slowly down the window.
- b. The bell rang six times, but no one answered
- c. Because I heard a scream outside, I called the police.
- d. When Bobby saw a rainbow he ran to get his camera and the rainbow disappeared.

In today's lesson we worked on different sentence types. We looked at different kinds of sentences and what makes them different. I hope you would be able to recognize sentences as simple, compound and complex sentences. Moreover, that it will help you construct more effective sentences.



**Lesson -23****Writing: Effective Sentences: Unity, Coherence, And Emphasis**

We looked at different kinds of sentences in the last lesson, simple, compound and complex. In this lesson, we will focus on writing effective sentences by looking at issues like the unity of a sentence and the emphasis in a sentence.

**Effective Sentences**

What is it that makes sentences effective?

There are three elements which make for effectiveness in sentences: unity, coherence and emphasis.

- By unity we mean that every part of a sentence/composition must contribute to one main unifying thought.
- By coherence we mean that the various parts of a sentence/composition must follow one another in an order which makes their relationship clear.
- By emphasis we mean that the most important parts of a sentence/composition must be so placed that attention is directed toward them rather than toward less important parts.

I. Unity: A good sentence should have unity, that is, it must express one main idea. Although a sentence may contain more than one fact, all the facts must relate to the main idea. E.g. *the models were all dressed in the latest fashions and many of them are unemployed*. This sentence does not have unity. The first clause tells us about the model's clothing, e.g. *the models were all dressed in the latest fashions and many of them are unemployed*. While the second one mentions unemployment; the two different ideas don't belong to one another in one sentence. They should be stated in two separate sentences. This sentence is a sample of a sentence that lacks unity.

Unity is violated in five ways:

- (i) By combining unrelated ideas
- (ii) Putting too many ideas / details in a single sentence.
- (iii) Failure to complete an idea or grammatical construction
- (iv) Subordination
- (v) Parallelism

**(i) Combining unrelated ideas** e.g. *The students at the college use a great deal of abusive language and they are from all parts of the country.*

**(ii) Too many ideas or details put in a single sentence** distract the reader from the main thought of the sentence e.g. *Reading his daily newspaper that morning, standing at the crowded bus stop, the morning sun just lighting up the tops of the high buildings and making the sleepy-eyed people shade their eyes, made a great impression on me.*

## EXAMPLES

- i. *The students at the college use a great deal of abusive language and they are from all parts of the country.*
- ii. *Reading his daily newspaper that morning, standing at the crowded bus stop, the morning sun just lighting up the tops of the high buildings and making the sleepy-eyed people shade their eyes, made a great impression on me.*

**(iii) Failure to complete an idea or a grammatical construction:** Such sentences are the result of carelessness on the part of the writer who thinks that the reader will not object to filling in the gaps in the thought e.g. -

- This is such a heavy chair.
- I was so pleased about the letter.
- The news is too wonderful.

All these expressions can be improved by adding a clause or substituting another word for such, so and too. e.g.

- This is such a heavy chair that it is not easy to carry.
  - I was so pleased about the letter that I ran to tell my mother.
- The news is too wonderful to be believed. / The news is indeed wonderful.

Some clauses express complete thoughts and others do not. Those that express complete thoughts are **independent** or **main** clauses, others are called **dependent** or **subordinate** clauses. Now if a sentence contains not one single thought but a complete thought containing a number of constituent thoughts, then you have to decide which of the several ideas is the main idea and which ideas are subordinate and then so construct the sentence that the subordinate thoughts will give emphasis to the main thought.

When you place the principal or main thought in a subordinate position unity of the sentence is destroyed.

(Faulty) *The fielder in the slips dropped the third catch, when the match was definitely lost.*

(Improved) *When the fielder in the slips dropped the third catch the match was definitely lost.*

*The fielder in the slips dropped the third catch, when the match was definitely lost* (Faulty)

Consider these statements:

*He was born of poor parents. He was obliged to work his way through college.*

*He graduated with honors at the heads of his class.*

Two of these statements may be subordinated to the third.

*Although he was born of poor parents and was obliged to work his way through college, he graduated with honours at the head of his class.*

*He was born of poor parents. He was obliged to work his way through college.*

*He graduated with honours at the heads of his class.*

### **Practice 1:**

The following sentences can be improved by using the correct connectives and making the subordinate thoughts give emphasis to the main thought.

1. *I was reaching down to pick up my cap just as I saw the two snakes.*

2. *We came within sight of the village when our car suddenly caught fire.*
3. *Because he has been to college is no sign he is cultured.*
4. *The main reason I left early was because I was bored.*
5. *Mr. Jamshed is the Vice President while the Saeed is the Secretary.*

**Practice 2:**

The following sentences are lacking in unity. Improve them by adding details & changing words where necessary.

1. *The librarian was so discouraged about the lack of funds.*
2. *Our situation is too wonderful*
3. *Trying to work when my neighbour is playing his drum is such a problem.*
4. *The young ladies wore bright coloured socks and were kind hearted*
5. *She is so talented.*
6. *Computer courses have more appeal for the college student today.*

We have seen that less important ideas must be made subordinate to the main idea of a sentence. However, if two ideas are co-ordinate, they must be given equal rank in the sentence. This is known as **parallelism**. Students very often use faulty parallelism. Great care must be used in the matter of parallel structure. Nouns must be parallel to nouns, verbs to verbs, subordinate clauses to subordinate clauses gerunds to gerunds, etc.....

**The following sentences are examples of faulty constructions.**

- (a) *She told me to look on the table and that I should tell her what I found.*
  - (b) *Seema's job is reading books and to write book reviews.*
  - (c) *He was considerate, friendly, and people respected him.*
  - (d) *The couple want to travel extensively and new experiences.*
  - (e) *The professor drew attention to the beginning of the revolution and how it ended.*
  - (f) *Getting the groceries, taking the children to school and to feed the dog are his daily tasks.*
- NOTE 1: e.g. *For lunch I had an apple pie and banana.*

**NOTE :**(1) *It is often necessary to repeat preposition or other words in order to make parallelism clear. e.g. For lunch I had an apple pie and banana.*  
*(Improved) For lunch I had an apple pie and a banana.*

(2) **Correlatives** (*either...or / not only...also*) should be used only with parallel elements.  
*He not only likes tennis but also golf.*  
*(Improved)*  
*He not only likes tennis but also golf.*

You must bear in mind that faulty parallelism is worse than no parallelism at all. You should use parallelism freely in your sentences but should resist all temptation to force into parallel structure clauses which are not parallel in thought.

**Practice 3:**

The following sentences contain errors in parallelism. Correct the errors.

1. Swimming and to go fishing are my favourite sports
2. I both want exercise and to be amused.
3. He offered either to pay for it now or tomorrow.
4. Not only were they disappointed but also angry.
5. As we were unfamiliar with the route and because of approaching darkness, we decided to ask for advice.
6. The boy's face was streaked with dirt and his feet muddy.

**II.** So far we have looked at how the unity of sentences is destroyed. Now we shall turn to the second element, **coherence**, which helps to create an effective sentence. A sentence has coherence when the various parts follow one another in an order which makes their relationship clear.

Correct handling of matters of unity, parallelism and subordination contributes to coherence. When working for coherence there are 4 pitfalls which must be avoided at all costs. These are weak, general or ambiguous reference of pronouns, split constructions, use of mixed constructions and mixed figures of speech and needless shifting from one point of view to another – all these destroy coherence in a sentence.

### **1. Reference of Pronouns: e.g.**

- (i) Ahmed saw Basit and Zahid yesterday and he said that he had the money. (ambig)
- (ii) My aunt's cat was crippled; and she was never the same again. (Ambiguous aunt, cat?)
- (iii) She put the computer on the table, which her sister had bought.

Note: Don't treat an antecedent first as singular and then as plural. e.g.

- (i) The Guard Company is now using coal in their furnaces instead of fuel oil.
- (ii) The club has done their best to raise the money.

### **2. Split Constructions: e.g.**

- (i) The batsman started to viciously hit the stumps.
- (ii) If we had the time, we could make some changes, if we wanted to.

### **3(a). Bad construction**

- (i) This is the book to which I was referring to.
- (ii) The author gives the best idea of the problem than any other I have read.

### **(b). Mixture of figures of speech**

e.g. My castles in air came tumbling down into a bottomless heap.

**4.** Aimless **shifting** from one point of view another will destroy coherence in a sentence. This can be due to a needless shift from

- (a) Active to passive
- (b) From singular to plural
- (c) From past tense to present.

### **For Example**

- (i) He ran to the station and the train was taken by him. (Active to passive)

- (ii) If one tries hard, they can accomplish much. (Singular to plural)  
(iii) The only words that we were able to distinguish are 'horse' and 'cart'. (Past to present)

#### **Practice 4:**

The following sentences lack coherence. Try to make them better.

1. Susan and her sister both saw the film, but she was disappointed.
2. I wrote and asked my uncle to let me know about the books as soon as he can.
3. He took an oath to never, no matter what happened, reveal the secrets of the organization.
4. She is as old if not older than Henry.
5. We have and will again talk to him about his plans.
6. She, having worked steadily at the sewing machine for three hours and having finished stitching five dresses, she sat down wearily in the armchair.

#### **III. Emphasis.**

(a) **Position:** e.g.

- (i) *Her son graduated with honours, we were told.*
- (ii) *You shall be called a liar, in all probability. (Weak)*
- (iii) *She flatly refused to see him, for some unknown reason.*

(b) **Order of Climax:** e.g.

*During his long stay with the club he served as president, secretary, treasurer and vice president.*

(c) **Repetition** e.g.

- i) The dog was his only friend, his only companion, his only confidant, and his only heir.
- ii) They believe that most of us believe they are lazy.
- (i) I have never seen anything like it in my life. (Natural Order)

#### **Practice 5:**

The following sentences can be made more emphatic.

1. He testified that he had passed college, middle school, and high school examinations.
2. We were informed by the doctor that the young girl had been told of her mother's death by him.
3. Go away, if you don't like it here.
4. His mother is one person he can confide in.
5. My sister is happy in her new house, on the other hand.
6. It is a worthy cause, I think.

In today's lesson we considered the general elements - unity coherence and emphasis which make for effectiveness in sentences. We shall continue with sentence construction in the next few lessons

**Lesson -24****Writing: Identifying Sentence Errors**

In earlier lessons we have been exploring ways of writing more effective sentences. In this lesson, we will look at the errors we all make and how to revise these errors.

**Sentence Errors to be Avoided:**

Having considered the general elements which make for effectiveness in sentences, we will now take up four common errors in sentence construction. These errors should be avoided by all who write in English. These errors are:

- i Sentence Fragments
- ii Run-on sentences
  - (a) Fused sentences (b) comma splice
- iii Misplaced and Dangling Modifiers

**Sentence Fragments**

We said that a sentence is a group of words that must contain a subject and a verb. It must also express one complete thought. Therefore a number of ideas must not be huddled together in a simple unit. Now a sentence fragment, as the phrase tells you, is *less than a sentence* - it is a fragment because it lacks a subject or a verb or because it does not express a complete thought. The following are samples of fragments.

- *My neighbour being a typical businessman who prides himself on his efficiency.*
- *Because there are two computers on his desk.*

The writer of these incomplete statements apparently forgot that a sentence must express a complete thought. You might say that professional writers-novelists, short story writers use incomplete sentences, but if you look closely you will see that their fragments convey complete thoughts and they convey them immediately

**I. Dependent Word Fragments**

Some fragments contain a subject and a verb, but they do not express a complete thought e.g.

- *Since Ami was tired.*
- *When the postman arrived.*
- *After I had switched off the light.*
- *Since Ami was tired, she took a nap.*

*When the postman arrived, we handed him the letters.*

*There was loud knocking on the front door after I had switched off the light*

**Practice1**

Identify the part you think is not a complete sentence.

1. *After the new department store opened. Several small shops went out of business.*
  2. *The nurse pierced my arm four times with a syringe. Trying to take a blood sample.*
  3. *The old lady was trembling with excitement. As it was her first airplane ride.*
  4. *The police cordoned off the area. Because there was a gas leak.*
  5. *The small child was always active. Running, jumping, climbing on chairs, dashing in and out of rooms.*
- *Sarah had to clean up the mess that the children left in the verandah.*
  - *I passed the chemistry which I had expected to fail.*
  - *Yesterday I ran to a man who was my best friend in school.*
  - *Sarah had to clean up the mess that the children left in the verandah.*
  - *I passed the chemistry which I had expected to fail.*
  - *Yesterday I rant into a man who was my best friend in school.*

**Practice 2:**

This practice will give you a sense of the difference between a dependent-word fragment and a complete sentence. Turn each fragment into a sentence by adding a statement that completes the thought.

1. *When I rang the doorbell, \_\_\_\_\_.*
2. *Since I had forgotten my house keys, \_\_\_\_\_.*
3. *As I walked into the classroom, \_\_\_\_\_.*
4. *Unless her temperature goes down soon, \_\_\_\_\_.*
5. *Schools were closed yesterday, \_\_\_\_\_.*

1. *When I rang the doorbell, the lights of the house went out.*
2. *Since I had forgotten my house keys, I had to break the door.*
3. *As I walked into the classroom, the fire alarm rang.*
4. *Unless her temperature goes down soon, we will have to consult a specialist.*
5. *Schools were closed yesterday because of the political rally.*

**II. -Ing and To Fragments**

(a) When a word ending in -ing appears at the beginning of a group of words a fragment may result. e.g.

- *Hoping to buy things cheaply. Poor people often go the Sunday bazaars.* Here the second statement is a complete sentence. But the first group of words lacks both a subject and a verb, so it is a fragment.

(b) Here is an example of a 'to' fragment.

- *The ladies jogged through the park. To lose weight.*

There are two ways to correct -ing and to fragments.

a) Connect the fragment to the sentence it explains. e.g. - *Hoping to buy things cheaply, poor people often go to the Sunday bazaar.* Remember to put a comma after an-ing or a to word group that starts a sentence.

- b) Create a complete sentence by adding a subject and a verb to the fragment and revise the material as necessary. e.g. -*Poor people often go to the Sunday bazaar. They hope to buy things cheaply.* - *The ladies jogged through the park. They wanted to lose weight.*  
*Hoping to buy things cheaply, poor people often go to the Sunday bazaar.*  
 -*Poor people often go to the Sunday bazaar. They hope to buy things cheaply.*  
 - *The ladies jogged through the park. They wanted to lose weight*

### **Practice 3:**

First identify the -ing or to fragment in each of the following items. Then rewrite the correct version using one of the two methods just discussed.

- 1- Police officers stood all over the road. Directing traffic around the accident.
2. Rising high into the sky. The huge yellow kite could be seen for miles.
3. Sarah painted a landscape. To enter the contest
4. To get off the diving board. The swimmer did a somersault.

- 1- Police officers stood all over the road. Directing traffic around the accident.  
 - Police officers stood all over the road, directing traffic around the accident.
2. Rising high into the sky. The huge yellow kite could be seen for miles.  
 - Rising high into the sky, the huge yellow kite could be seen for miles.
3. Sarah painted a landscape. To enter the contest.  
 - Sarah painted a landscape. She wanted to enter the contest.
4. To get off the diving board. The swimmer did a somersault.  
 -The swimmer wanted to get off the diving board. He did a somersault.

### **III. Added-Detail Fragment**

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*Another common kind of fragment begins with one of the following words: **like, including, such as, for example, for instance, except, without, especially, and also.** All these words introduce an additional point or example to what has already been stated. e.g.*

- *Everyone enjoyed the feast. Except the fish.*
- *We had to read several novels. Including 'The Ice Age'.*

In each of these examples, the second word group lacks both a subject and a verb.

Note that each of these fragments begins with an Added Detail word or phrase: except and including. To correct an Added Detail fragment you follow the same two methods as used for the last type of fragment -ing and to fragments.

- A.** Add the fragment to the sentence it explains.
- B.** Create a new sentence by adding a subject and verb to the fragment and revise the material as necessary.

### **Practice 4**

Identify the added - detail fragment in each of the following items then write the correct version using one of the two methods given earlier.

1. *The former playmates walked passed one another. Without saying a word.*



2. For a main dish, I often serve meat and vegetables. For example, fish and spinach.
3. The policeman searched the room for clues. Such as old photographs, old letters and old receipts.
4. Oranges are full of nutrients. Especially vitamin C.

- 1-The former playmates walked past one **another without** saying a word.
- 2-For a main dish, I often serve meat and vegetables. For example, I **mix** fish with spinach.
- 3- The policeman searched the room for clues such as old photographs, old letters and old receipts.
- 4- Oranges are full of nutrients especially vitamin C.

#### IV. Missing - Subject Fragments

Some word groups are fragments because, while they do have a verb, they lack a subject. e.g.

-The poor woman paid all her utility bills. But then had little money left over for food.

- The nurse held a smiling baby. Then posed for the photographers.

In each of the above examples the first statement is a complete sentence and second word group is a fragment.

Note that in each fragment the subject is missing. The first fragments omits the subject of the verb **had** and the second fragment omits the subject of the verb **posed**.

To correct a missing-subject fragment you again follow the same two methods that you used for the correction of the earlier types of fragments.

(a) Connect the missing-subject fragment to the sentence that comes before it. Add a joining word if needed for a smooth connection as given in the examples that follow.

(a) - The poor woman paid all her utility bills but had little money left for her food..

-The nurse held a smiling **baby and then** posed for the photographers.

(b) Create new sentence by adding a subject to the fragment. Normally you will add a pronoun that stands for the subject of the previous sentence.

(b) - The poor woman paid all her utility **bills. But she had** little money left for her food..

- The nurse held a smiling baby. Then **she** posed for the photographers.

#### Practice 5:

Identify the missing subject-fragment in each of the following items. Then write the correct version using one of the two methods you have learned.

1. The sleeping dog opened one eye to look at the postman. And then went back to sleep.

The sleeping dog opened one eye to look at the postman and then it went back to sleep.

2. Each morning, my secretary checks the answering machine for messages. Then opens the mail.

-Each morning, my secretary checks the answering machine for messages. Then she opens the mail.

3. Maryam skipped her afternoon classes. And worked on a paper due the next morning.

Maryam skipped her afternoon. Classes and she worked on a paper due the next morning.

4. The movie had melodious music and popular actors. Yet made little money at the box office.

Melodious and popular Yet it made little money at the box of

The movie had melodious and popular actors. Yet it made little money at the box office.

Lesson Review

Answer each question by filling in the correct word/words in the blank space.

1. To be sentence, a group of words must contain a subject and a \_\_\_\_\_ and it must express \_\_\_\_\_.
2. Words such as *because*, *until* and *while* are known as \_\_\_\_\_ words because word groups that begin with them depend on another statement to complete the thought.
3. Fragments that begin with words such as *like*, *especially*, and *for example* are known as \_\_\_\_\_ fragments.
4. One way to correct an added-detail fragment is to create a new \_\_\_\_\_ by adding a subject and \_\_\_\_\_ to the fragment.
5. One way to correct a missing-subject fragment is to add a \_\_\_\_\_ to the fragment.

**TEST:**

## Sentence Fragments

Rewrite the following. Correct any fragments.

1. *We go to Murree Hills during the summer vacations. Whenever we can, of course.*
2. *Our literary circle has only two officers. Miss Niazi being president and Mr. Awan being secretary treasure.*
3. *Living in the city is not always pleasant. During the summer months particularly.*
4. *He hated learning foreign languages. Latin, French and German especially.*
5. *Moving up the mountain at a fast pace. The soldiers were soon exhausted. They were not used to climbing at high altitudes. Where the air was thinner.*
6. *When people are scared. The hair on their bodies really can "stand on end". Each hair is attached to a tiny muscle. This can pull the hair straight up. The muscles react together in response to a great fright.*

The word groups beginning with when & which are dependent – word fragment, so each needs to be added to the sentence that comes before or after it. When people are scared, the hair on their bodies really can “stand on end”. Each hair is attached to a tiny muscle which can pull the hair straight up. The muscles react together in response to a great fright.

**Lesson -25****WRITING: REVISING SENTENCE ERRORS**

In earlier lessons we have been exploring ways of writing more effective sentences. In the last lesson we did sentence errors and in today's lesson we will continue to look at sentence errors and how to revise these errors.

In the last lesson we looked at the most common type of sentence error - the sentence fragment. Today we shall examine the next two most common types of sentence errors, which are the run-on sentences and dangling modifiers. First we will look at run on sentences.

A run-on sentence is a sentence that is made up of two complete thoughts that have no clear break between them.

There are two kinds of run-on sentences:

- (i) Fused sentences
- ii) Comma splice sentences.

**(i) Fused Sentences:**

Two or more sentences that run together with no marks of punctuation between them are said to be fused. The two sentences or two complete statements / thoughts are simply stuck together into one sentence. The writer of such a sentence is either extremely careless or is ignorant of the most elementary facts about sentence structure. E.g.

- (a) *Computer skills are useful in college. They will help you in getting a job as well.*
- (b) *Our club raised money for the Red Crescent an organization like this is a wonderful thing.*
- (c) *He left early he said he had a toothache.*

A good way to prevent fused sentences is to read aloud what you have written. Also look within the sentence for words like *I, you, he, she, it, we, they, there, this, that, now, then* and *next*. Such words often signal the beginning of a complete thought.

**Examples**

- (a) *Computer skills are useful in college. They will help you in getting a job as well.*
- (b) *Our club raised money for the Red Crescent an organization like this is a wonderful thing.*
- (c) *He left early he said he had a toothache.*

**Recognizing Fused and Comma Splices****Practice1.**

Identify the following sentences as fused (F) or comma splice (CS). Then mark the place between the two complete thoughts with a slash (/). The first two have been done for you.

- E.g. (a) The room is locked / no one has a key. F  
 (b) The wall is covered with ivy, / a stone path leads to the wall. CS
1. Raheel likes to cook his wife taught him how. ( \_\_\_\_\_ ).
  2. The bell rang the wrestlers returned to the ring. ( \_\_\_\_\_ )

3. The trunk is in the basement it has a handle missing. ( \_\_\_\_\_ )
4. The waiters served soft drinks to the children they offered coffee to the adults. ( \_\_\_\_\_ )
5. It rained during our trip to Murree we played cards and told stories. ( \_\_\_\_\_ )

**Correcting Fused Sentences:**

*There are 3 ways of correcting a fused sentence.*

1. Divide the sentence into two sentences.

- *The lake is calm today it looks like a blue mirror. (Wrong Version)*

*(Corrected Version)*

- *The lake is calm today. It looks like a blue mirror. (Corrected Version)*

2. Put a comma and an appropriate joining word (such as *and*, *but* or *so*) between the two complete thoughts *E.g. (I) Computer skills are useful in college they will help you in getting a job as well. (Erroneous version)*

- *Computer skills are useful in college, and they will help you in getting a job as well. (Correct version)*

*(ii) Yousaf Youhanna has a pulled muscle he won't play any cricket this season. (Erroneous version)*

- *Yousaf Youhanna has a pulled muscle, so he won't play any cricket this season. (Correct version)*

**Note:**

The comma always goes before the joining word - not after it.

3. Use subordination to make one of the complete thoughts dependent on the other one. To subordinate a complete thought, change it from a statement that can stand alone as a sentence to one that cannot stand by itself.

To do so, begin the thought with an appropriate word, such as *because*, *when*, *if*, *before*, *since*, *until*, *unless*, *while*, *as*, *though* and *after*.

*Example*

- *Youhanna has a pulled muscle he won't do any batting in this tournament.*

- *Because Youhanna has a pulled muscle, he won't do any batting in this tournament.*

**Note:**

Put a comma at the end of a dependent word-group that begins a sentence.

**Practice 2:** Correct each of the fused sentences that follow using one of the methods described earlier. Use a different method for each sentence.

1. *It wasn't his idea he should have known better than to do it.*

*It wasn't his idea. He should have known better than to do it.*

2. *It's easy to begin smoking it's much harder to quit.*

*It's easy to begin smoking, but it's much harder to quit.*

3. *Some workers at the factory have been laid off the others are nervous.*

*Because some workers at the factory have been laid off, the others are nervous.*

4. *The room looked wonderful the carpets had just been vacuumed.*  
*The room looked wonderful. The carpets had just been vacuumed.*
5. *The fish was served with its head still on, I lost my appetite.*  
*Because the fish was served with its head still on, I lost my appetite.*
6. *First you should clean the floor, and then you should vacuum the carpet.*  
*First you should clean the floor, and then you should vacuum the carpet.*

### **Correcting Comma Splice:**

A comma splice can be connected by using one of the same three methods suggested for correcting a fused sentence:

1. Divide the comma splice into two sentences:

-*Saad is always nervous about tests. His grades are usually the best in the class.*

2. Connect the two complete thoughts by placing a joining word (such as *and*, *but* or *so*) after the comma:

-*Saad is always nervous about tests, but his grades are usually the best in the class.*

3. Use subordination (add a dependent word to one of the complete thoughts):

-*Saad is always nervous about tests although his grades are usually the best in the class.*

### **Practice 3:**

Correct each of the comma splices that follow, using one of the methods suggested. Use a different method for each sentence.

1. Fahd was talking on the phone; he was switching TV channels with his remote control at the same time.

-*Fahd was talking on the phone, and he was switching TV channels with his remote control at the same time.*

2. Mules are very sure-footed; they're used for climbing steep mountains.

-*Mules are very sure-footed, so they're used for climbing steep mountains.*

3. The electricity at the shopping center went out; all the shops had to close early.

-*Since the electricity at the shopping center went out, all the shops had to close early.*

4. Bicycles are the world's best method of transportation, they don't pollute the atmosphere.

- *Bicycles are the world's best method of transportation, because they don't pollute the atmosphere.*

5. I don't like the Principal's way of expressing herself, I agree with many of her ideas.

- *Although I don't like the Principal's way of expressing herself, I agree with many of her ideas.*

### **Review of Fused and Comma Splice Constructions**

Fill in the missing word in each space.

1. A \_\_\_\_\_ is made up of two complete thoughts that are incorrectly joined together with nothing between them.

2. A \_\_\_\_\_ is made up of two complete thoughts that are incorrectly joined together with only a comma between them.

3. One way to correct fused sentences and comma splices is to add a \_\_\_\_\_ and a capital letter.

4. Two complete thoughts can be joined together in a sentence by a comma and a \_\_\_\_\_ word such as **and, but** or **so**.
5. Two complete thoughts can be joined together in one sentence by adding a \_\_\_\_\_ word such as **when** or **because**.
6. The fused sentence and the comma splice are also known as \_\_\_\_\_ sentences.

**Answers:**

1. Run-on
2. Comma splice
3. Full stop / period
4. Joining
5. Dependent
6. Run-on

**Test:**

Fused & Comma Splices

Rewrite each of the following sentences using the methods suggested.

1. A plane flew very low overhead, the houses rattled loudly.  
- *A plane flew very low overhead, and the houses rattled loudly.*
2. Garlic may smell bad it tastes delicious. It has other good qualities as well. Garlic can help lower cholesterol it is also supposed to keep away disease.  
- *Garlic may smell, **but** it tastes delicious. It has other good qualities as well. Garlic can help lower cholesterol, and it is also supposed to keep away disease.*
3. My psychology final exam is next week; I am very worried about passing it. Because I was sick at the start of the term, I never completed the prescribed reading. For the past month I've been working in the evening, it's hard to find time to study; I will ask the teacher for extra help it may be too late.

**Modifier** is one or more words that describe another word or group of words. In the following examples the modifier is bold faced and the word it modifies is underlined e.g.

- (i) The woman **with gold-rimmed spectacles** is my boss.  
The modifier *with gold-rimmed spectacles* describes *woman*.
- (ii) My neighbour has a spaniel **with one ear missing**
- (iii) I have **nearly** a thousand stamps.

**Misplaced modifier** is a modifier that is incorrectly separated from the word or words that it describes. The misplaced modifier seems to describe words that the writer did not intend it to describe. When modifiers are misplaced, the reader may misunderstand the sentence.

- *My brother bought a used car from a local dealer with a leaking pipe.*
- *The sparrow built a nest at the back of our house of grass and twigs.*
- *Anjum Nisar almost sneezed twenty times last night.*
- 
- *My brother bought a used car (with a leaking pipe) from a local dealer.*
- *The sparrow built a nest (of grass and twigs) at the back of our house.*
- *Anjum Nisar sneezed (almost) twenty times last night.*

**PRACTICE 1:**

Identify the misplaced word(s) in each sentence. Then rewrite the sentence placing the modifier where it will make the meaning clear.

1. I am returning the jacket to the store that is too small.
2. The couple looked at thirty sofas shopping on Saturday.
3. The woman tore open the parcel she had just received with her finger nails.
4. The bracelet on Ayesha's arm made of silver belongs to her mother.
5. Take this jar to uncle Aman's home which he lent to me.

**Single Word Modifiers****NOTE:**

Pay special attention to single word modifiers, such as *only*, *almost* and *nearly*. For their meaning to be correctly understood, they should be placed directly in front of the word they describe.

e.g. (i) I only asked my boss for one day's leave, but he refused.

(ii) I must have almost answered a hundred ads before I found this job

(iii) After returning from college my niece nearly spends all evening on the telephone.

I asked my boss for only one day's leave, but he refused.

I must have answered almost a hundred ads before I found this job.

After returning from college my niece spends nearly all evening on the telephone.

**Dangling Modifiers**

- Staring dreamily into space, the instructor's loud voice startled me.

- Staring dreamily into space, I was started by the instructor's loud voice. OR

- As I was staring dreamily into space, the instructor's loud voice startled me.

Here are more samples of ways by which dangling modifiers can be corrected.

- When pulling out of the driveway, the pillar blocks my view.

- When pulling out of the drive way, **I find** my view blocked by the pillar.

OR

- **Whenever I pull out** of the driveway, the pillar blocks by view.

**PRACTICE 2**

In each sentence identify the misplaced or dangling modifier. Then rewrite each sentence so that its intended meaning is clear.

1. The man returned the overdue book to the librarian with apologies.

2. The soldiers hold up in the caves almost went without food and water for a week.

3. The sky was blue and clear when we arrived home. But only a short while later, with a sudden crash of thunder, we hurried to close the windows in the bedrooms. Staring out at the downpour,

## VU

we were glad to be safe inside. Then we remembered our open car windows, groaning with dismay.

4. I lost my raincoat last winter. I thought I'd looked everywhere for it. Then, yesterday, stuffed under the bed, I spotted it. Wrinkled and dusty, I was still delighted to see it.

In today's lesson you looked at some more sentence errors – the fragment, fused and comma splices and dangling modifiers. All good writers avoid these errors, and you should also try to avoid making such errors.



**Lesson -26****Subject Verb Agreement**

In a correctly written sentence, the subject and verb **agree** i.e. **match** in number. In other words a singular subject will take a singular verb and plural subjects will take plural verbs. Most students have no problem handling a simple sentence where its not difficult to make the subject and verb agree or match. e.g.

- *My mother works at two jobs. My grandma takes care of my brothers and sisters.*

Not all sentences are so straight forward.

In today's lesson you shall learn about situations that can cause problems with subject - verb agreement.

**Revision of Present Tense**

Before we look at the situations that can cause problems a little revision of the tenses is necessary to brush up your knowledge. e.g.- *Last night, I played chess. My friends played cards.* Now this sentence you must have noticed is in same for all subjects, whether singular or plural. However, present tense verbs have two forms. Look at the following table. Notice the pattern of present tense verbs.

| <b>Singular</b>  | <b>Plural</b> |
|------------------|---------------|
| I work           | You work      |
| You work         | We work       |
| He <u>works</u>  | They work     |
| She <u>works</u> |               |
| It <u>works</u>  |               |

Did you notice that:

- (i) There is an S at the end of present tense verbs for singular subjects except for I and you.
- (ii) There is no S at the end of present tense verbs for I, you and all plural verbs.

**Practice1. Choose the correct form of the verb.**

1. The rag picker (sort, sorts) huge bundles of rags.
2. The rage pickers (sort, sorts) huge bundles of rags.
3. The student (listen, listens) to music while studying
4. The students (listen, listens) to music while studying.
5. The worm (wiggle, wriggles) in the glass tube.
6. The worms (wiggle, wriggles) in the glass tube.
7. The gardener (whistle, whistles) while watering plants.
8. The gardeners (whistle, whistles) while watering plants.

**Subject & Verb separated by Prepositional Phrase.**

Having revised the present tense verbs we will now look at the situations which can pose problems in subject-verb agreement.

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In many sentences the subject is close to the verb, without the subject coming first.

The 1st type of problem situation occurs when the subject and verb do not occur side by side.  
e.g.

*Most shops on Mall Road are having sales this week.*

In the above sentence, a prepositional phrase *on Mall Road*, separates the subject *shops* and the verb *are having*. A prepositional phrase is a group of words that begins with a preposition (*such as, in, on, for, from, of, to*) and ends with a noun or pronoun.

S                      V              V

*Most shops on Mall Road, are having sales this week.*

Remember the subject of the sentence is never part of a prepositional phrase.

Let us have short practice of finding the subject of a sentence with a prepositional phrase.

### Practice2.

In the following sentences first identify the prepositional phrase, and then pick out the subject of each sentence. Finally spot the verb that agrees with the subject.

1. *One of my best friends now lives / live in Dubai.*
2. *The wafer in this ice cream taste / tastes like sawdust.*
3. *Many people in the Indo-Pak subcontinent speaks / speak several languages.*
4. *No person in my class sleep / sleeps through my lecture.*
5. *The toddler by the swings is / are my nephew.*

### Answer:

- S                      PP                                      V
1. One (of my best friends) now lives (in Dubai)
- S                      PP                      v
2. The wafer (in this ice cream) tastes like sawdust.
- S                      PP                                      v                                      v
3. Many people (in the Indo-Pak subcontinent) speak several languages.
- S                      PP                      v
4. No person (in my class) sleeps though my lecture.
- S                      PP                      v
5. The toddler (by the swings) is my nephew.

### Verb Coming Before the Subject

In most English sentences, the verb usually follows the subject e.g.

I (saw) the film.

The plate (dropped) from her hands.

A plane (crashed)

But in some sentences the verb comes before the subject. Such sentences often are questions, or they may begin with prepositional phrases or word groups like *There is* and *Here are*.

I (saw) the film.

The plate (dropped) from her hands.

A plane (crashed)

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i. What was the result of the cricket match?

Even in such cases where the verb comes before the subject, the verb must agree with the subject. e.g.

i. What was the result of the cricket match?

(The verb *was* is singular, so it agrees with the singular subject result, of *the cricket match* is the prepositional phrase).

Remember the subject of a sentence is never in a prepositional phrase.

ii. There are many unemployed teachers in the district. (Plural v, Pl subj).

iii. Here is the computer disk of the lesson. (Sing v, sing subj)

iv. In that box are other photographs (Pl v, pl subj)

v. What was the purpose of that lecture? (Sing v, sign sub)

If you are not sure of the subject in a sentence, find the verb and then ask “who?” Or “what”.

In the second sentence for e.g. you would ask, ‘what are there in the district?’ The answer, “unemployed teachers”, is the subject.

For the third sentence, the question would be, ‘what is here?’ the answer, ‘The computer disk’ is the subject.

### Practice3.

Identify the subject and verb in each sentence.

i. Where is / **are** the keys of the cupboard?

ii. Underneath the big stone **live** / lives may colonies of ants.

iii. In my back garden **grow** / grows many herbs.

iv. Why does / **do** you always have to be right?

v. Here is /**are** some cards for you.

### Indefinite Pronoun Subject:

The third situation that can pose problems in subject-verb agreement is when there is an indefinite pronoun subject. Indefinite pronouns are pronouns that do **not** refer to a specific person or thing.

|         |          |           |            |
|---------|----------|-----------|------------|
| Each    | anyone   | anybody   | anything   |
| Either  | everyone | everybody | everything |
| Neither | someone  | somebody  | something  |
| One     | no one   | nobody    | nothing    |

1. The pronouns in the above box are always singular.

2. They always take singular verbs.

Note the subject-verb relationships in the following sentences with indefinite pronouns subject.  
e.g.

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- i. One of those correspondence courses is still open. (Sing sub one; sing v is)
- ii. Neither of my parents is alive.  
(Sing sub neither; sing v. is)
- iii. Somebody was opening my letters  
(Sing. Sub somebody; sing. v was)
- iv. Nearly everyone in my class owns a computer. (Sing sub. Everyone; sing v owns).

Note the subject-verb relationships in the following sentences with indefinite pronouns subject.  
e.g.

- i. One of those correspondence courses is still open.
- ii. Neither of my parents is alive.
- iii. Somebody was opening my letters
- iv. Nearly everyone in my class owns a computer.

### Practice4.

Identify the subject and the verb that agrees with it.

- i. 'Everything in this crate goes / go upstairs', she said.
- ii. Neither of the phones works / work.
- iii. No one favours / favor a cheat.
- iv. Each of the appear / appears to have been nibbled by the same person.
- v. Something about her story sound / sounds suspicious.

### Compound Subjects

The fourth and the last type of situation which can pose problems in subject-verb agreement are compound subjects.

#### 1- Compound Subjects

Usually two or more subjects which are joined by *and*, they require a plural verb. e.g.

- i. Petrol and car repairs are my biggest expenses every month.
- ii. There were VCRs and Cameras for rent.
- iii. Crockery and cutlery items are included in the bill.

2- When compound subjects are joined by *or*, *nor*, *either...or*, *neither...nor*, *not only... but also*, the verb agrees with the closer subject. e.g.

- Either grapes or mango ice cream is the specialty every Saturday at the students dining hall.
- Either mango ice cream or grapes are the specialty every Saturday at the students dining hall.

3- While most indefinite pronouns such as *each*, *everyone*, *one somebody* etc. are always singular, there are a few pronouns that are not. The pronouns ***both*** and ***a few*** are always plural and require plural verbs.

e.g. - Both of my aunts play the sitar and sing professionally. A few of my cousins are also actors

4. The pronouns **all** and **some** are either singular or plural depending on the words that follow them. If the words after them are singular, then they are singular. If the words after plural, then they are plural e.g.

-*Some of the chicken is still on the table.*

(Since chicken is singular, some is singular in this sentence a singular verb, is needed).

-*Some of the guests are not having chicken.*

(Since guests are plural, it makes some plural in this sentence. The plural verb 'are' is appropriate over here).

### Practice 5

Identify the verb given in brackets that agrees with the compound subjects.

- i Our aunts and uncles (stay / stays) with us when they come to Lahore.
- ii. (Is / are) the actor and actresses ready to take the curtain call?
- iii. Ropes and a clamp (holds / hold) the mural.
- iv. The broken head lights and side light (was / were) the result of my bad driving.
- v. The batsmen and the wicket keeper (require / requires) a fitness certificate.
- vi. All of the students at the lecture (was / were) glad when it was over.
- vii. Either Jameela or her daughter (stay / stays) at home to take care of Iqbal.
- viii. Neither the head clerk nor his assistant clerks (has been / have been) fired for corruption.
- ix. Not only Khalid but also his friends (is / are ) to blame for the accident.
- x. A few of the strawberries (tastes / taste) funny.

### Test

Each of the following passages contains two mistakes in subject-verb agreement. Find these mistakes and correct them.

- i. The rain forests of Brazil is home to many species of frogs. Nobody among the world's scientists know exactly how many. More types are being discovered all the time.
- ii. The paint on the house and garage are peeling. Also each of the buildings need repairs. However, there is never enough time to do those jobs.
- iii. One of our professors always listens to students and makes sure they understand the lecture. Each of his students feel free to ask questions. Also the tests in his classes are always fair and clear.

### Review:

Fill in the correct words in each space.

1. A singular subject takes a \_\_\_\_\_ verb. (Singular / plural)
2. A plural subject takes a \_\_\_\_\_ verb. (Singular / plural)
3. The (singular or plural) \_\_\_\_\_ of present tense verbs is sometimes formed by adding the letter s to the end of the verb.
4. The subject of a sentence is often found in a prepositional phrase. (T / F) \_\_\_\_\_.
5. Compound subjects require a plural verb. (T / F) \_\_\_\_\_.
6. The indefinite pronouns **anyone** and **everybody** take a \_\_\_\_\_ verb. (Singular / plural)
7. The pronouns both and few are always plural and require plural verbs. (T / F) \_\_\_\_\_.

**RECAP:**

In this lesson, you looked at subject -verb agreement within sentences and how an awareness of correctness can improve your written expression. All good writers keep in mind these aspects of language and avoid these subject verb discrepancies, and you should also try to avoid making such errors.

**Lesson -27****Writing**

In earlier lessons we have been exploring ways of writing more effective sentences. In today's lesson we will look at pronouns, their agreement reference and point of view which are essential for good writing.

**Pronouns (Agreement, Reference Point of View)**

Look at the following sentences and see if you locate the mistake in each sentence.

1. Each of my students required four to five chances to pass their driving test.
2. If there are stains on any hotel sheets, they should be removed at once.
3. People go to the neighborhood restaurant because you get low-priced meals.

**Explanation**

1. Each of my students required four to five chances to pass his driving test. (Each is singular. It requires a singular Pronoun, his to refer to it.)
2. If there are stains on any hotel sheets, the sheets should be removed at once. (Which is to be removed-stains or sheets? Pronoun they could refer to either one. Replacing they with the sheets makes the meaning of the sentence clear.)
3. People go to the neighborhood restaurant because they can get low priced meals. (People requires a third person pronoun, they. Sentences that begin in the third person should not suddenly shift their point of view to the second person, you.)

In today's lesson you will learn how to avoid the three most frequent kinds of Pronoun mistakes: pronoun agreement, pronoun reference, and pronoun point of view.

**I. Pronoun Agreement**

Agreement shows the relationship between nouns and pronouns and their verbs and between nouns and their corresponding pronouns. Agreement specifies that a singular noun / pronoun uses a singular verb, a plural noun /pronoun takes a plural verb, a singular pronoun refers to a singular noun and plural pronoun refers to a plural noun. A pronoun must agree in number with the word it refers to (sometimes call the pronoun's antecedent. e.g.

1. *The students have spent many hours studying for their examinations.* (The antecedent of 'their' is 'students'.)
2. *The book Yousaf lent me is missing its cover.* ('Its', a sing. pronoun, refers to book, a single pronoun.)
3. *If your friends don't get here soon, they'll miss the train.* (They, a plural pronoun, refers to friends a plural noun).

The following is a list of indefinite pronouns which are always singular.

|         |          |           |            |
|---------|----------|-----------|------------|
| Each    | anyone   | anybody   | anything   |
| Either  | everyone | everybody | everything |
| Neither | someone  | somebody  | something  |
| One     | no one   | nobody    | nothing    |

e.g.

- i). Each of the wild horses raced for its freedom.
  - ii) Neither of my sons ever feels like cleaning his room.
- No one in the class wanted to read his / her paper aloud.  
No students in the class wanted to read their papers aloud.

**Practice 1 (A)**

For each sentence write the pronoun needed and the word that the pronoun refers to. The first sentence is done for you.

1. *Neither of the babies has had (his, their) polio shot yet.* (The pronoun needed is his. The word it refers to is neither).
2. *Many high schools now require (their, its) students to take a computer course.*
3. *Each of the girls invited (her, their) mother to the party.*
4. *Nobody can join the club unless (they are, he / she is) invited.*
5. *Everything in the office has (its, their) own place.*

**Practice 1 (A)**

For each sentence write the pronoun needed and the word that the pronoun refers to. The first sentence is done for you.

1. *Neither of the babies has had (his, their) polio shot yet.* (The pronoun needed is his. The word it refers to is neither).
2. *Many high schools now require (their, its) students to take a computer course.* (The pronoun needed is their. The word it refers to is schools).
3. *Each of the girls invited (her, their) mother to the party.* (The pronoun needed is her. The word it refers to is each).
4. *Nobody can join the club unless (they are, he / she is) invited.* (The pronoun/s and verb needed are he / she. The word the pronoun(s) and verb needed are he or she. The word the pronoun(s) refer to is nobody).
5. *Everything in the office has (its, their) own place.* The pronoun needed is its. It refers to everything.

**Practice 1 (B)**

**Choose the correct pronoun(s) from the words given in brackets.**

6. *Each of the actresses who auditioned believes (she, they) should be chosen for the main role.*
7. *If anybody is interested in a part-time job at the library, (he / she, they) should let the chief librarian known.*
8. *Either medicine is fine, but (it, they) must be taken regularly.*
9. *Somebody in the ladies' lounge stole my dark glasses, and I would love to get back at (her, them)*
10. *Neither of my uncles has ever smoked in (his, their) life.*

**Answer:**

**Practice 1(B): Choose the correct pronoun(s) from the words given in brackets.**

6. *Each of the actresses who auditioned believes (she, they) should be chosen for the main role.*
7. *If anybody is interested in a part-time job at the library, (he / she, they) should let the chief librarian known.*
8. *Either medicine is fine, but (it, they) must be taken regularly.*



9. *Somebody in the ladies' lounge stole my dark glasses, and I would love to get back at (her, them)*
10. *Neither of my uncles has ever smoked in (his, their) life.*

## II. Pronoun Reference

Just as a pronoun must agree in number with its antecedent it is also necessary for effective communication for a pronoun to refer **clearly** to the word it stands for. If the meaning of a pronoun is uncertain, the sentence will be confusing. This agreement between a noun and its pronoun is related to number, person and gender, and is called, **reference**. e.g.

- (i) *Rabia told Nafeesa that she had got an A in her term paper.*
- (ii) *Javeria told Laila she will be unable to keep her job.*
- (iii) *Personnel and management have reached tentative agreement on its contract.*
- (iv) *Each student is encouraged to submit their work on time.*
- (v) *There was no question after the lecture, which was regrettable.*
- (vi) *Both of Basit's parents are doctors, but it doesn't interest Basit.*

- (i) *Rabia told Nafeesa that she had got an A in her term paper. (who got the A - Rabia or Nafeesa? The word she and her could refer to either one).*
- (ii) *Javeria told Laila she will be unable to keep her job.*
- (iii) *Personnel and management have reached tentative agreement on its contract.*
4. *Each student is encouraged to submit their work on time.*
- (v) *There was no question after the lecture, which was regrettable. (What was regrettable - lecture lack of questions? Be careful with the use of the pronouns 'which' and 'this'. They must clearly, refer to one things or situation.*
- (vi) *Both of Basit's parents are doctors, but it doesn't interest Basit. (What doesn't interest Basit? Pronoun it doesn't refer to anything in the sentence.)*

**Notice how communication is enhanced in these sentences given earlier. For the first example you can write**

- (i) *Rabia told Nafeesa, "You got an A on your term paper". OR Rabia told Nafeesa, "I got an A in my term paper".*
- (ii) *Javeria will be unable to keep her job – according to what she told Laila.*
- (iii) *Personnel and management have reached tentative agreement on personnel's contract.*
- (iv) *Each student is encouraged to submit his or her work on time.*
- (v) *There were no questions after the lecture. Not having questions was regrettable.*
- (vi) *Both of Basit's parents are doctors, but medicine doesn't interest Basit.*

## Practice 2

Choose the correct word / words from those given in the brackets.

- As Riaz told his father about being arrested, (Riaz, he) began to cry.
- Students complain that (they, the maintenance staff) don't keep the library tidy.

3. Mahnoor tore off the wrapping paper from the present and then threw (it, the paper) in the rubbish bin.
4. Many poor people shop at the Sunday bazaar because (they, the vendors) give a 05 percent discount.
5. Many people enjoy hiking and camping, but I'm not interested in (them, those activities).

### III. Pronoun Point of View

Pronouns that refer to the person who is speaking is called a first person e.g. *I, me, our*. A pronoun that refers to someone being spoken to, such as *you*, is a second person pronoun. And a pronoun that refers to another person or thing, such as *he, she, it*, is *third person* pronoun. Here are the personal pronouns in first, second and third person groupings. (See on red slide only)

When you write your pronoun, point of view must stay the same. Do not shift unnecessarily from one point of view to another, as in the following sentences.

#### Personal Pronouns

|          | 1st Person        | 2nd Person | 3rd Person                        |
|----------|-------------------|------------|-----------------------------------|
| Singular | I, me, my<br>Mine | you, your  | he, him, his<br>she, her, it, its |
| Plural   | we, us, our       | you, your  | they, them, their                 |

(i) *The worst thing about my not writing letters is that you never get any back. (The writer begins with the first person pronoun my, but then shifts to the second person pronoun you).*

(ii) *Though we like most of our neighbors, there are a few you can't get along with. (The writer begins with the first person pronouns we and our, but then shifts to the second person pronoun you).*

These sentences can be improved by eliminating the shifts in person:

(i) *The worst thing about my not writing letters is that I never get any back.*

(ii) *Though we like most of our neighbors, there are a few we can't get along with.*

#### Practice 3

Improve the following sentences by eliminating the shifts in person.

1. *What I like best about holidays is that you don't have to set an alarm.*
2. *The laborers have to take a break at 11:00 whether we want to or not.*
3. *Whenever students are under a great deal of stress, we often go into depression.*
4. *If you plan to do well on this course, one should plan on attending every lesson.*
5. *When I first began to work as a nurse, I was surprised at how rude some patients were to you.*

#### Answer:

1. *What I like best about holidays is that you don't have to set an alarm.*

- What **I** like best about holidays is that **I** don't have to set an alarm.
- 2. *The laborers have to take a break at 11:00 whether we want to or not.*
- The laborers have to take a break at 11:00 whether **they** want to or not.
- 3. *Whenever students are under a great deal of stress, we often go into depression*
- Whenever students are under a great deal of stress, **they** often go into depression.
- 4. *If you plan to do well on this course, one should plan on attending every lesson.*
- If you plan to do well on this course, **you** should plan on attending every lesson.
- 5. *When I first began to work as a nurse, I was surprised at how rude some patients were to you.*
- When **I** first began to work as a nurse, I was surprised at how rude some patients were to me.

### **TEST A:**

Rewrite the following sentences after correcting the pronoun mistakes.

1. *Neither friend wants to work in (his/their) family business.*
2. *If anyone does not want (his or her / their) pudding, I'll eat it.*
3. *When I was stopped for speeding, he said I'd been going beyond the speed limit.*
4. *I won't go to Abrar ul Haq's concert tonight because there's no way you could get a ticket.*

TEST – (A) Rewrite the following sentences after correcting the pronoun mistakes.

1. *Neither friend wants to work in (his/their) family business. (Neither an indefinite pronoun is singular. The second pronoun must agree with it in number).*
2. *If anyone does not want (his or her / their) pudding, I'll eat it.*
3. *When I was stopped for speeding, he said I'd been going beyond the speed limit.*
- When I was stopped for speeding, the police officer said.....
4. *I won't go to Abrar ul Haq's concert tonight because there's no way you could get a ticket.*
- *I won't go to ..... No way could I get a ticket.*

### **TEST B:**

Each of the following passages contains **two** pronoun mistakes. Find the mistakes and rewrite the correct version of the passage.

1. *Bashir told Yousaf that **he** needed a new car. Bashir went on to say, "I still like my old Suzuki, but the car spends more time in the workshop than on the road." Yousaf agreed that anybody who had to pay for so many repairs to their car should buy a new one.*

*(Bashir told Yousaf, "I need a new car". Yousaf..... Yousaf agreed ..... So many repairs to his car should buy a new one.*

2. *The restaurant down the road isn't making a profit these days. During an inspection last month, they found rats and cockroaches in the kitchen. The bad publicity caused the restaurant to close down for a week, which was damaging to the restaurants business.*

-The restaurant down the road ..... **The health officials** found ..... Close down for a week. **This closing** was damaging

-The restaurant down the road ..... The health officials found ..... Close down for a week. This closing was damaging

3. Each of the sisters is a successful artist in their own field. Amina does oil paintings that she sells at the Grow Eaters' Gallery. Kamilia makes jewelry which one sells by herself from her home.

Each of the sisters is a successful artist in **her** own field..... Which **she** sells by herself from her home.

4. An angry looking man stood outside the bank, shouting that they had stolen his money. Passersby walked around him quickly because you did not know what he might do.

- (They have nothing in the sentence to refer to). Shouting that the **bank employees** had stolen his money....quickly because **they** (passers by) did not know.....

### **TEST C:**

In the following passage each sentence contains one pronoun mistake. Find the mistakes & correct it.

1. When Aunty Mussarrat and Uncle Riaz arrived, we all jumped up from the dinner table and rushed to the door, shouting their greetings. 2. "I'm sorry we're late," said uncle Riaz, "but Mussarrat insists on driving at forty miles an hour, no matter how late you are." 3. "But you were late in coming home from work and also in leaving Islamabad, and it's all yours fault", Aunty Mussarat answered. 4. "The worst thing for me is living with such a fussy man you always have to wait for him to finish selecting his wardrobe, washing his car and combing his hair just right," continued Aunty.

### **TEST C**

**Answer:** In the following passage each sentence contains **one** pronoun mistake. Find the mistakes & correct it.

1. When Aunty Mussarrat and Uncle Riaz arrived, we all jumped up from the dinner table and rushed to the door, shouting **their** greetings. 2. "I'm sorry we're late," said uncle Riaz, "but Mussarrat insists on driving at forty miles an hour, no matter how late **you** are." 3. "But you were late in coming home from work and also in leaving Islamabad, and **it's** all yours fault", Aunty Mussarat answered. 4. "The worst thing for me is living with such a fussy man is **you** always have to wait for him to finish selecting his wardrobe, washing his car and combing his hair just right," continued Aunty.

Sentence 1: their greetings - **our** greetings we all jumped

- We is a 1st person pronoun. **Their** is a shift to the 3<sup>rd</sup> person point of view.

Sentence 2: how late you are – how late **we** are

Sentence 3: **its** – it does not refer to anything in the sentence: and **the lateness** is all you fault.

Sentence 4: such a fussy man is **you** always have to wait for him - **I** always have to wait for him.

**Lesson Review**

Answer each question by telling in the correct word or words in the blank.

1. Words such as **each**, **everyone**, and **something** are \_\_\_\_\_ pronouns.
2. Words such **I**, **you**, and **they** are \_\_\_\_\_ pronouns.
3. A \_\_\_\_\_ person pronoun is one that refers to the person being spoken to.
4. True or False? A pronoun may be singular even if its antecedent is plural. ( \_\_\_ )
5. True or False? A writer should not needlessly change from the first person to the second person. ( \_ )

**Lesson Review**

Answer each question by telling in the correct word or words in the blank.

1. Words such as **each**, **everyone**, and **something** are singular pronouns.
2. Words such **I**, **you**, and **they** are personal pronouns.
3. A second person pronoun is one that refers to the person being spoken to.
4. True or False? A pronoun may be singular even if its antecedent is plural. (F)
5. True or False? A writer should not needlessly change from the first person to the second person. (T)

**RECAP:**

In today's lesson you looked at some more sentence errors and how to improve your written expression by focusing on – the pronouns, their agreement and the point of view. All good writers keep in mind these aspects of language and avoid these errors, and you should also try to avoid making such errors.

**Lesson -28****Word Choice**

This lesson is in two parts. In the first part you shall learn about the use and choice of words and expressions, and in the second part you shall look at a number of words that are often mistaken for one another because they are homonyms – i.e. they are words that are pronounced the same, or almost the same, but are spelled differently and are different in meaning.

To be a good writer you must learn to use words and expressions that are suitable to the subject, to the occasion and also for the audience you are writing for.

Even the most casual student of English soon becomes aware of the fact that there are several different speech levels. Some words are unmistakably bookish or literary, some are informal or colloquial. Every trade and profession has its own technical jargon. Then there are words that are used only for humorous effect and there are words that are never used in polite situations. So you realize that there is a great variety of situations and an equal variety of words to go with them.

Not all writing problems involve grammar. A sentence may be grammatically correct, yet fail to communicate effectively because of the words that the writer has chosen. The student of language and literature must take an interest in words. Slang, clichés and wordiness are three enemies of clear communication. Slang expressions are lively and add colour to our everyday speech but it is generally out of place in formal writing. Most slang terms are often vague substitutes for more exact words.

Careful writers avoid weakening their writing with slang. Slang is a living language no doubt, as new words and expressions are coined almost daily and most of these die out equally quickly. For example:

**Slang:** *When my mother saw me **zonked** out on the sofa, **she lost it.***

**Revised:** *When my mother saw me **sleeping** on the sofa she became angry.*

**Slang:** *When my mother saw me **zonked** out on the sofa, she lost it.*

**Revised:** *When my mother saw me **sleeping** on the sofa she became angry.*

Slang by its nature is informal. Slang is commonly used in talk among friends or colleagues but is not suitable for good writing or for formal occasions, especially the kind used by and typical of only one class of persons, such as, *army slang, prison slang...* As I said earlier, slang may be appropriate in casual conversation, but it is not appropriate in formal writing.

It is not realized by foreign learners of English that slang is used by limited social groups. Slang in USA is different from that in the UK, Australia and other English speaking countries. Slang expressions of the 1960s sound out-of-date or are meaningless now. Use slang only when you have a specific purpose in mind, such as being humorous.

**Practice 1.**

Rewrite the following sentences changing the expressions of slang by using more effective language.

- 1- All the viewers trashed the new Tom Cruise film.  
-All the viewers condemned the new Tom Cruise film.
- 2- I was really cheesed off when Rizwan called me a lair.  
-I was really very angry when Rizwan called me a lair.
- 3- Working in the library has been a real drag.  
-Working in the library has been boring.

**CLICHES**

Clichés: are expressions that were once lively and interesting. However, because these expressions have been used so much and so often, they have become predictable, dull and boring. A good writer tries to avoid clichés in his / her writing. Try to use fresh expressions. Here are some examples of clichés.

|                            |                     |
|----------------------------|---------------------|
| After all is said and done | clear as crystal    |
| a long felt want           | cool as a cucumber  |
| avoid like the plague      | light as a feather  |
| bored to tears             | make ends meet      |
| better half                | pretty as a picture |
| bolt from the blue         | red as a rose       |
| busy as a bee              | sick and tired      |
| cold as ice                | tried and true      |
| In this day and age        | time and again      |

**Clichés e.g.**

- i. The boys in my class were down in the dumps because they were fighting a losing battle with their discrete maths course.
- ii. She speaks loud enough to wake the dead.
- iii The children in the nursery class have been busy as bees all day, but they still seem fresh as daisies.

**Wordiness**

Some writers show off their command of the language by using big, difficult words. Actually this is very annoying for the reader.

Notice, for example, how easily the following wordy expression can be replaced by one or two words.

**Wordy Expression****Single Word**

|                             |           |
|-----------------------------|-----------|
| a large number of           | many      |
| at an earlier point in time | before    |
| at this point in time       | now       |
| due to the fact that        | because   |
| during the time that        | while     |
| each and every day          | daily     |
| few in number               | few       |
| green in color              | green     |
| in order to                 | to        |
| in my own opinion           | I think   |
| in the event that           | if        |
| in the near future          | soon      |
| made the decision to        | decided   |
| on account of               | because   |
| postponed until later       | postponed |
| small in size               | small     |



**Look at the following sentences and see which ones communicate well.**

1. Due to the fact that the printer ran out of the toner, they went to the local store for the purpose of buying some.  
- Because the printer ran out of the toner, they went to a local store to buy some.
2. At this point in time we have not yet scheduled the date of the next meeting.  
- We have not yet scheduled the next meeting.
3. In my opinion, I think the quota system in jobs is totally unfair and uncalled for.  
- I think that job quotas are unfair.

To help you develop your skill in choosing words effectively, we will do a short exercise. See if you can identify errors of cliché or wordiness in the following sentences. Then rewrite the sentence.

1. My neighbour's conversation is too gross for me.  
- My neighbour's conversation is disgusting.
2. The audience was bored to tears by the lecture on Iqbal.  
- The audience was bored by the lecture on Iqbal.
3. Owing to the fact that the buses are on strike, no one arrived on time.  
- Because of the bus strike, no one arrived on time.
4. The boys are pulling your leg when they say they can't be at your party. Don't listen to their teasing - they wouldn't miss your party for the world.  
- Joking (sl) really want to go to your party
5. You can't believe what my neighbor says. He's a gas bag. During the time I've known him I've heard him tell many lies.  
1. always exaggerating (s), since (w)
6. She was as happy as a lark when she learned that she had got an A on her term paper. But her happiness didn't last long due to the fact that there had been a complete mistake in the compiling of result.  
- (happy (c), because (w)

Now we turn to the second part of today's lesson. We shall look at 20 pairs of words that are frequently confused with one another. The most commonly confused words are:

(i) Its: This is the possessive of it.

It's: a contraction of it is.

-When she saw my dress, she said "It's an unusual one, but I like its colour.

(ii) There: (a) in that place (b) used with **is, are, was, were** and other forms of the verb **to be**.

Their: belonging to them.

They're: contraction of they are.

-The teacher told the students that there was no excuse for their failing in the test; they're going to sit for another test.

-Their belongings were scattered over there on the hill side. Tomorrow there will be an inquiry into the incident.

(iii) Your: belonging to you

You're: contractions of you are

-If you're going out in this heat, take your umbrella (belonging to you) for protection.

-Do you think your family will be upset when they learn you're migrating to Canada? (The family belonging to you).

-

(iv) Passed: The past tense of pass

(a) Handed to

(b) Went by

(c) Completed successfully.

Past: (a) Time before the present

-As Sajjad Ali walked past the fire, he passed his hands over it

(v) Whose: belonging to whom

Who's: contraction of who is or who has

-The headmaster yelled, "Who's responsible for the destruction of the painting? Whose fault is it?"

(vi) Weather: Outside conditions (rain, wind, temperature...)

Whether: if

-The weather won't spoil our holidays; whether it rains or not, our days will be spent fishing and boating.

(vii) All ready: (two words) completely prepared.

Already: (adverb) previously or before; prior to some specified time.

- They were all ready for the work to begin.

- We were surprised to find the woman already there when we arrived.

(viii) Altogether: (adverb) meaning wholly or thoroughly.

All together: (two words) meaning simultaneously or "all at once".

-The customers were altogether satisfied. (thoroughly).

-They were all together in the waiting room by eight o' clock.

(ix) Angry about: We are angry about occasions or situations.

Angry with: We are angry with people

Angry at: We are angry at things /animals

- We were all angry about the increased taxes.

- She was angry with Mr. Khan for supporting her rivals

- He showed his dissatisfaction by becoming angry at his dog for barking.

(x) Liable and apt are sometimes used for likely.

Something is apt if it is "suited for, appropriate to" something else, or a person is apt if he has a tendency to do something or is ready to learn.

Liable means "answerable for" and often suggests an undesirable possibility.

Likely means "probably".

- That was not an apt remark.
- He is liable to arrest.
- It will very likely rain tomorrow.

- (xi) Accept (a) to receive willingly  
(b) to agree to  
Except (a) to leave out  
(b) but

- All the workers except the part timers voted for a five day week.
- The management accepted the workers proposals.

- (xii) Advice: *suggestion(s)*

Advise: to give advice or suggestions to

- Most astrologists' advice is worthless. They advise their clients in such a way that they become dependent upon them for guidance.

-

- (xiii) Affect: as Verb, to influence

Effect: (a) as Verb, to cause

(b) as Noun, result

- The heavy downpour last night did not affect the success of the trip. The rain had the effect of clearing the air of dust.
- His speech is sure to affect the voters.
- This film will have a great affect on the public.
- As Principal of the college he will effect certain changes in the curriculum.

- (xiv) Desert: dry and sandy place (dez – ert)

Desert: to leave behind (de-zert)

Dessert: Final course of a meal

- The boys were lost in the Thar desert.
- The soldier deserted the army
- The hostess offered rice pudding as dessert.

- (xv) Does: present tense of do

Dose: a measured amount of medicine.

- Does a double dose of medicine cure an illness quicker?

- (xvi) Coarse: (a) rough

(b) not refined

Course: (a) a unit of instruction

(b) a part of a meal

(c) Use with *of* as in 'of course'

- The secretaries are required to take a course in handling telephone calls so that they do not treat even irritating customers in a coarse manner.
- Some of the boys on the computer course were very coarse in their manners.

## VU

(xvii) Lead: (a) a metal

Led: (a) Influenced or persuaded

(b) guided

(c) past tense and past participle of the verb 'to lead'.

- The lead-based paint is dangerous for health.

- You must lead the child by the hand.

- I led the old woman by the hand last week.

(xvii) Lead: (a) a metal

Led: (a) Influenced or persuaded

(b) guided

(c) past tense and past participle of the verb 'to lead'.

- The lead-based paint is dangerous for health.

- You must lead the child by the hand.

- I led the old woman by the hand last week.

(xix) Quiet: Silent

Quite: very

Quit: (a) to give up

(b) stop doing something

- This is a quiet neighborhoods.

- 'This house is quite noisy', said the visitor.

- If you don't stop, quarrelling, I am going to quit being so patient', said the man to his wife.

- I have quite finished (adv – completely)

- His home is quite near to his office.

(xx) Wander: (a) to move with no definite or fixed course in mind

(b) to be unclear in speech

Wonder: (a) to be amazed;

(b) used to introduce polite requests, for inquiring

(c) to speculate or ask oneself

-I wandered lonely as a cloud

-I wonder if he is arriving

-I wonder at his innocence

### **Practice:**

In the following sentences select the correct word from those given in brackets.

1. (You're, your) the only person (who's, whose) never on time

2. (Its, It's) different to (break, brake) the habit of taking drugs.

3. My neighbours discovered that (their, there) cat had eaten the mincemeat in the pan.

4. The (plane, plain) has (too, to, two) engines, and none was working.

5. The cheeky young man had (all ready, already) decided to (quit, quite, quiet) college, and he refused to (accept, except) his father's (advise, advice)

6. The rich (desert, dessert) had to (effect, affect) of giving guests a stomach ache. The host gave them each a double (dose, does) of soda mint tablets.

7. The ladies' complaints about the (coarse, course) language used in the waiting room (led, lead) the director to issue a warning letter to the male members.
8. The two brothers have not had any (peace, piece) ever since (their, there) father left them a (peace, piece) of land.
9. "(Your, you're) overweight and you almost never exercise", the physician warned the man.
10. ("Whose, who's) application is this?" asked the office clerk. The young man raised his hand, (wandering, wondering) (weather, whether) the clerk thought his application was well written or not.

**Answer:**

**In the following sentences select the correct word from those given in brackets.**

1. (You're, Your) the only person (who's, whose) never on time.
2. (Its, It's) different to (break, brake) the habit of taking drugs.
3. My neighbours discovered that (their, there) cat had eaten the mincemeat in the pan.
4. The (plane, plain) has (too, to, two) engines, and none was working.
5. The cheeky young man had (all ready, already) decided to (quit, quite, quiet) college, and he refused to (accept, except) his father's (advise, advice)
6. The rich (desert, dessert) had to (effect, affect) of giving guests a stomach ache. The host gave them each a double (dose, does) of soda mint tablets.
7. The ladies' complaints about the (coarse, course) language used in the waiting room (led, lead) the director to issue a warning letter to the male members.
8. The two brothers have not had any (peace, piece) ever since (their, there) father left them a (peace, piece) of land.
9. "(Your, You're) overweight and you almost never exercise", the physician warned the man.
10. ("Whose, who's) application is this?" asked the office clerk. The young man raised his hand, (wandering, wondering) (weather, whether) the clerk thought his application was well written or not.

In today's lesson you learnt about selecting the right words and their importance in good writing. You also learnt about words that are often confused with each other because they sound similar.

**Lesson -29****Punctuation (Comma and Apostrophe)**

Having looked at syntax, at what makes for good, effective sentences, errors in sentence construction and certain features of grammar, like pronouns and their Antecedents, subject-verb agreement, we will turn to punctuation. In this lesson you will learn about the Comma and the Apostrophe - two very important items of punctuation and which cause the greatest problems for students of English.

Punctuation depends upon grammar. Until you understand how one part of a sentence is related to another, you cannot punctuate efficiently. Commas are not marks to be added to a completed sentence for artistic effect; they are very much a part of a well written sentence as are correctly placed pronouns and adverbs.

In writing, punctuation takes the place of pauses, gestures, rising tone and other such features of speech.

Most people make use of some system of vocal punctuation in their speech. Some sentences would be clear enough without any punctuation marks. But readers have come to expect that sentences that are constructed in the same way will be punctuated in the same way. Therefore, certain rules of punctuation have come into being, and sensible writers follow them.

The greatest problems in punctuation have to do with the use of the comma, and the apostrophe.

We shall take up the comma first and then consider the apostrophe. This does not mean that there are no other marks of punctuation: the colon, semi-colon the full stop / period, the question mark, exclamation mark, the dash quotation marks, parentheses and square brackets are other well known marks. But we shall focus on only two as these pose the greatest number of problems in punctuation.

The Comma [,] indicates a very short pause. Writers may disagree about a few of its use, but most of them agree about the five main uses which we will now consider.

**Insert commas where needed in the following sentences.**

- i. Before leaving home the child's nanny collected a milk bottle a bag full of diapers a blanket and a rattle.
- ii. Although he is eighty my grand dad walks ten miles daily.
- iii The cutlery box if I remember correctly is in the big trunk upstairs
- iv. The paint company displayed thirty shades of color but the fussy lady still could not find anything to order.
- V. The house agent said 'It may take you a while to get used to the place.'

**Answer:**

i -Before leaving home the child’s nanny collected a milk bottle, a bagful of diapers, a blanket, and a rattle.

Explanation: Commas are needed to separate the items in a series.

ii - *Although he is eighty*, my grand dad walks ten miles daily.

Explanation: the comma separates the introductory phrase from the rest of the sentence.

iii -The cutlery box, if I remember correctly, is in the big trunk upstairs.

Explanation: The words *if I remember correctly*, interrupt the flow of the rest of the sentence, so they are set off by commas.

iv -The paint company had displayed thirty shades of color, but the fussy lady still could not find anything to order.

Explanation: The comma separates two complete thoughts connected by the conjunction or joining word ‘*but*’.

v - The house agent said, “It may take you a while to get used to the place”.

Explanation: The comma separates a direct quotation from the rest of the sentence.

Today’s lesson explains five main uses of the comma.

**Comma Rules**

- i. Between items in a series.
- ii. After introductory material.
- iii. Around words that interrupt the flow of sentence.
- iv. Between complete thoughts connected by a joining word.
- v. With direct quotations.

A comma often marks a slight pause / break in a sentence. When you read a sentence aloud, you can often hear the points where slight pauses occur. These pauses / breaks occur at the point where one of the five main comma rules applies.

In general, use a comma only when a comma rule applies. When you are in doubt about whether or not to use a comma, it is often best to leave it out. We’ll look at these rules one by one.

**Rule 1: Comma between items in a series**

The comma is used to separate three or more items in a series - words, phrases, or clauses may be used in a series as in following examples.

- i. The village women sold pottery, baskets, blankets, and silver jewelry. (Words)
- ii. The women spread their wares on the pavements, on doorsteps, and especially under trees in the town square. (Phrases)
- (iii) The tribal elders took part in the dance, their women sold pottery and jewelry, and their children ran around happily playing games. (Clauses).
- (iii) The tribal elders took part in the dance, their women sold pottery and jewelry, and their children ran around happily playing games. (Clauses).

NOTE: Do not use a comma when the series contains only two items. e.g.  
-The college cafeteria now serves sandwiches and cold drinks.

**Practice 1.**

In the following sentences insert commas between items in a series.

- i. Most countries now recycle newspapers plastic bottles and aluminum cans.
- ii. Walking jogging and bicycling are all inexpensive exercises.
- iii. The learner driver went through a red light steered off the side of a road and ended up on the footpath.

**Answer:**

**Practice 1. In the following sentences insert commas between items in a series.**

- (i) Most countries now recycle newspapers, plastic bottles, and aluminum cans.
- (ii) Walking, jogging, and bicycling are all inexpensive exercises.
- (iii) The learner driver went through a red light, steered off the side of a road, and ended up on the footpath.

**Rule No. 2 Comma After Introducing Material:**

A comma is used to separate introductory material from the rest of the sentence.

Examples:

- *After the mother had given the baby a bath,* it feel asleep.
- *Pushing and shoving each other,* the ladies rushed into the sales section.
- *With the ceremony of releasing doves in the air,* the festival got off to a rousing start.

**NOTE:** The comma may be omitted if the introductory phrase/clause is so short that misreading is unlikely. e.g. As the flames rose the crowd gave a shout.

**Practice 2.**

Insert commas after the introductory phrase/clause in each of the following sentences.

- i. When the lights went off the children let out a loud yell.
- ii. During the operation the doctor accidentally dropped the medicine bottle on the floor.
- iii. Disappointed by the batsman's performance the fans threw bottles and fruit peel at the fieldsmen.
- iv. After waiting in the queue for two hours the students were told that the office had run out of admission forms.

**Answer:**

**Practice 2.**

**Insert commas after the introductory phrase/clause in each of the following sentences.**

- i. When the lights went off, the children let out a loud yell.
- ii. During the operation, the doctor accidentally dropped the medicine bottle on the floor.



- iii. Disappointed by the batsman's performance, the fans threw bottles and fruit peel at the fieldsmen.
- iv. After waiting in the queue for two hours, the students were told that the office had run out of admission forms.

**Rule No. 3. Put a comma around words that interrupt the flow of a sentence.**

Sometimes sentences contain material that interrupts the flow of thought. Such words or group of words should be set off from the rest of the sentence by commas. e.g. *My mother, who is very old, complains that I do not give her enough time.*

One way of testing the interruption of the flow of thought is to read aloud such a sentence.

If you read aloud the above sentence you can hear the words “*who is very old*” interrupt the flow of thought. Such interruption often contains information that is *less* important to the sentence.

Examples:

- The owner of the house, *grumbling angrily*, came out of the house to claim his dog.
- The college, *which was built in 1937*, needs a face lift.
- The college auditorium, *though*, is in fairly good condition.

**Practice 3.**

Insert commas around the interrupting words in each of the following sentences.

- i. The house built of white stone was finally completed in 1890.
- ii. the park forty acres of prime land provides a fine view for the surrounding buildings.
- iii. The scenery of Switzerland which resembles that of Kashmir inspired him to write his novel.
- iv. Laila who was wearing a new dress yelled at the boys who spilled tea on her.

**Rule No. 4. Comma between complete thoughts connected by a joining word.**

When two complete thoughts are combined into one sentence by a joining word like and, but or so, a comma is used before the joining word.

Examples:

- Multan is one of the oldest cities in Pakistan, and it is also one of the most interesting.
- Some historians claim that Uch Sharif, another city in Punjab is older, but all agree that the Indus Valley has been continuously inhabited for thousands of years.
- Perhaps you have read about this old city, or perhaps you have even visited Uch Sharif.
- Money may not buy happiness, but it definitely makes misery bearable.

**NOTE:** Do not add a comma just because a sentence contains the word and, but or so. A comma is used only when the joining word comes between two complete thoughts. Each of those thoughts must have its own subject and verb. e.g.

- i- Shama spent the morning in the college, and then she went to the civil secretariat. (Comma: each complete thought has a subject and a verb. Shama spent; and she went)
- ii- Shama spent the morning in the college and then went to the civil secretariat. (No comma is needed here, because the second thought is not complete, and it doesn't have its own subject.)

**Practice 4: Insert commas before the joining words in the following sentences.**

- (i) The cricket team has lost five matches in a row but they are as popular as ever.
- (ii) Kauser wasn't wearing her reading glasses so she couldn't read the fine print in the dictionary.
- 5. I used to be able to play the sitar very well but now I'm out of practice.
- 6. It is not a festival precisely nor is it a village fair.

**Answer:**

**Practice 4: Insert commas before the joining words in the following sentences.**

- (i) The cricket team has lost five matches in a row, but they are as popular as ever.
- (ii) Kauser wasn't wearing her reading glasses, so she couldn't read the fine print in the dictionary.
- (iii) I used to be able to play the sitar very well, but now I'm out of practice.
- (iv) It is not a festival precisely, nor is it a village fair.

**Rule 5. Comma with Direct Quotations :**

Commas are used to separate directly quoted material from the rest of the sentences.

Examples:

- The coach shouted, "Move, move fast."
- The student said, "Do you mind if I ask a question?"
- The customer grumbled to the waiter, "This tea tastes like ditch water."

**Note:** When the comma comes at the end of directly quoted words, it is included within the quotation marks. e.g. - "After this class," whispered one student to her friend, "let's go to the cafeteria."

**Practice 5. Insert commas to set off quoted material in the following sentences.**

- (i) "We are ready to leave" said a cheerful voice on the bus mike.
- (ii) "This book" complained the student to the book store owner "is twenty rupees cheaper at the other store."
- (iii) The cashier said "We don't take cheques."

**Answer:**

**Practice5.** Insert commas to set off quoted material in the following sentences..

- (i) "We are ready to leave", said a cheerful voice on the bus mike.
- (ii) "This book," complained the student to the book store owner "is twenty rupees cheaper at the other store."
- (iii) The cashier said, "We don't take cheques."

**Review:** See if you can recognize which comma rule applies to each sentence. Then identify the place where the comma(s) is / are required.

a. Comma between items in a series.

1. Comma after introductory material.
  2. Comma around interrupting words.
  3. Comma before a word that joins two complete thoughts.
  4. Comma with direct quotations.
1. Glaring around the room the boss demanded silence. ( \_\_\_\_\_ )
  2. I heard a horn blowing so I glanced up at my rearview mirror. ( \_\_\_\_\_ )
  3. The professor won't leave the house without his hat his briefcase and his umbrella. ( \_\_\_\_ )
  4. The city children unused to the darkness of the forest sound it hard to sleep. ( \_\_\_\_\_ )
  5. The man whispered "Listen very carefully to what I have to say". ( \_\_\_\_\_ )

**Answer:**

1. Glaring around the room, the boss demanded silence. **(b)**
2. I heard a horn blowing, so I glanced up at my rearview mirror. **(d)**
3. The professor won't leave the house without his hat, his briefcase, and his umbrella. **(a)**
4. The city children, unused to the darkness of the forest, sound it hard to sleep. **(c)**
5. The man whispered "Listen very carefully to what I have to say". **(e)**

### The Apostrophe [,]

**Look at the following sentences and see if you can spot the word that needs the apostrophe.**

1. it's impossible to see stars in daylight.  
- It's the contraction of the words *it is*. The apostrophe takes the place of letter *i*, which has been dropped.
2. The judge can't hear the case until next month.  
- Can't is the contraction of the word cannot. The apostrophe shows that two letters (n, o) have been left out.
3. No one likes the college principal's new attendance rules.

The apostrophe plus s shows that the new rules belong to the principal. The apostrophe comes after the last letter of the word principal. Likes does not take an apostrophe, because it is not possessive. It is a verb.

4. The sandwiches at Greens' restaurant are the best in town.  
The apostrophe after the s, shows that the Greens own the restaurant.

The apostrophe is a punctuation work with two main purposes.

1. It is used in a contraction, showing that one or more letters have been left out of a word.
2. It is also used to show possession - that something belongs to someone.

### The Apostrophe in Contractions:

A contraction is formed when two words are combined to make a new word. The apostrophe takes the place of the letter or letters that are omitted when forming the contraction. Here are a few common contractions.

|                      |                     |
|----------------------|---------------------|
| I + am = I'm         | She + will = she'll |
| It + is = it's       | You + will = you'll |
| Does + not = doesn't | You + would = you'd |
| Do + not = don't     | Will + not = won't  |

Contractions are commonly used in every day speech and writing. They are not slang. Some people in Pakistan think using contractions is wrong. Read out a passage and you will notice how frequently words are contracted.

Wouldn't you like to go to the movies tonight? There's a film I've been wanting to see, but it hasn't been in Lahore until now. You've been wanting to see it too, haven't you? Shouldn't we ask the others to go with us? They're always saying they've plenty of free time, don't they?

### Contractions That Cause Problems

There are 4 pairs of words that can cause problems to students. These are:

1. They're-(meaning they are) and their (meaning belonging to them)
2. It's (meaning it is or it has) and its meaning belonging to it.
3. You're (meaning you are) and your meaning belonging to you
4. Who's (meaning who is) and whose meaning (belonging to whom)

Notice how each of these words is used in the sentences that follow.

1. They're      their
2. It's          its
3. You're      your
4. Who's        whose

-They're upset about the damage done to their new car.

- It's a shame that the college failed to honor its own faculty.

-Your parents said you're their favourite child.

- Who's the person whose car number plate is missing?

- They're (they are) upset about the damage done to their new car. (car belonging to them).

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- It's (it is) a shame that the college failed to honor its own faculty.
- Your parents (belonging to you) said you're (you are) their favorite child.
- Who's (who is) the person whose car number plate is missing.

### **The Apostrophe to Show Possession ['s]**

In the following phrases the apostrophe and s ['s] are used to show possession of singular or plural nouns not ending in s.

- This is a man's job
- These are men's jobs
- Children's games are not always simple
- My sister-in-law's great love is shopping.
- She reads Huxley's essays.

In the case of plural nouns ending in S, the apostrophe alone is used.

- She rang the Shahs' doorbell.
- The two dogs' tracks were visible in the snow.
- The ladies' toilet / wash-room was locked.

### **When Not to Use An Apostrophe: In Plurals and Verbs**

The possessive and plural forms of words are often confusing. Remember that a plural is formed simply by adding an s to a word; no apostrophe is used. Look at the following sentence to see which words are plural and which are possessive:

- *Samina's new boots have golden buckles.*

+boots, buckles -plural. More than 1 boot, buckle + Samina's: the word with the apostrophe plus s, is possessive: i.e. Samina owns the boots.

- also many verbs end with an S. e.g. He owns the cinemas . Owns is a verb. Do not put an apostrophe in a verb.

### **Practice 6.**

Add an apostrophe where necessary.

(i)The head of the departments mood is much better after he gives out the assignments for the day.

(ii) This years new television shows are much worse than the programs of last year.

(iii) Mind your ps and qs.

**Answer:**

**Practice 6.**

**Add an apostrophe**

(i) The mood of the department's head is much better after he gives out the assignments for the day.

Department's – head belonging to the dept.

Gives – Verb. Assignments - Plural

(ii) This year's new television shows are much worse than the programs of last year.

Year's - belonging to this year. Shows - pl, programs: pl,

(iii) Mind your p's and q's.

**Review:** Identify the correct answer.

1. A contraction is two words combined into

- a. **one word**
- b. a possessive
- c. a plural

2. In the contraction she'd, the apostrophe

- a. shows that *she* possesses something
- b. **takes the place of would**
- c. indicates a plural

3. To make a possessive, an apostrophe plus an s is usually added to

- a. **the name of the owner**
- b. whatever is owned

4. An apostrophe is not needed in

- a. a contraction
- b. **a plural**

In today's lesson you have learnt about

Punctuation and the problem areas in punctuation skills that are required for effective writing.

**Lesson -30****Effective Writing (paragraphs)**

In this lesson and the following couple of lessons, you will learn the principles of writing. We will begin with how to write an effective paragraph and the principles you learn here will help you to write longer essays/papers.

Writing is not easy, especially in a foreign language. Writing is, in fact, a process. It is done in a series of steps & stages. It is a skill that comes with great effort, hard work and practice. If you want to learn how to write, you can.

The first thing of concern in writing is content i.e. what you have to say - your ideas, thoughts and feelings. Unfortunately, some students are so conscious about rules and mistakes that they do not focus on what they want to say. Rules do matter but not at the beginning stage. Now students in Pakistan have a fear of English, especially while writing because they have never learned how to write. They resort to learning model essays and answers to questions by heart. Your attitude in this respect is very crucial and important. It is your attitude that will determine how much effort you will put in learning to write.

We will begin with a paragraph. A paragraph is a series of sentences about one main thought, idea or point. The paragraph is like a sentence in the sense that it must concern itself with one thought. While some ideas can be adequately treated in a single sentence, others require the fuller treatment which is afforded by a series of sentences (i.e. the paragraph) or a group of paragraphs, chapters, section(s) or even a book. A paragraph typically starts with a point and the rest of the paragraph provides details to support and develop that point.

**Your goal in writing a paragraph should be:**

- i) To make a point**
- ii) To support the point**
- iii) Orderly arrangement of material**
- iv) Write error free sentences**

- i) It is best to state the point in the first sentence. The sentence that expresses the main idea or point of a paragraph is called the TOPIC SENTENCE. The topic sentence is a general statement and the other sentences provide support for the general statement. If you recall the beginning of the course, you had a lesson or two on identifying the topic sentence and its supporting details.
- ii) To support the point, you need to provide specific reasons, examples, & other details that explain & develop the point.
- iii) You can organize the supporting details in a paragraph in two ways. You can use a listing order (first of all, secondly next in addition.) or time order (first, next, and finally.)
- iv) If you use correct spelling & follow grammar, punctuation & usage rules, your sentences will be clear & well written.

Look at the following two passages. Notice how the topic sentence which is underlined is supported by the sentences that follow. The first passage is written by a student. The second one is written by a famous writer. Notice how both make a point at the beginning and then go on to support that point with specific evidence and this is what we are going to concentrate in this lesson.

### My Neighbours

1. The new family that has moved in next doors is quite a noisy family. Ever since they arrived, we have not had peace for a day. Their young **daughter** is the loudest person I have ever known. She pops out her head every half hour from her bed room window and screams for the old man who works for them. Cries of ‘Babaji! Babaji!’ resound in the area. Then the whole neighborhood can hear what she wants Babaji to fetch her from the market. As for the **other children** they are no better.

Screaming and shouting at the top of their voices, they play hide and seek late into the night, and their **dogs**, barking loudly, join them in their sport. As if this is not enough, just when the neighborhood is about to turn in for the night, loud stereo **music** blares from their house, shaking and rattling everyone's nerves. I think we need to call a meeting of the other neighbors and do something about this.

2. On the day after the burial of a celebrated man, his friends and enemies apply themselves to the work of writing his biography. His **school fellows** relate in the newspapers his boyish pranks, **another man** recalls exactly, and word for word, the conversation he had with him twenty years ago. The **lawyer**, who manages the affairs of the deceased, draws up a list of the different offices he has filled, his titles, dates and figures, and reveals to the matter-of-fact readers how the money left has been invested and how the fortune has been made; the grand **nephews** and second **cousins** publish an account of his acts of humanity, and the catalogue of his domestic virtues.

- Taine, *History of English Literature*

Some writers like to start with an idea and then collect evidence to support it. Evidence is supporting materials – statistics, examples, comparisons, contrasts, causes, effects, and expert opinion. Other writers like to start with facts on a topic and then form their ideas from those facts. Still others like to work with ideas and evidence at the same time. They shape their ideas as new facts turn up and collect new evidence as they find fresh ideas.

### Practice 1:

**Arrange the ideas and evidence in logical order, the most general coming first.**

A. <sup>1</sup>The first shelf was crammed with copies of the daily newspapers, The Pakistan Times, The News, The Dawn and The Nation. <sup>2</sup>To the left of the papers, he had piled copies of The Herald, She, The Friday Times and Mag. <sup>3</sup>On the middle shelf, he had a set of the great Urdu and Punjabi classics and a vast collection of science fiction novels and detective stories.



<sup>4</sup>On the top shelf, he had numerous new volumes on cooking, gardening and travel. <sup>5</sup>His library testified to the breadth of his reading habits.

Idea \_\_\_\_\_

Evidence \_\_\_\_\_

Sentence 5

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Practice 2:**

<sup>1</sup>Mathematics has never been easy for me. <sup>2</sup>Now that I am in college, I am having trouble getting through even in business math. <sup>3</sup>I never could solve the mysteries of X's and Y's, sines and cosines. <sup>4</sup>In primary school, I had serious trouble learning the simplest arithmetic. <sup>5</sup>In high school, I barely passed in algebra and trigonometry. <sup>6</sup>My father threatened to take me out of school if didn't learn to add correctly.

Idea \_\_\_\_\_ sentence 1 \_\_\_\_\_

Evidence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Practice 3:**

Select the most appropriate conclusion you might infer from the evidence given. Place the number of the conclusion you select in the blank space.

**1. Evidence:** My four-year old Suzuki has 80,000 miles on it. It needs a new battery, the alignment of the front wheels is out, the shock absorbers are weak and the upholstery is frayed. \_\_\_\_\_

**Conclusion:** 1) Japanese cars give good service for 80,000 miles then break down. 2) It's time for me to get a new Suzuki. 3) My four-year old Suzuki needs some minor repairs.

**2. Evidence:** The rainfall in Dhaka was 88.6 inches in 1960, 86.2 in 1961, 84.2 in 1962, 81.2 in 1963, 80.1 inches in 1964 and 75.1 inches in 1965. \_\_\_\_\_

**Conclusion:** 1) Dhaka rainfall declined steadily between 1960 and 1965. 2) Dhaka rainfall eventually returned to normal. 3) Dhaka rainfall was 74.1 inches in 1967.

**Practice 4:**

Identify the evidence that does not support the conclusion. Place the number of the irrelevant evidence in the blank below the evidence. If all of the evidence is irrelevant, leave the blank empty.

**Conclusion:** The trees in the back yard provide shade all day.

**Evidence:** 1) Four neem trees to the front of the south side protected the yard from the morning sun. 2) A row of towering eucalyptus trees on the west side protect the yard from the evening sun. 3) Two great rubber trees further back on the south side caught the noon and early afternoon rays.

4) Between the trees were low growing rose bushes, Hibiscus and jasmine bushes.

As I stated earlier writing usually takes place in steps. These are

(1) Brainstorming (2) Making brief outline (3) Writing first draft (4) Revising (5) Proof reading

**Step I: Brainstorming**

(a) Jot down points or ideas and their details as they come to your mind. Just write them down without putting them in any special order. Try to accumulate as many details as you can think of.

(b) Clustering is another strategy. Begin by stating your subject in the center of a blank sheet of paper. Then as ideas come into your mind put them in boxes/circles around the subject/topic.

children hide & seek

daughter shouts Babaji

noisy neighbors

loud music

TV

stereo

something needs to be done

dogs bark

loud music

**Lesson -31****Writing: Paragraph**

In the last lesson we started to look at paragraph writing. We considered different parts of a paragraph, and we examined the paragraph My Neighbours. We noted that a good paragraph has three major structural parts: a topic sentence, supporting sentences and a concluding sentence. In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence.

First we will look at the first element UNITY. By unity we mean that only one main idea is stated in the topic sentence and the coherence that follows each and every supporting sentence develops that idea. If you are writing on Dreams and you say in your topic sentence that you are going to discuss two important characteristics of dreams, then discuss only these two characteristics only. Do not discuss anything else such as what you dreamt the night before or if you were writing on Television, and in your topic sentence you say that you are going to discuss the effects of TV on society, then discuss only that. Do not discuss anything else such as the invention of television. The second element of importance in a paragraph is COHERENCE. By coherence we mean that your paragraph is easy to read and understand because (i) the supporting sentences are in some kind of logical order and (ii) your ideas are connected by the use of appropriate transitional words. We shall look at the topic sentence from the following points

**Characteristics****Position**

**Practice:** to recognize topic sentences

Parts of topic sentences

Writing topic sentences

**Practice:** Writing concluding sentence

**Review:**

A well written paragraph has 5 elements

- (i) A topic sentence
- (ii) Supporting sentences
- (iii) A concluding sentence
- (iv) Unity
- (v) Coherence

**Topic sentence:** Remember the earlier reading lessons in which we have discussed the topic sentence in detail. You have looked at the topic sentence from the readers' point of view. Now you will work at it from the writer's point of view. The topic sentence is the most important sentence in a paragraph as it indicates what the paragraph is going to discuss, and for this reason it is a helpful guide, both for reader and writer.

**The topic sentence is:**

(a) A complete sentence - it contains a subject, a verb and a complement (which is a word or words used to complete the meaning of a verb).

(b) A topic sentence contains a topic as well as a controlling idea. i.e. first it names the topic and then it limits the topic to a specific area that is to be discussed in the paragraph.

For Example:

-*Driving on the motor way requires skill and agility.*

- *Platinum, a precious metal is used for two purposes.*

Notice that these 2 sentences are general statements; they do not contain any specific details.

The topic sentence may appear anywhere in the paragraph. It is usually the first or the last sentence of the paragraph. The topic sentence may also be the first and the last sentence of the paragraph. Let us look at three paragraphs:

1) My study table is well organized. I keep ball point pens and coloured pencils in the top right drawer. Writing paper is in the middle right drawer. The bottom right side has all the other material I might need, from paper clips to staples and tapes. The top of the desk is clear, except for a study lamp and a monthly planner. The left side of the desk has two drawers. The bottom one is a file drawer, where I keep my lecture notes from each class. And in the top drawer? That's where I keep peanuts, raisins, chocolates and chewing gum that I snack on while I study.

Here you notice the paragraph begins with a topic sentence "My study table is well organized". The first sentence is a general statement. The main idea-that the writer's desk is well organized - is in the first sentence. The rest of the sentences show us how well organized the desk is.

2) Do you have problems with sleeping? By following a few single guidelines many sleep problems can be avoided. First, don't drink tea or coffee close to bedtime. Next, do not exercise at least three hours before bedtime. Lastly, work out a sleep routine. Try to go to bed at the same time and try to get up at the same.

Here the first sentence introduces the topic of sleep problems by asking a question. A question can never be a topic sentence. It is not making a statement. The second sentence "By following a few simple guidelines many sleep problems can be avoided" states the author's main idea about that topic.

**Topic sentences may even come later than the second sentence. See if you can find the topic sentence in the following paragraph.**

(3) Today world-wide communications are taken for granted. Through telephone, TV and the internet, we learn instantly what happens all over the world. In ancient times, however, military leaders relied on a much slower, less technical method of sending important messages - pigeons. Homing pigeons are trained to return home from long distances. The birds were kept in cages at the military camps. When a message had to be sent, it was tied to the bird's leg. The bird was then released and it flew back to its base camp after delivering the message.

At first glance, sentence 1 appears to state the main idea as sentence 2 gives examples of the world-wide communication. But it isn't. Sentence 3 which also states a general idea, but points the reader towards another direction (as signaled by the word *however*) Sentences 4, 5, 6 and 7

provide details to support it. It becomes clear that sentences 1 & 2 lead up to the true main idea of the paragraph which is stated in sentence 3. This is clear because sentences 4, 5 and 6 all give information that explains in detail the general statement in sentence 3.

Sometimes a topic sentence may end a paragraph. When this is so the previous sentences build up to the main idea. Here is an example of a paragraph in which the topic sentence comes last.

Probably in the coming decade there will be more use of home computers. People will use them to shop, to cast votes, file taxes, and take college and university exams. Also, they will be used for playing games. Experts say the work week will be reduced to less than thirty-two hours. Moreover, robots will not only take over many routine service jobs but many dangerous jobs as well. As these forecasts suggest, the coming decade is likely to be a decade of home computers.

**Review 1- To find out what you have learned so far, answer each of the following questions. Fill in the blank or put a tick mark against the answer you think is correct.**

1. The topic sentence of a paragraph states the
  - (a) Supporting details
  - (b) Introducing material
  - (c) Main idea
2. To find the topic sentence of a paragraph, look for a general statement. True/False
3. The supporting details of a paragraph are more general than the main idea. True/False
4. The topic sentence may appear in a paragraph (a) only once (b) more than once?
5. When the main idea is stated in the last sentence of a paragraph, it is likely to be:
  - (a) A summary
  - (b) A conclusion
  - (c) Either a or b

Now we shall turn to the parts of a topic sentence. A topic sentence has two essential parts—the topic and the controlling idea. The topic (names) the subject or main idea of the paragraph. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will be about. It limits the topic to a specific aspect of the topic that will be discussed in the paragraph. e.g.

- Driving in Lahore requires skill and nerves of steel.
- Living in an English speaking country improves English of a foreign student.
- Sri Lanka is famous for its tea gardens.
- Television commercials are misleading.

### **Writing Topic Sentence:**

Now you will have some practice in writing topic sentence. Keep the given points in mind.

- (i) A topic sentence should be neither too general nor too specific.
  - (ii) It should not unhide too many unrelated ideas e.g. Sri Lanka is famous for its temperate climate, its many tea gardens and its ancient temple.
- (Too many controlling ideas would require 3 separate paragraphs)

## Practice Writing Topic Sentences

**Write a topic sentence for each of the following topics. Include both a topic and a controlling idea**

1. The effect of TV on children
2. Books on travel/Travel Books
3. Gardens
4. Popular Entertainment (general subject)
5. The Benefits of Foreign Travel

### **1. The effect of TV on children**

Television is seriously affecting children. Their attention span has shortened notably. They are now so used to a TV being on that they have trouble working in quiet classrooms.

### **2. Books on Travel/Travel Books**

Books of travel have always been popular. Even in ancient times traveler's tales were eagerly read. Name a few travelers.

- Marco polo
- Ibn-e- Batuta

### **3. Gardens**

A beautiful garden is a constant source of pleasure. (Talk about some pleasure-sitting in peace and calm environment. Place of retreat, rest.)

### **4. Popular Entertainment (General Subject)**

Popular entertainment such as pop music has undergone great changes.

### **5. The Benefits of Foreign Travel**

Whether travel in foreign lands will benefit the traveler depends entirely on the traveler himself. Opening sentences given - try to carry on from here.

**The Concluding Sentence:** A concluding sentence has two purposes:

- (i) It signals the end of the paragraph. For this you should use words like 'in conclusion', 'in summary' or 'finally'.
- (ii) It gives a final comment on your topic.

The following examples illustrate two different types of concluding sentences. The concluding sentence may repeat the main idea of the topic sentence in different words or it may summarize the main points of the paragraph which are not stated in the topic sentence.

### **Examples:**

(I) Synonyms: Most people think of 'synonyms' as words 'having the same meaning', but it is easy to show that synonyms are always partial, never complete. 'Tall' and 'high' are usually considered synonyms while we can have both a tall building and 'a high building' we cannot have both 'a tall boy' and 'a high boy'. *Therefore, we should be careful in choosing words because many words that we considered turn out not to be really synonyms.* (Repeats main idea of topic sentence)

(ii) Some people delight in inflicting pain on harmless little creatures. Such as flies, worms and frogs. They also take pleasure in killing them. This is very cruel of them. They ought not to do so, because it is wrong to cause unnecessary pain to any creature. Besides, from being cruel to little animals, men are often led, to become cruel to the fellow creatures, and they learn to do very cruel deeds. *Whenever a man is tempted to hurt or kill any such creature he should pause to think how he would feel if any creature more powerful than he, were to do the same to him.* (Concluding sentence summarizes the main 2 points not specifically stated in the topic sentence.)

#### **Practice 4: Writing Concluding Sentences**

**In the following paragraphs underline the topic sentence.**

(a) Determine the main idea of each paragraph.

(b) Add a good concluding sentence at the end of paragraph using signal words (*Finally, to sum up, at last, in conclusion*).

##### **Paragraph 1:**

The scientist is more interested in doing scientific work than in defining it. He sometimes says that a piece of work or book is unscientific, and what he actually means by that phrase is that it is inexact, that it is badly arranged; that it jumps to conclusions without sufficient evidence, or that the author has allowed his personal prejudices to influence his report..... [*by scientific work, then we mean that which is as exact as is possible, orderly in arrangement, and based on sound and sufficient evidence*].

##### **Paragraph 2:**

The habit of economy can easily be formed if we have a will to save. The first important thing in the formation of this habit, as in the case of many others, is to make a beginning. It does not matter with what sum we begin. We should make use of the first opportunity to make a beginning; secondly we should keep this habit alive by consistent effort. All this is possible only by a strong will-power. If once we decide to save, we should start immediately.....

##### **Paragraph 3:**

There are numerous everyday words in English that have come from other languages. English speakers relaxing at home, for example may put on *pajama's* which is a Persian word. A sleep in the afternoon is called a '*siesta*' a Spanish word. When we wash our hair we '*shampoo*' it-from the South Indian word champi.

#### **Writing Practice Home Work**

**Choose a topic from the list below and write a paragraph of 4-5 sentences in length.**

**Step I :** Begin your paragraph with a good topic sentence.

**II :** Write general supporting sentences that explain or support the topic sentence.

**III :** Write a good concluding sentence.

##### **Topics**

1. Arranged Marriages
2. Population Explosion in Pakistan

**VU**

### 3. Computers

Your instructor will give you a time limit, suggested limits:

Writing time = 13 minutes

Checking time = 02 minutes

**Total = 15 minutes**



**Lesson -32****(Unity, Coherence and Organization)**

In the last lesson, we have looked at the three structural parts of a paragraph. In addition, we have learned that a good paragraph requires the elements of unity and coherence. We will first look at unity in a paragraph.

**Unity**

A good paragraph has unity i.e. in each paragraph only one main idea is discussed. Unity has two parts. Every supporting sentence in the paragraph must be directly related to the main idea. This is the first part of unity. Remember, do not include any information that does not directly support the topic sentence e.g. if your paragraph is about the ‘advantages of foreign travel’ discuss only that. Do not discuss traveling locally. To make it better, discuss only one advantage in each paragraph. However, sometimes it is possible to discuss two or three aspects of the same idea in one paragraph if they are closely related to each other.

The second part of unity is that every supporting sentence must directly **explain** or **prove** the main idea expressed in the topic sentence. Students often write supporting sentences that are way off the topic. For example, if you are writing about the high cost of college fees, you could mention inflation as one factor. But if you go on to write three or four sentences on inflation and the difficulty of educating three or four children of a family, then you are wide off the topic, and your paragraph will lack unity. **The unity of a paragraph is determined by the terms of the topic sentence.**

Your sentences must be related to the **key terms** of the topic sentence. Otherwise, it must be left out.

**Look at the following paragraph. Which sentence does not contribute to a unified effect?**

**Playing tennis keeps my mother fit.**

1. Running around the courts keeps her muscles toned up and gives them the flexibility of a teenager.
2. We still have the cup she won for finishing first in the one-mile race in her college Annual Sports.
3. Serving especially gives her a sense of balance.
4. Even at the age of fifty two, my mother continues to play tennis and she plays it well.

**In the following paragraph notice how all the details are unified—they are about the same subject/topic of the paragraph.**

Hamid was a big, bouncy guileless man who slapped you on the back whenever he met you. He loved to crack jokes and would poke you in the ribs to make sure you got the point of his jokes. He had a passion for food and a passion for ideas. ‘Now take the constitution, for instance. I can’t believe that we have made a mess of it. There is only one way to come out of this practical

mess.’ he would continue, examining one idea after another. His strong, protruding teeth would glisten from far away as he sat in the midst of friends, eating and discussing.

### **How do we determine that this is a unified paragraph?**

Note the specific terms of the subject/topic and the specific terms of the comment about the subject. Hamid is the subject, and it is obvious that only concrete explanations would maintain unity, and not just any vague comment about him. That comment centers round the words, *big, bouncy, guileless*, and on his having *a passion for food, and a passion for ideas*.

In the next example, note the details that have been selected to develop the topic of paragraph are more specific, more concrete than the topic idea. One thing that you must remember is that do not lengthen paragraphs by throwing in more generalities.

### **In the following paragraph which sentence is not concrete enough?**

1- The young Pakistani woman has become a puppet in the hands of fashion gurus. 2- *She does everything they tell her to do.* 3- She raises hemlines when they give the nod. 4-They are lowered when a new look is needed to raise sales. 5-At their suggestion she wears bright colours, and when they propose dull colors, she takes to wearing drab colors.

It is sentence no. 2 which merely repeats what the topic sentence says. You should not merely repeat the same statement in different but equally general words. In the examples you have seen so far all of the details have been equal to one another. This does not happen all the time. The details of a paragraph may have other logical relationships to each other. There may be sub divisions and further sub divisions of sub division. For example, if you are asked to write on the characteristics of a good Pakistani citizen, you may break down the characteristics into three subdivisions – awareness, knowledge and action. You may provide concrete details for all or some of the subdivisions. It need not be in the same quantity for each.

#### Characteristics of a Good Pakistani Citizen

- a) Awareness—what is happening in the world around him at the local, national and international level?
- b) Knowledge—of his basic human rights, constitutional rights.
- c) Action—participation in community work, political participation (voting)

### **Length & Type**

A good, effective paragraph should be long enough to clinch its point. How that can come about will depend on the topic and the audience who is to read depends on the topic and the audience who is to read the writing. For instance a strong argumentative position might require proof. You will have to see if the terms of the topic have been discussed.

**Practice 1:**

**Here is a topic sentence. Look at its key terms. Then decide which detail would not be related to the key term.**

**1.** Topic sentence: Folk songs are *popular* because of their *greater realism*.

Key Terms: popular, greater realism

- Details:
- a) spontaneous participation
  - b) Honesty about love
  - c) Powerful, down to earth emotions
  - d) Involved with ecology

**2.** Which detail would not be unified with regard to the key terms of the following topic sentence.

Topic Sentence: Inflation has *affected* a varied *cross section* of the public

Key Terms: Affected, cross section

- Details:
- a) people with fixed incomes
  - b) Petty shop owners
  - c) Medicine & hospital charges
  - d) Overcrowded conditions in hospitals

**3.** Which detail would not be unified with regard to the key terms of this topic sentence?

Topic Sentence: The pollution problem has *increased* in great proportions.

Key Term: Increased

- Details:
- a) Cars & buses on city streets
  - b) Deforestation
  - c) Polluted rivers
  - d) Competition by imported vehicles

**4.** Which detail is not a subdivision in the development of a paragraph on historical novels?

- a) appeal to patriotic feelings
- b) usually based on a factitious event
- c) presents events in a very simplified way
- d) glorify war

**5.** In a paragraph on Urdu films, which three details would be grouped under a major subdivision about the qualities of the hero?

- a) They can sing and dance.
- b) Emerges from fights without a scratch.
- c) Can jump from great heights
- d) Monotonous plots

**6.**

Write three sentences that develop the following topic sentence: *Modern technology has helped the housewife.*

Key Term: Helped, housewife

- 1. Save time, Labour, effort-kitchen
- 2. Cleaner, Efficient, Washing,

### 3. Fridge, Saves daily cooking

## **II. Coherence**

Now we shall look at the second element of a good paragraph i.e. coherence-which means “to hold together.” Coherence in writing refers to the movement from one sentence to the next which must be smooth and logical. In the same way in a longer piece of writing the movement from one paragraph to another must be smooth and logical. In other words, it means there should be no sudden jumps in thought. Each sentence should flow smoothly into the next. Coherence can be achieved in two ways.

- i) By using transition signals to show how one idea is related to the next.
- ii) By arranging sentence in a logical order.

### **Transition Signals**

We have had a lot of transition signals in our earlier lessons. It was from the perspective of reading. Now we are going to look at transition signals for the perspective of writing. Some writers think of transition signals similar to the road side traffic signs that tell the reader the direction he/she has to take. In other words they tell the reader when the writer is taking a similar route idea (words like *similarly, moreover, furthermore, in addition*) or an opposite route/idea (*on the other hand, however contrast*) or giving an example (*for example, for instance*) or result (*as a result*) or a conclusion (*in conclusion*).

By using transition words, you guide your reader and make it easier for him/her to follow the writer’s ideas. Transition words give coherence to your paragraph.

### **PRACTICE:**

Look at the following 2 paragraphs. Both paragraphs give the same information, yet one is easier to follow than the other because of the use of transition signals.

#### **Paragraph 1:**

Students who come to college from high school find that at first they have a few problems. Their college is usually much bigger than their high school. The new first year student often does not know any of the students of the higher classes. These students are not always friendly to him/her. They play tricks on him/her or tease him / her. Before he/she was one of the biggest students in his / her school; now he / she is one of the smallest. Another problem is that he/she no longer has his/her classroom. He/she has to go to a different classroom for every subject. The unfortunate student has to carry all his things with him/her. He/she is not used to this. Our first year student does not have a class teacher either.

Instead of one teacher whom he/she knows well, he/she has six or seven teachers whom he hardly knows at all. The boy or girl starting college often finds it rather strange at first.

#### **Paragraph 2:**

Students who came into college from high school find that at first they have a few problems. *The main problem* is that their college is much bigger, usually, than their high school. *Another thing*

is that the new first year student often does not know any of the students of the higher classes. And these students are not always friendly to him. *Sometimes*, they play tricks on him or tease him. *Another change is that* before he was one of the biggest students in his school; now he is one of the smallest.

*Yet* another problem is that he no longer has his own classroom. *Now* he has to go to a different classroom for every subject. *And* the unfortunate student has to carry all his things with him. He is not used to this. *Moreover*, our first year student does not have a class teacher either. Instead of one teacher whom he knows well, he has six or seven teachers whom he hardly knows at all. *There is no doubt that* the boy or girl starting college often finds it rather strange at first.

Each transition signal has a special meaning. Each one shows how the following sentence relates to the preceding one. It does not mean that you use a transitional signal in front of every sentence. That would be just as confusing as using a few transitional signals. Good writing requires that you use enough transitional signals to make the relationships among your ideas clear.

### Practice: Choosing Transition Signals

**Choose the transition signal that best shows the relationship between the sentences. Make punctuation changes as required.**

1. A recent article in *The Herald* suggested ways to reduce inflation. The article suggested that the prime minister reduce the central budget; \_\_\_\_\_ it suggested that the government reduce central, provincial, and local taxes. (*however, in contrast, furthermore*)
2. The writer said that the causes of inflation were easy to find, \_\_\_\_\_ the cure for inflation was not easy to prescribe. (*for example, therefore, however*).
3. In physics the weight of an object is the gravitational force with which the earth attracts it. \_\_\_\_\_ if a man weighs 150 pounds, this means that the earth pulls him down with a force of 150 pounds. (*moreover, therefore, for example*)

The second way to achieve coherence in a paragraph is by arranging the sentences in some kind of logical order. As there are different kinds of logical relationships, there are different ways of organizing ideas and sentences in a paragraph. Your choice of one kind of logical order over another will depend on the topic and the purpose of your writing. It is possible to combine two or more different logical orders in the same paragraph. The two most common kinds of logical order in English way of writing are:

- 1- Chronological order
- 2- Order of importance

The word chronological is related to the word time. Chronological order, therefore, is a way of organizing the ideas in a paragraph in the order of their occurrence in time.

You could use this order of organization for something as simple as a recipe, and for something as complex as a history of any movement. However, chronological order is not just used for historical events; it is also used to explain processes and procedures, business, science and

engineering. A paragraph that explains how to solve a problem, perform an experiment are known as 'process' or 'how to' paragraphs.

There are two important points to keep in mind when writing a good chronological paragraph.

1. Discuss the events or the steps in a process in the order in which they take place.
2. Use chronological transitional signals (first, next, after, then, in 1960).

**Notice how the following two paragraphs are organized according to time.**

**a) The History of Computers**

The first generation of computers which used vacuum tubes, came out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessor. Second generation computers were smaller, faster and more dependable than first-generation computers. The third generation computers appeared on the market in 1965.

**b) How to Make Carrot Pudding**

If you want to cook something that is delicious and quick to make, try this recipe for carrot pudding. **First**, scrape the carrots (1 kilo) and **then** grate them. Boil milk (1 kilo) and add the grated carrots. Let them boil. Add 1 cup of sugar. **Next** beat one egg thoroughly; pour the beaten egg into the boiling milk and carrots. Stir the mixture. Add 2 tablespoons of finely grated coconut. Mix well. Cook till mixture becomes thick. Turn off the gas. **When** the mixture cools, pour it into a dish.

The topic sentence of a chronological paragraph in some way indicates the time order. In the paragraph on computers, phrases such as in 1950, in 1960 was developed, appeared on the market, 1965 give the reader a hint that this is a chronological paragraph. In a process paragraph, such as the one on how to make carrot pudding the process to be described is named in the topic sentence.

**The following are topic sentences. Check with a tick mark ( ) those suggesting a chronological paragraph will follow. Circle the word/words that indicate the chronological order. The first is done for you.**

**Example:**

In the past thirty-five years, (developments) in the field of electronics have revolutionized the computer industry.

- 1- The worst day in my life was the day I left my family and my friends to come to Canada.
- 2- In my opinion, television programs can be divided into three types: excellent, mediocre, and poor.
- 3- The life cycle of the Pacific salmon is one of nature's most fascinating phenomena.
- 4- Gold is prized for two important characteristics.

**Order of Importance:**

The second common way to organize ideas in a paragraph is to discuss them in order of their importance. This is done in 2 ways. You can discuss the most important point first and work down to the least important point or you can begin with the least important and end your paragraph with the most important. The way you choose will depend on your topic and your purpose of writing; both ways can be effective.

Suppose you are asked to write about the two most important influences on your life besides your family, and you decide to write about a teacher who had so much influence on you that it somehow changed you. Here, again, you would discuss the two influences in the order of importance—how strongly each affected you. Again, as with chronological order it is important to use transition signals to guide your reader from one point to the next.

Now look at the following two model paragraphs. Notice how they are organized.

**Model Paragraphs:**

(1) As a child, my favorite food was salted peanuts, and I never seemed to get enough. Every time I stepped out of the house I would think of some excuse to visit the corner shop which sold small packets of salted peanuts. I even devised elaborate techniques for eating the stuff. Some I would eat from beginning to end, starting at the top of the packet and ending at the salty base. Others I would throw casually into the air, letting them land in my wide open mouth.

(2) For more than 75 years, my father functioned like a well-oiled machine. No matter what the time of the year, what the weather, he got up at 4 a.m. while it was still dark, and went out for a long, brisk walk with his dog. He came back at 7 and went to work at exactly 7:30. But then one day, nobody knows why, the machine came to a halt. My father just lay in bed. It didn't matter anymore what time it was. He just didn't care. His connections with the world seemed to have been snapped. The lights seemed to have gone out. My father had decided not to live any more, and that was it.

**Choose any 2 topics, one from group A & one from group B and write a paragraph on that subject. Remember to use transitional signals.**

| Group A  | Group B                       |
|--|-------------------------------|
| <b>(Order of Importance)<br/>Why it is important to:</b> | <b>(Chronological Order)</b>  |
| a) Learn English   | A typical day in my life      |
| b) Stop smoking  | The happiest day of my life   |
| c) Reduce pollution                                      | The unhappiest day of my life |

## Lesson – 33

### **Essay Writing**

In the previous lessons, we have looked at paragraph writing. Now we shall move forward and look at longer pieces of writing which consist of several paragraphs. The problems we considered in sentence and paragraph writing are also the fundamental problems of longer composition—the same problems of unity, coherence, and emphasis. While some topics can be treated in a single paragraph, others require more elaborate development. In longer compositions, we find problems of arrangement. A longer composition, such as an essay, divides itself usually into a number of parts. In what order shall we present them? How much emphasis should be given to each fact? These are some of the problems faced in essay writing.

Now a lot depends on the **purpose** of your writing. If you are writing primarily to give information, then you need to be as exact as possible in the interest of clear, logical presentation of facts. If you are writing to describe something, or to create an image or a picture then you will perhaps put less emphasis upon accurate measurement and more upon suggestive and revealing details. If you are writing to tell a story, you will have to decide upon the point of highest interest and arrange your material carefully to give your reader the feeling or illusion of taking part in the action.

Writing an essay is not more difficult than writing a paragraph. There is only one difference of length. The principles of organization are the same for both. Therefore, if you can write a good paragraph, you can also write a good essay.

### **Process of Writing**

Writing usually takes place in steps or stages. There are **five stages** or steps in the writing process.

- (1) Getting ideas: brainstorming, clustering & free writing
- (2) Making brief outline
- (3) Writing the 1st draft
- (4) Revising
- (5) Proof reading

**Step I: Getting Ideas:** Primarily from reading, talking to people, listening to talk shows, TV programs on current issues etc.

**(a) Brainstorming** – For ideas jot down points or ideas and their details as they come to your mind. Just write them down without putting them in any special order. Try to accumulate as many details as you can think of. This is one strategy of beginning an essay.

**(b) Clustering:** The other strategy is clustering. Here you begin by writing your subject or topic in the center of a blank sheet of paper. Then as ideas come into your mind you put them down in boxes or circles around the subject or topic. You will now see a sample of clustering.

**(c) Free writing,** this is also a very useful technique. Here you just write down whatever comes into your mind about the topic. Continue writing for some time without stopping to worry about grammar or spellings etc.



## CLUSTERING

children hide &amp; seek

daughter shouts Babaji

noisy neighbors

loud music

something needs to be done

stereo TV

dogs bark loudly

**II. Step Two:** Prepare a rough outline. This is going to be the backbone or skeleton on which the rest of the writing will be built. It shows at a glance the point of the paragraph and the support for that point. It will help you to see if you need to do more writing to clarify your main point or its support. You will learn how to write an outline in your next lesson. Here I will just show an example of an outline.

**Example of an outline:**

Biography of a celebrated man

- a) Friends and enemies
- b) School fellows-pranks, conversations
- c) Offices held, distinguished figures
- d) Relatives-accounts of his acts of humanity and virtues

**(iii) Third step: Writing the 1st draft:** The purpose here is to develop the context of your document. So be ready to put in additional thoughts and details that did not come to your mind earlier. Do not spend time correcting words or sentences that you may decide to remove later on.

**(iv) Fourth step: Revising:** This is the most important part of writing-a practice our students are not encouraged to develop.

Revising means that you rewrite, build upon what has been written to make it better. It is at this stage that you get rid of unnecessary material, improve on what you are going to retain. A typical

revision means writing on two or more drafts. Here you insert details left out, put in transition words which would make smoother reading. If you are working on a word processor, take out a hard copy so that you can see your entire document at one time.

**(v) Step Five: Proof reading:** This is the final stage in the writing process. It means checking carefully for spelling, grammar, punctuation and other errors. Use your dictionary for this purpose. Proof reading is often hard work and students want to avoid proofing. If proofing is done carefully, it will ensure that your written work looks as good as possible.

There is no single correct way of writing English. Good writing depends on a set of specific writing skills. Three skills are involved in writing.

(i) Skill of communication i.e. putting your ideas across to the reader.

(ii) Skill of organizing your idea in the shape of sentences and paragraphs.

(iii) Stylistic - achieving the right level of formality i.e. appropriate tone.

Writing is a form of problem solving. The writer has two tasks before him (a) the task of generating ideas and (b) of composing those ideas into some sort of shape in other words giving structure to those ideas.

All writing, whether journalistic or academic (a report, an essay, an assignment, a term paper, a project) has structure. There is first the introduction, second the main body in which the ideas are developed and third the conclusion.

## I. The Introduction

The introduction is concerned with the topic or subject of writing. In the introductory paragraph, you will state the problem/the issue in a few general statements to attract your reader's attention and a **thesis statement** to say how you intend to treat the topic/issue of your essay. The thesis statement is just like the topic sentence in a paragraph.

Try to catch the reader's attention so that they would want to continue reading. This can be done in a number of ways:

- By posing a question
- Using an apt quotation
- A dialogue
- A striking description or image
- Making a controversial statement
- Developing a historical perspective
- Background
- Making an appeal for action/change

## II. The Main Body

The second part of the essay is the main body where you develop the main idea with the help of examples and details. This part consists of more than one paragraph. Each paragraph develops a subdivision of your topic. So the number of paragraphs will vary with the number of

subdivisions. Moreover, you can organize the ideas by chronological order or by way of importance just as you did for a single paragraph.

### **III. The Conclusion**

In the third and last part of the essay you draw your conclusion. There are many ways of ending your composition. You should create a feeling of finale /fina:li/. This may take the form of a summary or review of the main points discussed in the body of the essay. Here you may even propose recommendations.

#### Essay

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In essay writing, paragraphs are written and designed to serve as part of a longer composition. In a skillfully written essay, each paragraph has its own proper place, just as each word has its proper place in a coherent, emphatic sentence. And just as there is a problem of transition from one sentence to another within the paragraph, so there is some problem when dealing with a group of paragraphs. So you can see that writing an essay is essentially the same as writing a paragraph. The difference is of length.

### Lesson Review

Check your understanding of the material presented in this lesson.

1. Writing is a skill that can be learned with practice. **T/F**
  
2. An effective paragraph is one that
  - a. makes a point
  - b. provides specific support
  - c. **makes a point and provides specific support**
  - d. none of the above
  
3. The sentence that states the main idea of a paragraph is called the topic sentence. **T/F**
  
4. Prewriting strategies can help a writer find:
  - a. a good angle to write about
  - b. a good main point to make about the topic
  - c. enough details to support the main point
  - d. **all of the above**
  
5. In the early stage of the writing process, you should not be concerned with spelling, punctuation or grammar. **T/F**
  
6. A brief plan of the paragraph or composition is known as an outline. **T/F**
  
7. Your first concern when you start writing should be:
  - a. spelling
  - b. **content**
  - c. grammar
  - d. punctuation
  
8. Two common ways of organizing a paragraph are using a chronological order and order of importance. **T/F**
  
9. The words *first*, *next*, *then*, *also*, *another*, and *finally* are known as **signal** words. They are also called **transition** words. **T / F**
  
10. The purpose of proof reading is to check for errors in:
  - a. grammar

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- b. punctuation
- c. usage and spelling
- d. all of the above

**Lesson-34****Essay writing**

In the last lesson, we briefly looked at the structure of the essay-a long composition. If you recall it was said that an essay has three parts: I- the introduction, II- the main body and III- the conclusion. We shall now look at the introductory paragraph, the thesis statement and the concluding paragraph in greater detail.

**Introductory Paragraph:** Students often complain that they have difficulty in getting started. A lot of time is spent in thinking the first sentence. Now if you know what the purpose of an introduction is, you would not have so much difficulty.

An introduction has four **purposes**:

1. **Introduce** the topic of the essay.
2. Give a general **background** of the topic.
3. Specify the overall, '**plan**' of the essay.
4. Arouse the reader's **interest** in the topic.

If you remember the introductory paragraph has two parts: (i) General statements (ii) A thesis statement

**Look at the following introductory paragraph. Notice the two parts.**

1. Anyone born in the twentieth century will have seen a lot of changes take place in nearly every aspect of human life. 2. While some found these changes fascinating, others found them discomfoting and they want to return to the simpler, less mechanical life style of the past. 3. On the one hand, the twentieth century brought about a higher standard of living, along with higher pollution level, the weakening of human relationships and the diminishing of spiritual and moral values.

You will have noticed that the first sentence in this paragraph is a very general comment about the subject, the twentieth century. Its purpose is to attract the attention of the reader and introduce the topic of the essay. The sentence no. 2 is more specific. The third sentence is the thesis statement and is the most important sentence in the introduction. Why? Because it states the specific topic (changes in the 20<sup>th</sup> century) and lists the major subtopics, that will be addressed in the main body of the essay (the high standard of living, pollution, and values).

An introductory paragraph may even indicate the method of organization of the essay such as chronological order, order of importance, comparison and contrast, or cause and effect.

**In short, the thesis statement then:**

- (i) States the main topic
- (ii) Lists the subdivision of the topic
- (iii) May indicate method of organization of essay
- (iv). Usually stated in the last sentence of the introductory paragraph

**Practice 1:**

**In the following three introductory paragraphs, the sentences in each are not in the correct order. Rearrange the sentences beginning with the most general statement first until the introduction becomes more specific. The thesis statement should come at last.**

(A) 1- Lahore's heavy traffic problems can be solved by building under and overhead passes along the canal roads, by improving the public transport system within the city, and by building rapid transit systems from the rural areas to the city. 2- Traffic congestion is caused by thousands of cars, vans and buses that come into the city from the neighboring small towns as well as from the thousands of cars that come from within the city limits. 3- One of the most serious problems that Lahore faces with is traffic congestion. 4- This huge problem must be solved before it gets worse.

Correct order: *(Correct order from general to specific and finally thesis statement: 3,2,4,1).*

(B) 1- However, in others, the nuclear family i.e. only parents and their dependent children living in one household is the rule. 2- People in different cultures have different systems for family life. 3- In many cultures, people live in extended families in which three generations share the same house. 4- In all parts of the world, the family system is undergoing great changes. 5 In Pakistan too, the traditional family system, the extended family is rapidly giving way to the nuclear family and this could have enormous effects on our society.

Correct order: 2,3, 1, 4, 5.

(C) <sup>1-</sup> From observing animal behavior to measuring radio signals from celestial objects in space, scientists have tried different methods to predict earthquakes, but have so far been unsuccessful. <sup>2-</sup> Earthquakes are the most catastrophic of natural disasters in terms of loss to human life and property. <sup>3-</sup> Despite advancements in scientific knowledge and technology scientists are still not able to predict earthquakes. 4- This paper will examine the history of the science of earthquake prediction, then discuss each of the methods in more detail, and finally present data indicating the success - failure ratios of each method.

Correct order: 2, 3, 1, 4.

**Practice 2.**

**Study these following thesis statements. Which method of organization (chronological order/comparison and contrast) does each one indicate?**

(a)

Beginning from the pre-independence period and continuing through the period immediately after Independence, the status of women in Pakistan has changed remarkably.

\_\_\_\_\_ .  
Answer:

**(a) (Method of Organization: chronological)**

(b) Despite the setbacks in the Zia period, the status of women in Pakistan has improved considerably but it is still very low when compared to the status of women in the West.

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**Answer: (Method of Organization: comparison & contrast)**

**Practice 3**

**The following are thesis statements in which both the method of organization and the major subdivision of the topic are indicated. Each subdivision will be the topic of a paragraph in the main body. Read the statement and say (i) What will be the topics of each paragraph (ii) How many paragraphs does an essay probably contain?**

(a) The status of women in Pakistan has changed notably in the past decade due to increased educational opportunities and economic independence.

**No. of paragraphs ( ): \_\_\_\_\_**

(b) The role of women in Pakistani society has undergone great changes especially in the areas of political participation, economic self-reliance and job opportunities.

**No. of paragraphs ( ) - \_\_\_\_\_**  
- \_\_\_\_\_  
- \_\_\_\_\_

**Practice 4**

**Look at the following thesis statements. The main topic is underlined and the subtopics are in brackets. Indicate the words or punctuation marks that are used to introduce the subtopics.**

(i) Capital punishment should be abolished not only because it deprives a human being of life but also because it does not stop crime.

Topic: \_\_\_\_\_

Subtopic: \_\_\_\_\_

Words that introduce subtopic:

**Answer:**

Topic -Capital punishment

Subtopic -Deprives a human being of life  
-Does not stop crime.

Words that introduce subtopic - *not only, but also*

(ii) Women are likely to live longer than men for two reasons: they lead less stressful lives and they look after their health.

Topic: Women live longer than men

Subtopic: \_\_\_\_\_

Words that introduce subtopic: \_\_\_\_\_

**Answer:**

Topic -Women live longer than men



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Subtopic -Less stressful lives  
-Look after their health

Words that introduce subtopic: Punctuation mark, *the colon* :

(iii) We protect domestic animals because they are valuable to use materially and emotionally.

Topic: \_\_\_\_\_

Sub Topic: \_\_\_\_\_

Subtopic Introductory words \_\_\_\_\_

### Answer:

Topic - Protection of domestic animals

Subtopic -Valuable materially

-Valuable emotionally

Subtopic -Introductory words -*because*

### Practice 5

**Complete the following thesis statements by adding topics to them. If you use correlative conjunctions (both...and, not only... but also) make sure your structures are parallel.**

(i) This life expectancy of the average person is increasing because of \_\_\_\_\_

\_\_\_\_\_

(ii) Technology is changing our lives in three important areas: \_\_\_\_\_

\_\_\_\_\_

iii) Foreign learner of English has problems with three sounds: \_\_\_\_\_

(iv) Nobody likes watching television commercials. \_\_\_\_\_

(v) A good teacher must have the following qualities: \_\_\_\_\_

### Answer:

i) This life expectancy of the average person is increasing because of availability of good food, proper medical care and better living conditions.

(ii) Technology is changing our lives in three important areas: transportation, communication and entertainment.

(iii) Foreign learner of English has problems with three sounds: short vowels, diphthongs and certain fricatives.

(iv) Nobody likes watching television commercials as they are not only dull and boring but they are repetitive as well.

(v) A good teacher must have the following qualities: A variety of teaching procedures to use in the class, good knowledge and skill of her subject, and concern for her students.

**Writing the concluding paragraph**

The concluding paragraph is the final paragraph and is an important part of the essay. Here you tell the reader that you have completed the essay. This is done by either writing a summary of the main points discussed in the main body of the essay or by re-writing the thesis statement in different words. After that you add your final comments on the topic subject. As it is going to be your last opportunity to make your point, you should write a strong, effective message that will be remembered. Let me summarize for you.

The concluding paragraph consists of:

- (i) A summary of the main points
- (ii) A restatement of your thesis statement in different words
- (iii) Your final comment on the topic of your essay

**Model Essay:** Look at the **introduction** and **conclusion** for the following model essay on ‘The Advantages and Disadvantages of Living in the Twentieth Century’.

**(Introduction)** Anyone born in the twentieth century must have seen a lot of changes take place in nearly every aspect of human life. While some find these changes fascinating, others find them discomfoting and they want to return to the simpler, less mechanical life style of the past. While on the one hand the twentieth century brought about a high standard of living, on the other hand it brought along pollution, the weakening of human relationships and the diminishing of spiritual and moral values.

.....  
**(Conclusion)** ***In conclusion***, although the twentieth century has indeed given us a lot of advantages by making us more moneyed, healthier and freer to enjoy our lives, it has, in my opinion, not made us any more sensible and happier. The twentieth century has also made the earth dirtier, the people less humane and our spiritual lives miserable. We should continue to enjoy the benefits of modern technology because they release us from the drudgeries of manual work and allow us the freedom to pursue our interests and objectives. However, we must make collective efforts to preserve the earth’s natural environment for future generations. Also, we should try to build relationships with other fellow beings in this world which is increasingly becoming more and more impersonal and mechanized. (Concluding paragraph is introduced with a transition signal ***in conclusion***)

**Practice 6**

**Write concluding paragraphs for the following introductions by summarizing the main points or paraphrasing the thesis statement or adding your own final comments as a final message to the reader.**

**Introduction 1:** Modern life is creating health problems. Stress affects nearly everyone, from the highly pressurized administrator to the busy housewife or student. It can cause a variety of physical disorders, ranging from headaches to stomach ulcers. Stress is not something that can be

cured by self-medication like the common cold. However, it can be controlled. One can learn to control stress by enjoying a good laugh or going for long walks, and by maintaining warm relationship with friends, family and colleagues.

**Conclusion 1:**

**In the end,** we can say that although stress, a feature of modern life, causes many physical disorder in the human body, it can be controlled by enjoying a good laugh, going for long walks and by maintaining warm relationships with friends, family and colleagues. **In my opinion, to control stress we need to cultivate cheerfulness for our own sake.**

**Introduction 2:**

Television is the most popular form of entertainment in Pakistan. People of all ages from all walks of life enjoy watching television. It has been estimated that the average Pakistani watches TV for an average of four hours daily. Thus, TV has had a tremendous influence on its viewers, especially children. Doctors are now of the view that children are adversely affected by constantly watching TV. This is due to the fact that they do not take part in physical activities, spend less time reading, and are constantly exposed to a world of violence that can affect their immature personalities.

**Conclusion 2:**

**To sum up,** it can be said that effects of television especially on children are not beneficial. Doctors think that being glued to the mini-screen for many hours at a stretch and watching violence has adverse effects. It will not only affect their physical health and eye sight but also their personalities.

(NB: Transitional signal *to sum up*)

## Lesson-35

### **Writing an Outline**

An essay is longer and more complex than a paragraph; therefore, it is even more important to organize your thoughts and plan your essay before you begin to write. The best way to do this is by making an outline. In this lesson, we will first consider what an outline is, and then consider how it can be used for writing an essay and lastly we will have some practice in writing outlines. Outlining is a useful skill to learn because it can be used in both your reading and your writing.

An outline is basically an organization of related ideas. It is a method of grouping ideas together that are similar in some selected way, then presenting them in a simplified manner that clearly shows the relationship within each paragraph and among all the paragraphs.

Preparing an outline is essentially a problem of classifying and organizing. As said earlier, an outline is useful in both reading and writing. Because writing is language that is meant to be read, you can think of reading and writing as different ends of the same communication. All writers use an outline to help make their writing clear. If writers use an outline to organize their writing clearly, their readers should be able to analyze that organization of writing. An outline is like a skeleton which helps the writer to put flesh around it. It is the reader who removes the flesh to see the skeleton underneath.

Suppose you are asked to write about the traffic problems of your city. As you think about the topic, you decide that there are 3 main causes.

Jot down the ideas:

Traffic is a problem because:

- Great variety of vehicles on the road
- Narrow roads
- Drivers do not obey traffic rules

Later you develop these three points and write the following paragraph.

Traffic is becoming a serious problem in my city...(Name of the city) There are three basic reasons. First, there is a great variety of vehicles moving on the road. There are fast moving, mechanical vehicles like cars, buses, vans, motor cycles, motor rickshaws, and there are slow moving vehicles like horse-drawn coaches for public transport called 'tongas', oxen and horse-driven carts for carrying goods and merchandise. This mixture of fast and slow moving vehicles is the greatest of traffic problems. Moreover, the number of these vehicles has risen considerably in the recent years.

Another reason is that roads are old and narrow. As cars are parked along the side of these roads, it makes the roads more narrow, leaving little room for the main traffic to move smoothly. Third, as many drivers in my city do not obey traffic rules, the result is the traffic jams from cars going one way and buses going the opposite way on the same road. Thus, there is chaos on the roads of my city.

Now a reader, who reads the above paragraph, can easily make out the outline of its organization which would be something like this:

Traffic problems:

1. Great variety of vehicles
  - fast moving
  - slow moving
2. Narrow streets = cars parked on sides
3. Drivers do not obey traffic rules.

From this example, you can see that an outline has two purposes:

- (i) In writing, its purpose is to organize and present ideas effectively
- (ii) In reading, its purpose is to analyze the organization and relationship of ideas.

**How an outline is written:**

The writing of an outline will depend on the purpose and the subject of the essay. The important point is that there is no one way that suits everyone and is superior on all occasions.

Look at the first example of an outline. Suppose you were asked to write on the works of Shakespeare. Now that is a vast topic. The easiest way would be to make a list of all that Shakespeare wrote. He wrote plays, and poetry. So you have already classified his work- plays and poetry. You can further classify or divide his plays into three categories- tragedies, comedies and histories. In the same way, you can divide his poetry into categories: long poems and sonnets.

**The Works of Shakespeare**

|                            |                          |
|----------------------------|--------------------------|
| 1. Macbeth                 | 8. Othello               |
| 2. Merchant of Venice      | 9. Henry V               |
| 3. King Lear               | 10. Henry IV, Parts I II |
| 4. As You Like It          | 11. Venus and Adores     |
| 5. Romeo and Juliet        | 12. A Lover’s Complaint  |
| 6. Midsummer Night’s Dream | 13. The Sonnets (154)    |
| 7. Richard III             |                          |

**The Works of Shakespeare**

**I. Comedies**

- Merchant of Venice
- As you like it

## VU

- A Midsummer Night's Dream
- Tempest

### II. Tragedies

- Hamlet
- Macbeth
- King Lear
- Othello

### III. Histories

- Richard III
- Henry IV, Part I
- Henry IV, Part II
- Henry V

### IV. Poems

- Venus and Adonis
- A Lover's Complaint

### V. Sonnets (154)

You noticed the names are the same in the first and the second list, but the second list is clearer. Why? Because the titles are listed and organized in a meaningful way. The titles are grouped according to similar characteristics under 5 main headings: comedies, tragedies, histories, poems and sonnets. This kind of organization helps in making the differences clear and in focusing on one particular difference or category at a time.

Here are two more examples of topic outlines. Notice the difference between the two.

#### A

### Books I enjoy Reading

#### I. Fiction

- A. Spy thrillers
- B. Historical Novels

#### II. Love Stories

#### III. Non-fiction

- A. Inventors
- B. Biographies

#### IV. Military Heroes

#### V. Science/Space Exploration

#### B

### Books I enjoy Reading

#### I. Fiction

- A. Love Stories
- B. Historical Roman
- C. Spy Thrillers

#### II. Non-fiction

- A. Biographies
- B. Science /Médical  
Science/Space Exploration

Example (A) is a poor topic outline as it is confused; the main topics are not of equal importance outline. Example (B) is a good topic outline.

In the two examples of topic outlines—*Works of Shakespeare* and *Books I Enjoy Reading*, the topics are arranged in a logical order. You have noticed that only topics are given and each topic

## VU

begins with a capital letter. Because they are topics and not full sentences a full stop/period has not been used at the end of each topic.

Each topic of the same rank is expressed in the same grammatical form. Also, notice the indentation and the same system of numbers or letters that are used. The method of outlining is presented in brief for you.

1. Jot down ideas as they occur to you.
2. Arrange these ideas in a satisfactory natural or logical order with headings and sub-headings. You may find that some of the ideas which you have jotted down are not included because they do not fit in with the purpose.
3. Label your headings and sub-headings carefully:

Main headings: I, II, III.....  
Sub-headings: A, B, C.....  
Further sub-divisions: 1, 2, 3,

4. Indent: i.e. set down the outline as follows

I.....  
    A.....  
    B.....  
II.....  
    A.....  
    1.....  
    2.....  
    B.....  
    C.....  
III.....

**Subject:**                      **Travel**

Ideas: Means of travel (bus, train, aero plane, car, etc.)

A particular journey–Peshawar

“To travel hopefully is better than to arrive.”

(R.L. Stevenson)

Bacon’s ‘Essay on Travel’, other travel books

Educational value, Holidays, People you meet

Countries I would like to visit, What to see, Language problem, Haj

Customs of the people, Preparation

Outline: Guiding purpose: Personal: Why I should like to travel.

### **I. Value of Travel**

‘Travel in the younger sort is part of education; in the elder, a part of experience’--Bacon

- A. Knowledge from books e.g. ‘From Oxus to Jumna
- B. Knowledge from experience–visiting Iran, Afghanistan

**Pleasures of Travel**

- A. Seeing new place
  - 1. Cities, buildings
  - 2. Countryside
  - 3. Historical sites
- B. Meeting new people
  - 1. Customs
  - 2. Languages

**III. Methods of Travel**

- A. car, bus, train—see the country, meet the people (takes longer)
- B. aero plane (get there quicker)

**iv Desire to Travel**

- A. Why I want to travel
- B. Where I want to go

**V. Preparations for Travel—passport, visa, buy ticket**

Note 1: Each heading is expressed in phrase/word

2. Parallel points have parallel wording.

I. II, III, IV, V are all noun phrases

II A: seeing II. B. meeting

IV. A: why IV B. where

3. Do not allow headings to overlap.

4. Do not coordinate any heading which should be subordinated & vice versa.

5. Do not make a single heading or subheading anywhere in the outline e.g. where you have I you must have II & similarly if you put A, there must be at least B, and if 1 at least 2.

6.

The outline provides for a prompt beginning (in this case a quotation) and ending (the buying of a ticket) but information is given about these, and they are not labeled Introduction and Conclusion.

**Practice to illustrate the above points 1 & 2**

On the left hand side are a series of ideas on the subject of 'Flower Arrangement.' On the right is a framework for an outline. Using the material on the left, complete this outline.



In the following the main headings overlap. Write two corrected versions of the outline:

- History of the Punjab    1)    History of the Punjab
- I. Period before 1500            I.....
- II. Moghuls                            II.....
- III. Sikhs                                III.....
- IV. Period after 1947            IV.....
- 2)    I Moghuls
- II.....
- III.....
- IV.....

**Lesson-36****Writing: Selecting and Researching an Essay Topic**

Students are asked to write essays on all the subjects they study. It is part of your academic work. You write essays for English, Statistics, Psychology, Economics, etc. So, do not think that essays are written for English only. You will be required to write essays for other subjects as well.

Today's lesson is divided into three parts. First, we shall deal with choosing the essay topic, second, with analyzing essay titles and last, with taking notes for essay writing. Students are usually handed a list of essay topics to write by their teachers. Since a lot of energy and interest is invested in essay writing, it is important to choose your topic carefully. When you first look at the essay topics, you initially only separate those which immediately attract you from those which do not.

Are you being asked about your knowledge of the novel (Let's say 'The Old Man and the Sea' by Hemingway) to explore the nature of tragedy or the effectiveness of the minor characters and the fish in developing plot and character, or their role in the creation of dramatic tension?

Your teachers read essay topics with care. They know what **ideas** and what **content** they want you to cover in your **reading** and **thinking** about the topic. They may even help and guide you the way in which they expect you to develop your material. Now this does not mean that you should think that there is only one **right** way of answering the question. The word 'essay' has its origin in the French word which means 'to attempt' or 'to try out'. And when you write an essay, you are actually 'trying out' your ideas. What I want you to remember is that there are limits on the ways you can handle the essay topic. Therefore, from the very beginning you should analyze what it is that the topic demands. This can save you from working hard over an essay only to have it criticized as "irrelevant". In this lesson, you will learn to develop an approach that will enable you to read and make better notes. In this way, you will learn to refine your thoughts as you learn more about the subject you are writing on.

**Characteristics of Academic Essays**

Most essays in the Social Sciences share certain general characteristics. There are 4 such characteristics.

1. First you are seldom asked merely to **explain** or **describe** a process or event. The task is more complex as you are nearly always asked to combine description with **analysis**. For example, look at this history topic:

Choose any one day's working session of the Report on The First Round Table Conference. Identify the speaker and discuss the issues and attitudes revealed in that speaker's speech? How would you handle such a question? Would a summary satisfy all the demands made in the topic?

2. Second, you will find that your essays require you to relate **general** concepts, ideas and theories to particular materials, events, texts, etc. Or you may be required to move from specific

events and instances to a more general interpretation of their significance e.g. take the following essay topics:

- i. Laughter can range from good-humored banter to cruel mockery—How would you describe the nature of the comedy in Henry IV (parts I & II) and V?
- ii. Can the life of the tall Dingas of the southern Sudan living with their cattle be described as a case of symbiosis between man and animal?

Here you will notice it is the relationship between the general and the particular which you are being directed to explore.

3. The third characteristic of the most college essays is that they require you to gather ideas and information from printed sources. Remember some weeks ago I told you that you get idea from reading books, magazines and journals. It is from printed sources that you will get idea.

4. Finally, you will find that essay topics will involve materials that can be interpreted in more than one way. There may be a problem or a controversy you are asked to analyze and make an attempt to resolve. For example, if you get a topic like the following: “Who is freer---The master or the servant”? It is obvious that you are not being asked to explain in a conclusive way the nature of freedom.

### **Characteristics of Academic Essays**

1. General concepts to particular and vice versa
1. Gather combine description with analysis
2. Relate ideas from printed sources
3. Consider various aspects of a problem

But you are being asked to consider various aspects of a problem, select the approach, which seems appropriate to you and to develop it according to a well thought-out plan. So what would be your immediate concern when choosing an essay topic? Ask yourself: what is the essay about? In all respects, it would be CONTENT i.e. what has to be put into it. There are a number of different aspects that you will have to consider: content, concepts, judgment, and knowledge.

1- First you need to check the general area of content defined by key words in the topic. e.g. To what extent does environmental pollution affect global warming? The topic is about global warming, environmental pollution and not about the Indus dolphin or the Houbara bustard or any other near extinction species.

2- Second, you should identify the specific concepts on which the topic is focused.

e.g. to what extent environment and life style of the Hunza people affects their longevity. Here the essay is about the relationship that exists between three concepts: environment, social organization (life style) and health.

3- Third, you are asked for judgment. In the light of your reading and your knowledge, you are asked to say something about the topic-pass some judgment or opinion.

The term “To what extent” implies that there may be some truth in the relationship suggested. The terms “Why”, “How far you think this is true” allow room for you to deny the whole basis of the question asked. It is clear that in academic essays there is considerable room for difference in judgment/opinion.

4- Lastly, I am sure you are aware that essays are usually about different bodies of knowledge, i.e. disciplines.

There are some topics that are very broad e.g. Photography, Inflation, Happiness, Travel, Discipline, etc. One of the major difficulties occurs in actually defining or limiting and wording your topic. You should not expect that you will be able to settle on a precise topic at once. You will need to read extensively and talk with your tutor before you can narrow down the subject or topic to a specifically manageable focus.

So the first step must be to analyze your essay topic i.e. analyze the ways in which you are being directed. Look first for the key words which direct how the content is to be handled e.g. what are the key directional words in the following topics:

- In the past twenty years (developments) in the field of electronics have (revolutionized) the computer industry.
- The (causes) of inflation
- Discuss important (religious and national holidays) in (Pakistan)
- The (milestone years) in my life.
- The (Hazards) of driving (small) cars.
- The (quality) of education in Pakistan high schools has (declined).

The task in most college essays is to ‘describe’ and ‘analyze’. The task of describing may be identified by directional words such as ‘explain’, ‘review’, ‘outline’, ‘enumerate’, ‘list’, ‘summarize’, ‘state’, words which direct you to analyze your material include ‘assess’, ‘compare’, ‘contrast’, ‘criticize’, ‘analyze’, ‘discuss’.

## NOTE-MAKING FOR ESSAY WRITING

Note making, is a skill and it is also a peculiarly personal affair. You will find plenty of advice from a lot of people on how to take notes or make notes. Notice the difference between note-taking and note-making. Taking notes suggests a passive procedure of recording words verbatim - /v3:beitim/- which means word for word, exactly as spoken or written, like a secretary does while taking dictation from the boss. **Making** notes demands your full attention. It requires you to be alert to the pattern of thought, its direction and development. You also have to distinguish between what is important and essential and what is not. And it is this active involvement on your part that makes note-making difficult: This is what makes note-making valuable.

As I said at the beginning, note making is a personal affair. How often you have found your fellow students who have borrowed your notes complain, that they cannot follow them and vice versa. This is because you recorded information and ideas which **you** decided suited your purpose. Therefore what you select and how you record it one matters of personal choice. You may pick up a few useful tips from working at other peoples methods, but ultimately you must develop your own system, which must be flexible enough to meet many different purposes.

## **Why Do You Make Notes?**

Think for a moment of the role note-making plays in the process of writing your essay. Why should we spend time recording the material which is already available in printed form? There are practical and intellectual measures for this which are as follows:

1. Notes are aids to memory. If you are reading for writing a long essay, then you must have some system of sorting and recalling information you will need when you finally come to writing the essay.
2. Your notes are the raw material on which you will work: facts, figures, direct quotations will quickly be available.
3. The process of note-making forces you to:
  - Summarize ideas and arguments
  - Select points relevant to your purposes
  - Understand and interpret the original source
  - Continually clarify and adjust your perception of your essay topic in the light of your increasing understanding of the material.

So note making is an important stage in your understanding of your essay topic. It is the notes that you make which provides the basis for your thinking and the material for your essay.

What do you note, and how much? The content and volume of your notes are governed by three things.

1. The writer's intention: You have to shift the information and ideas being presented by the writer to meet **your own** specific intentions. The writer presented his ideas according to his interests.
- 2- The **discipline**/subject in which you are working. If you are working on a literary or historical topic you may need to include many direct quotations. You must copy them with great accuracy.
3. **Your own purpose** in relation to your essay topic. Do not take down everything-that is just not possible you would be wasting your time.

Your notes will be more useful if they are shaped from the beginning to suit the demands of your essay topic.

## **How do you take notes?**

Your notes will develop their own format depending on your purpose and on the nature of the sources. There are 4 general principles which apply to all methods of note-making.

### **1- Clear Identification:**

You should record the author, title, place of publication, publisher and edition and even the year of publication. Next to each key point or direct quotation you must note the exact page **system**. Record your notes reference.

**2- Develop them flexibly**, in such a way that it is easy to rearrange them for the purpose of your essay; if on loose-paper, then remember to number the pages.

**3- Leave room for your comments**

Leave wide margins. They are useful for writing your own comments, adding cross-references, etc.

**4- Develop an abbreviation system**

Common symbols can be used such as:

|      |                          |
|------|--------------------------|
| e.g. | for example              |
| b/w  | between                  |
| &    | and                      |
| btw  | by the way               |
| =    | is equal to              |
| >    | greater than or became   |
| <    | lesser than or came from |
| ..   | therefore.               |

Use abbreviations for common words such as **agri** for agriculture, **govt.** for government, **sci** for science, **C18** for 18th century, **C19** for 19th century. Abbreviate names that recur frequently: Q for Quaid-e-Azam etc. Be careful not to create so many symbols and abbreviations that will create confusion for you.

The techniques of outlining and note making are related whatever method you choose for keeping notes. Their form should clearly show the relative importance of ideas and their relationship. An outline, with its indentation and numbering system helps you visualize the way each idea is related to the other.

**Practice:**

**Read the following passage. Then read the two sets of notes and compare them.**

In this discussion of art history, we give special emphasis to three basic factors. First, the background: the religious, social, and economic conditions that make art possible in any period. Second, the foreground: the work of art itself, its style and its variation from other styles. Third, the contribution of the individual artist reveals his inspirations and the extent of his gift.

There are two wrong ideas we must guard against. First, art history is not a development from primitive beginnings in the past to final perfection in our own period. Styles change but artistic quality is more constant. Superior works of art occur in many periods. Second, often one style of art is the characteristic expression of one period. It is useless to attempt any evaluation between styles that have little in common. We should compare a work of art only with work of the same period, as we must recognize that each period posed its own problems and arrived at its own unique solutions.

Now read the following sets of notes (examples A & B). Compare them. Which one is better?

**Example A:** The author says that there are three basic factors to be considered in art history. The first is the religious, social and economic background. Then there is the style of the art itself, and finally the contribution of the individual artist. But there are two wrong ideas about art history. It is not a development through history: “superior works of art occur in many periods.” Since each period in art history has its own problems and solutions, we cannot compare works of art from different periods.

**Example B:**

- I. Three basic factors in art history:
  - A. Background: religious, social, economic
  - B. Foreground: the art itself, its style & variation
  - C. Contribution of the individual artist
- II. Must guard against two wrong ideas
  - A. Art history is not the development through time; there are superior works in many periods, from primitive to present.
  - B. Cannot compare works of different periods.

Notice that both examples contain identical information. The only difference is the arrangement. The main ideas and supporting details are set out clearly in Example B. This form makes it much easier to recognize the important ideas at a glance.

**Practice in Note Making:**

**Make notes on the following passage by writing an outline on the lines given at the end.**

**Study Skills for Students of English 2Ed, Richard C. Yorkey, McGraw Hill International**

We have covered the following topics in this lesson: Choosing Essay Topic, Analyzing Essay Titles, and Note Making for Essay Writing.

**Lesson -37****Ways of Organizing Texts****Linear Relationships: Line & Process**

In today's lesson and in the next few lessons, we shall examine the main body of the essay in detail and give you practice firstly in using many common ways of organizing texts as a whole. Secondly, you will be provided with plenty of examples of different types of texts which will help you to see the principles on which the organization of these texts is based. Learning to write in English is not as difficult as it seems. Of course, no one expects you to write like a Shakespeare in a language which is not your own. You are not aiming at writing great literature. Your need is to write clearly and accurately.

English has a central idea and other related information, and it gets the meaning across to your readers. Here I would like to add a note of warning. Writing is such a complex activity that it cannot easily be broken down into a series of skills and sub-skills for teaching. Although no writing course can ever teach you everything you need to know in order to become a competent writer. There is no reason why you cannot learn all that is required about effective writing.

In the last couple of lessons, we have been looking at introductions and conclusions of essays. Good introductions and conclusions hold up the ideas and keep the evidence in order. Take away either the introduction or the conclusion and the whole structure will fall but introductions or conclusion do not make up the whole essay or composition. They only give directions and a sense of finale or finality. Between these two ends of an essay, we use a system. The body of the essay is written according to a system or a pattern and once you choose a pattern, you must stick to it. It is possible to combine the patterns in any one essay.

Conclusion      Restatement/Summary  
Para

Conclusion      opinion: final comment

There are **three** main patterns for organizing the body of the essay.

Writing showing relationships:

- (i.i)    Linear
- (i.ii)   Spatial relationships
- (i.iii)   Comparison and contrast

I- Linear relationships

a) Chronological

b) Process in linear sequence

II- Spatial relationships: classification & definition

III- Comparison and contrast



- c) Process in cyclic sequence
- d) Cause and effect

**Practice 1:**

**Read the following text and complete the diagram which follows.**

As long ago as 1779, John Frere, an English country gentleman, discovered, at Suffolk, several bones from extinct animals associated with Stone Age flint tools. He published his findings in 1800. Frere's report was not appreciated for another 60 years. But now Frere is known as the founder of prehistoric archaeology.

*New Scientist*, London, 1800

List the words and phrases that demonstrate the chronological order of the above paragraph.

**Practice 2:**

**Put the following information in an acceptable order.**

1- In 1930, the first analog computer was built by an American named Vannevar Bush. 2- This device was used in World War II to help aim guns. 3- Mark I, the name given to the first digital computer, was completed in 1944. 4- This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. 5- Another important advancement in computers came in 1947, when John Von Neumann developed the idea of keeping instructions for computer inside the computer's memory. 6- In 1946, two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes.

**Practice 3:**

**Read the following text and see if you can answer the questions given at the end.**

**A Kashmiri Emigrant's Story:**

In 1947, Ahmed Din Butt, a poverty-stricken twenty years old farm worker, left Kashmir for Pakistan. What the future held in store for him, he did not know. However, he was not disappointed that it could not be any worse than the past. He had grown up during the cruel rule of the Dogras in Kashmir and had known what it was to be hungry and jobless.

He had watched his mother died of tuberculosis a month before; his father had died a year after Ahmed Din was born. There was nothing now to keep him in Kashmir, and on a cold March morning, he got into a bus bound for Rawalpindi. In years to come, he would remember this moment.

A) Why do you think the passage starts with 1947 and then goes back into the past rather than starting in the past and ending with 1947?

B) If the text were in the expected sequence, what verb tense would you expect be used?

C) Which of the following tenses are used in the text?

Present/present perfect/past/past perfect

**Practice 4:**

**Look at another version of the same story. Compare the two versions, which is more interesting?**

Ahmed Din Butt was a bright but poverty stricken twenty years old farm worker who grew up during the Dogra rule in Kashmir. He knew what it was to be hungry and jobless. His father had died in 1928; he had watched his mother died of tuberculosis in February 1947. There was nothing to keep him in Kashmir, so, on a cold March morning in 1947, he got into a bus bound for Rawalpindi. In years to come, he would remember this moment.

**Practice 5:**

**How to mend a punctured football?**

Take bladder out of its cover, inflate it a little, dip into the tub of water, with marker let air out, press to find out the hole mark spot, dry bladder, rub marked place and a rubber piece with sand paper, apply rubber solution to both, let them dry, place rubber piece on bladder, press the two very hard.

**Practice 6:**

**Convert the following process into a flow diagram.**

**STEPS IN PROBLEM SOLVING:**

Next the programmer must construct an algorithm flowchart or a block diagram. The relationship between the events is shown by means of a connecting arrow. This is followed by translating the algorithm / flow chart into a computer program. The program is usually written on coding sheets which have a specific format drawn on them. The programmer must then keypunch the program. Or key it in at a terminal. The program must then be tested. Next, take a printout showing if it works or if it has errors (bugs). The last step is to add the data to the program and run the program.

|                             |                                      |  |
|-----------------------------|--------------------------------------|--|
| define the program          | formulate an algorithm flowchart     | translate algorithm into a computer program  |
| Add data<br>run the program | test the program<br>correct the bugs | keypunch program/<br>key it in at a terminal |

The following table gives some sequencing words that are used when describing a process:

| <u>Beginning</u> | <u>Middle steps</u> | <u>End</u>  |
|------------------|---------------------|-------------|
| -first           | -second (ly)        | -last (ly)  |
| - firstly        | - third (ly)        | - finally   |
| - To begin with  | - next              | -At the end |
| - initially      | - then              |             |
|                  | - subsequently      |             |
|                  | - after this        |             |

- before this
- At the same time

**Read the given passage and notice how the writer uses transition words.**

1) Many scientists have worked on solar heating. 2) One such attempt was made in 1949 when a house was designed which was heated by using the energy from the sun. In this house, energy from the sun was absorbed by a large area of blackened metal sheets which were covered by double plates of glass. 3) The air circulating behind the metal sheets carried away the heat. 4) *Before* the heat could be blown around the house it was *first* stored in large tanks containing Glauber's salt, a given volume of which can hold eight and a half times more heat than water.

**Practice 7:**

**Read the given sentences and highlight those which carry agent/subject.**

- a) Rice is harvested out in the fields.
- b) Hired laborers load the rice onto bullock carts.
- c) The truck cart drivers bring the rice to the factory.
- d) The laborers put the rice into the threshers.
- e) The rice is threshed by machines.
- f) These machines are regularly maintained.

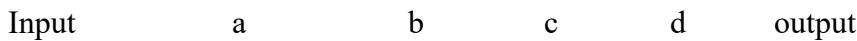
**Lesson -38**

**Ways of Organizing Texts: Linear  
(Cyclic Process & Cause – Effect)**

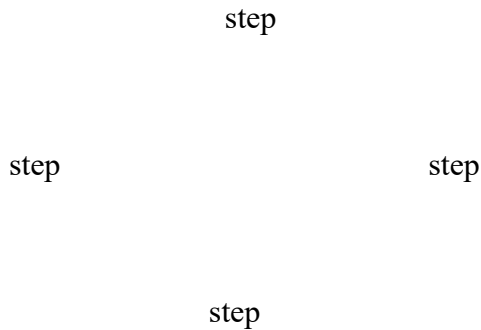
In the last lesson you learned how to write up a time – based (chronological) sequence and a linear process – a process that consists of a series of stages and which has a beginning and an end. In today’s lesson you will still be looking at processes, but this time cyclic, not linear. A natural process is more likely to be cyclic than linear. As the word itself tells you, in a cyclic process, there is no clear beginning or end so that the cycle continues. The following two diagrams illustrate clearly the difference between the two types of processes. A cyclic process is described in very much the same way as a linear process is, except, it is not always clear where the cycle begins.

The two types of processes are

A Linear Process



A Cyclic Process



**Practice 1:**

The following flow diagram illustrates the Carbon Cycle. The diagram shows how Carbon is found in the atmosphere, in animals, plants and in the soil. Below the flow diagram is a list of sentences describing the stages in the cycle. The sentences are not in an acceptable sequence. Using the flow diagram as a guide, match the sentences with the stages in the flow diagram to produce a text in acceptable sequence.

- i) Sometimes, when plants and animals die and decay, bacteria act upon the decayed body and liberate carbon dioxide as one of the products. ( \_\_ )
- ii) Similarly, plants respire at night and give out carbon dioxide to the atmosphere. ( \_\_ )
- iii) But this never happens because when plants take in carbon dioxide during the day time, animals give out carbon dioxide as a result of respiration. ( \_\_ )
- iv) Carbon dioxide from the atmosphere is used by plants for photo synthesis ( \_\_ )
- v) Sometimes, coal, wood and oil are burnt and this produces carbon dioxide gas which goes into the atmosphere. ( \_\_ )
- vi)
- This is known as the carbon cycle in nature. ( \_\_ )
- vii) So in this way carbon dioxide is returned to the atmosphere. ( \_\_ )
- viii) Carbon dioxide is usually found in the atmosphere, while the compounds such as carbohydrates, carbonates and bicarbonates are found in animals, in plants and in the soil. ( \_\_ )
- ix) Therefore, there is always a continuous cycle – in which carbon is being removed and replaced in some way or the other. ( \_\_ )
- x) If plants keep on removing carbon dioxide from the atmosphere, then very soon the atmosphere may be without any carbon dioxide. ( \_\_ )
- Acceptable order would be: viii, iv, x, iii, ii, i vii, v, ix, vi.

### The Life Cycle of the Malaria Parasite

#### **Practice 2:**

**Study the flow diagram and the text. Some of the sentences should not be there: i.e. they are irrelevant. Which ones are they?**

#### **The Life-Cycle of the Malaria Parasite**

- 1- Malaria is caused by tiny one-celled animal parasites, called PLASMODIA that are injected into the blood of man by the female ANOPHELES mosquito.
- 2- Some diseases are transmitted by tiny water animals.
- 3- The anopheles mosquito sucks blood from a person with malaria.
- 4- Once in the stomach of the mosquito these parasites undergo some development and end up in the mosquito's salivary glands.
- 5- House flies transmit microbes on their feet.
- 6- If this mosquito now bites a healthy person, it introduces some parasites together with the saliva, into the blood of the person.
- 7- The malarial parasites then enter the person's liver, in which they change and multiply.
- 8- From there, they pass into the blood cells, where they cause the malaria attack.
- 9- The spread of insect-borne disease can be controlled.

Sentence No. 2: "Some diseases are transmitted by tiny water animals", and sentence No. 5. "House flies transmit microbes on their feet" are not part of the life cycle of the malaria parasite; therefore, they do not form part of the text.

The above diagram shows how used water is treated and made clean for use. Write a description of this cycle. While writing, keep the following points in mind.

To explain the cycle, consider the best point to enter it.  
 Break down the cycle into stages. Consider the basis on which the stages might be defined. Use a thesis statement in the introductory paragraph.  
 Use topic sentences for each paragraph within the text.

**Give a title to your writing.**

1-In the northern areas of Pakistan the once magnificent forests are slowly being destroyed by the effects of air pollution. 2- Pine trees dying from pollution lose their needles, allowing sunlight to reach the forest floor. 3- During this process grass thrives in the increased sunlight and drives out the plants native to the soil, such as moss, which helps to hold rainwater. 4- The soil thus loses its natural power to absorb water and in turn becomes hard which causes rain and snow to slide over the ground instead of being slowly absorbed into it. 5- This results in erosion of the soil. 6- After a heavy downpour, the eroded land finally falls away in huge land slides destroying villages and whatever else that comes in its way, and later causing floods in the plains.

The following table gives some guidelines on the language available for writers to state their degree of certainty

| <b>Degree of Certainty</b>                   | <b>Verbs</b>   | <b>Adverbs</b>  |
|--|--|---|
| Complete                                     | is (not)<br><br>must (not)   | certainly<br>definitely<br><br>will (not)<br>undoubtedly<br><br>clearly |
| strong                                       |  | actually  |
| Partial                                      | can / cannot   |   |
| less strong                                  | could (not)<br><br>should (not)<br>may (not)<br>might (not)                            | probably<br>presumably<br>possibly<br>perhaps                           |
| Impersonal i.e.<br>Not commitment<br>of self | It is said that.....<br>x reports that.....<br>- there is evidence to suggest that ... |   |

**HOW TO WRITE CAUSE AND EFFECT:**

Cause and effect are closely related. There are several ways of the expressing cause-effect relationship in English. You may either place the cause or the effect first in the sentence. The following sentences contain the same expression, yet one focuses on cause while the other focuses on effect.

1. Because of his depression, he remained quiet.
2. He remained quiet because of his depression.

When you write about cause and effect you have to decide for yourself whether the cause or the effect is more important to you, and what you will focus on. There are many ways of expressing causal relatives in English. The simplest way of showing cause is: because + clause  
e.g The war started because (the extremists had the upper hand in the government).

**Practice 4:**

**Read the following text and note three expressions used by the writer to show causality. Use (C) for cause and (E) for effect.**

**TUBERCULOSIS OF THE LUNGS**

1- Pulmonary Tuberculosis is caused by infection of the lungs with the tubercle bacillus. 2- Pulmonary damage is due almost entirely to the human form of the tubercle bacillus, as distinct from the type found in cattle which is mainly responsible for glandular and bovine tuberculosis. 3- The bacteria lodge in the lungs is set up a chronic inflammation of a specific, type. 4- They produce areas of infiltration which have a characteristic tubercle formation; hence the name of the organism.

*-Study Writing, Lyons & Heasley. CUP*

**Practice 5:**

**Which words in the following text show cause and effect relationship?**

When rain falls on the mountains, it collects in depressions in the rocks. The extreme cold causes the ice to freeze and glaciers to form. The ice melts and freezes again due to / with changes in temperature. Erosion of the rock of the mountain depression occurs as a result of the continual melting and re-freezing, and is worsened by / made worse by / increased by the action of wind moving the water. Eventually, the water wears away the rock to form a small stream which carries deposits of soil and rock which cause further erosion, gradually enlarging the stream.

**Practice 6:**

Read the following text and see if you can spot cause and effect words.

Watching violence on TV is beneficial and helps decrease violent behavior because viewers get rid of some of their own aggressive impulses through viewing and in this way reduce the chance that they will perform aggressive acts.

In today's lesson you became familiar with

- 1- Cause- effect structures in texts and
- 2- expressions of certainty and doubt.

Now you should be able to identify and express cause and effect accurately and clearly by using suitable expressions of certainty and of cause and effect.

**Lesson -39****Ways of Organizing Texts (Spatial Relationships & Classification)**

In the last two lessons we examined ways of organizing long texts such as essays, etc... We looked into details at the 4 types of linear organizations:

- a) Chronological writing about events in time.
- b) Describing processes in linear sequence.
- c) Describing a cyclic process.
- d) How to show cause – effect relationships.

In today's lesson we shall consider two more ways of organizing texts:

- (i) Spatial relationships
- (ii) Classification.

**Spatial Relationships:**

We shall look at some of the conventions that are used in the description of spatial relationships and you will be provided with practice in writing spatial descriptions. The word spatial means dealing with, happening or existing in space. While writing, very often, we have to describe the location of a place, how a place is laid out, or how a set of things / objects are connected.

Now you shall look at some ways of describing things spatially.

**Practice 1:**

**Read the following passage and note the expressions which tell the reader where the place is.**

**SHIRAZ CENTER**

Shiraz Center is a complex mixture of high and low buildings on the edge of Shahdara and the adjoining locality of Gujranwala, just to the North East of Lahore. Although the site itself was industrial wasteland, it is in the heart of a residential district. Along one side of it, runs a rail track, but in every other direction it is surrounded by bungalows and double story apartment flats. Both Shahdara and Gujranwala are fairly prosperous areas, but Gujranwala in particular, has undergone extensive industrial development.

There are basically two ways of organizing a description of a place. One way is to describe the place as if it was being seen from the air - i.e. a bird's eye view.

The other is to describe it from the point of view of a walk through it, which is known as a pedestrian's view.

e.g. The sentence 'Afghanistan is a landlocked country' seems to be about Afghanistan. In this case 'Afghanistan' is also the subject of the sentence. However, in the sentence 'To the East lies Pakistan', 'To the East' is not the subject but is very important information as it locates the position of Afghanistan in terms of some reference point which we already know.

to the North  
to the West  
Afghanistan  
to the East



**Practice 2:**

**Read the following texts and see which is easier to understand.**

a) I live in Quetta. The capital of Baluchistan is Quetta. A part of Pakistan is Baluchistan.  
I live in Quetta. It is the capital of Baluchistan. Baluchistan is a part of Pakistan.

**Practice 3.**

**Read the spatial description of Lahore and underline the location expressions that are used to guide the reader through the description.**

**LAHORE: THE OLD & MODERN CITY**

The hub of the old city of Lahore is the spacious Minar-e-Pakistan grounds which used to be called Minto Park (the place where the historic Lahore Resolution, demanding the creation of Pakistan, was made in 1940).

Here some of the city's main traffic arteries meet. To the South West of the park are the old Mughal buildings: the Badshahi Mosque built by Emperor Aurangzeb, the Old Fort dating back to Emperor Akbar, the first Mughal ruler, as well as the famous Demontmorency College of Dentistry. To the North East is the depleted river Ravi. To the North West of the park is the tomb of Ali Hajwairy, popularly known as Data Sahib, the patron Saint of Lahore.

Just beyond Data Sahib are located the district and session courts, leading on to the main road of Lahore, The Mall. It is lined by important buildings like the old Punjab University, The National College of Arts, the Lahore Museum as well as hotels. The goods sold in the shops, here, are marked with fixed prices which cannot be reduced by bargaining as in the shops in the old walled city.

**Note:**

Descriptions of spatial locations are normally organized according to conventional ways of looking at scenes. The most common are:

- general to particular
- whole to part
- large to small
- outside to inside
- top to bottom
- left to right / vice versa

The main point is to be consistent. What ever convention you choose, should be consistent and you should use it throughout, so that the reader may not get confused.

**Ways of classifying things:**

**How to relate classification to the conventions of writing and to practice writing texts based on classification.**

One of the easiest ways to organize things is to look for relationships among objects or ideas and arrange them according to their similarities and differences.

**Practice 4:**

**Look at the following set of words and put them into groups.**

- (a) anger love fear emotion envy
- (b) table menu waiter restaurant cash register
- (c) greetings a wave 'hello' 'hi' 'salaam'
- (d) sleep, dream, manager, intelligent happy, teacher.

**Practice 5:**

The following sentences form a text which refers to the classification chart on FRUITS. Except for the first sentence, they are not in the most logical order. Try to arrange the sentences according to a logical order to form a complete text which fits the organization of the classification chart.

- (i) There are three general types of fruits: simple, aggregate and multiple fruits. ( \_\_ )
- (ii) Examples of dry dehiscent fruits are the fruits of the African tulip, rubber and pod of the flame of a forest. ( \_\_ )
- (iii) An aggregate fruit is one which develops from a flower with several ovaries. ( \_\_ )
- (iv) An example of fleshy indehiscent fruits is the papaya, mango and banana. ( \_\_ )
- (v) Each ovary develops into a separate fruit; and so a cluster of fruits may arise from the main fruit stalk. ( \_\_ )
- (vi) The guava, tomato and coconut are simple fruits. ( \_\_ )
- (vii) A composite or multiple fruit is one which develops from a group of flowers ( \_\_ )
- (viii) The Jack fruit and the Pineapple are examples of multiple fruits. ( \_\_ )
- (ix) Both dry and fleshy fruits may be either dehiscent (i.e. they split open allowing the seed to escape when ripe) or indehiscent (i.e. they do not split open when ripe. ( \_\_ )
- (x) Fruits are also classified as dry and fleshy fruits. ( \_\_ )

**Writing a Classification:**

Writing a classification is based on convention i.e. how others have done it. But it is mainly based on your purpose in making the classification. Data and ideas are divided into categories and this is done in a logical way. Some types of order are:

- (i) according to time (oldest to newest)
- (ii) General to particular,
- (iii) Scale:
  - (a) Importance: most important to least important
  - (b) Size: largest to smallest
  - (c) Familiarity: best known to least known

**Practice 6:**  
(Sample)

| <b>Formal</b> | <b>Education</b>        | <b>Informal</b>        |
|---------------|-------------------------|------------------------|
| Full time     | part time               | -                      |
| School        | evening classes         | correspondence course  |
| College       | short intensive courses | Open University        |
| University    | research based study    | T.V. broadcasts        |
|               |                         | radio broadcasts       |
|               |                         | Adult learning centers |
|               |                         | Self study course      |

**Practice 7:**

See how this letter is addressed.

Dr. Ms. A. T. Shah  
# 41, St. 27  
Mohalla Araian  
Sialkot. Punjab.  
Pakistan.

The logical order, here is, from the smallest unit (house to the largest (country)

In today's lesson you learned how texts are organized according to a pedestrian's view and bird's eye view. You became familiar with some expressions of location and learned how to use them in writing. You also learned how data can be classified and arranged in diagrams and texts. You should now be familiar with some expressions of classification and will be able to use them in sentences and texts.

**Lesson -40****Writing Skills****Paraphrasing**

In today's lesson you will learn about two things;

- 1- How to paraphrase
- 2- To write a summary.

One of the things you have to learn in studying English is, how to express yourself in more than one ways. This can be best done by practicing in paraphrasing. A paraphrase is the expression of the meaning of a passage in a different way. Paraphrasing is a **writing skill** in which an idea (s) or information written in another way without changing the meaning. It is, in other words, writing the given information in different words i.e. you re-phrase the words without changing its original meaning. Paraphrasing is often used in place of direct quoting what a writer has said. It is a skill and is used to rewrite short selections, a series of sentences or paragraphs. A paraphrase is usually as long as the original text in order to communicate its full meaning. Here are some techniques that can help you in writing a paragraph.

1. Your paraphrase may contain some words from the original passage, but try to use **synonyms** wherever possible.
2. Change direct quotations to indirect quotations - i.e. use **reported speech**
3. Change **active** sentences to **passive** sentences and **vice versa**.

**Step 1.** Read the passage carefully a number of times till you understand it fully.

**Step 2.** Look up words in a dictionary that you do not understand. Try to find synonyms for them.

**Step 3.** Jot down the main points of the passage.

**Step 4.** Make an outline with the help of the points you have jotted down.

Remember your outline should contain

- a The main idea
- b. the main supporting ideas or points
- c. the primary and secondary supporting details.

**Step 5.** Write the paraphrase using your own words without omitting any essential idea.

**Step 6.** Polish the paraphrase.

**Practice 1:**

It is said that, when in 1998, Brazil lost the World Cup to France; the Brazilians were so disheartened that one had the impression that a big national disaster had taken place and the country itself had died. They say that many did die of sadness. Defeat in championship matches has often caused heart attacks and the despair of the public is usually so great that many take their own lives. Such is the passion of football fans.

**Outline**

**A** Brazil lost World Cup 1998

1. Entire country sad
2. Some deaths

**B** Possible defeat causes strong reaction.

1. Heart attacks
  2. Suicides
- C Football fans very emotional.

**Paraphrase:**

In 1998 Brazil lost the World Cup to France. The entire country was overcome with sadness; some people even died. Defeat in championship matches causes strong reaction among fans, from heart attacks to even suicides. Football fans are very emotional about the game.

**Practice 2:**

The best approach to students' co-operation is the organization of **thrift** societies. The principle of **thrift** is as important from the co-operative as it is from the educational point of view. Thrift gives a basic foundation of character and it is easy to form this habit in one's early life. In the process of the formation of this habit, the young student will have to exercise **rigorous** self-discipline which will not only have a great effect on his own spiritual life but will react to his family, and through the family on society as a whole.

Words: Thrift = saving, economy.

Rigorous = firm, demanding, strict.

**Outline:**

How students can best cooperate -- thrift societies -- threefold value of thrift -- foundation of character -- formation of habits -- exercise of strict disciplines -- effect of thrift -- its deeper influence, spiritually and financially.

**Practice 3.**

Each of us is here for a brief **sojourn**; for what purpose, he knows not. Though he sometimes thinks he feels it, but from the point of view of daily life, without going deeper, we exist for our fellow men ---in the first place for those, one depends, and next for all those, unknown to us personally to whose **destinies** we are bound up by the tie of sympathy. A hundred times every day I remind myself that my inner and outer life depends on the labors of other men, living and dead, and that I must **exert** myself in order to give in the same **measure** as I have received and am still receiving.

*- Albert Einstein*

Sojourn = stay, rest, stopover, visit

Destiny = lives, fate, fortunes

Exert = effort, apply

Measure = amount, portion, share

**Outline:**

Our life brief -- purpose unknown-- but simply felt -- our immediate relation first to those with whom we are intimate, then to those we are allied with by sympathy -- the dependence of my life on the labor of the living and the dead -- feel the duty of give and take.

**Practice 4:**

**Paraphrase the following passage. Follow the steps given earlier.**

Kaleem Omar, the journalist, has studied Japanese business customs and habits. He says that the Japanese prefer to work collectively as members of groups rather than individually. This, he says, is one of the main reasons for Japan's economic success.

**Outline.**

- A. Reported that Japanese work in groups not as individual.
- B. This reason for Japanese economic success.

**Paraphrase:**

K. Omar the journalist says that the Japanese like to work together in groups and not singly. He believes that this feature is one of the most important factors responsible for Japanese economic success.

**Practice 5:**

**POEM**

Lives of great men all remind us  
 We can make our lives **sublime**,  
 And departing leave behind us  
 Footprints on the sands of time,  
 Footprints that perhaps another,  
 Sailing o'er life's **solemn main**,  
 A **forlorn** and shipwrecked brother,  
 Seeing, shall take heart again.

- (i) Substituting other words:

**Sublime** – lofty, exalted, eminent, grand, noble-

**Forlorn** - abandoned, deserted, friendless,

**Solemn** - serious, sober, grave

**Main** - (obs.) open sea

- (ii) The **central idea** in the above lines is that the *lives of all great men remind us of certain duties*

- (ii) Removing the inversions and rewriting the sentences in the same order.

**Outline:**

We may make our lives great--- Departing, we may leave behind us footprints on the sands of time---There may be footprints which may be seen by a shipwrecked brother and may help him to take heart again.

**Paraphrase:**

The lives of all great men remind us that we may also live (make) noble (sublime) lives and when we die (departing) we may leave records of our actions (footprints) in this world (sands of time) like the marks of footsteps left by travelers on the sands of the seashore. These records (foot prints) may be noticed by some serious and grave person (a

shipwrecked brother) who has no one to guide him (forlorn) and may encourage him (to take heart) in his distress or sorrow.

iv) **Polishing:**

The paraphrase may be written as:

The lives of all great men inspire us so that we also may live noble lives, and that, when we die, we may leave behind us records of our noble deeds like the marks of footprints left by a traveler on the sands of the sea shore. These records may, by chance, read by some unfortunate person who, having made a wreck of his life, is in the grip of despair, and this may give him fresh encouragement in his loneliness and misery to make a new start in life.

**PRACTICE 6:**

**News Item**

Karachi APP – Rescue workers located the body of a New Karachi teenager on the beach at Clifton, one day after a sand bar where he was walking with his friends washed out in the rising tide. Police sources said the body of Mohammad Irfan, 15, was recovered on the beach on Sunday morning. The body was found 2½ miles away from the area where he fell about 6:15 pm., Saturday afternoon. The boy and his friend, Ali Zaman, were walking on the sand bar with other teens when the sand washed out from under them, said the victim's mother, Zainab Khatoon. Passers-by pulled Ali Zaman to safety, witnesses said.

**Paraphrase:**

On Sunday, the body of a young man who was drowned while walking on a sand bar, washed away by the tide and was discovered at Clifton beach on Saturday afternoon. His friend who was with him at the time of the accident had been rescued by passers – by.

**Some more examples of paraphrase:**

- 1) We have just enough religion to make us hate, but not enough to make us love one another. (Swift)

Our religion is not of the true kind, for we act in just the opposite way of its teaching.

- 2) The narrowest hinge on my hand puts to scorn all machinery. (W. Whitman)

The smallest joint in the bones of my hand is a far more wonderful thing than any machinery.

- 3) The main argument in favor of keeping the death penalty for murder is that it will frighten men out of the desire to commit the crime. In other words, it will act as a preventive.

The main argument for retaining capital punishment for murder is that it will act as a deterrent.

- 4) There are no gains without pains; then help, hands, for I have no lands, or if I have, they are smartly taxed. (Benjamin Franklin)

Nothing can be earned without labour, so set to work, my hands, for what land I have is heavily taxed.

- 5) No man is so void of understanding as to prefer war before peace; for in the letter children bury their fathers; in the former, fathers bury their children.

No man would be as stupid as to prefer war over peace; for in peace the young bury the old, while in war the old bury the young who die fighting in a war.

6) Applicants are requested to state the reasons for any exceptional treatment they require.  
(NOTICE AT A HOSPITAL)

Applicants should state why they need special treatment.

7) All drivers and visitors to the hospital are strictly forbidden to park in or on the verge of the road. Attention is drawn to the fact that a public car park is available in Millat Street.

No parking on this road. Use the park in Millat Street.

8)

Civil personnel will halt here and report their presence at the guard room. They will on no account proceed further till vetted and granted clearance by the security officer on duty. Offenders are warned that any failure to observe these regulations will result in detention and prosecution.

All civilians will report at the guard room for permission to enter. Offenders will be prosecuted.

9) In cases where the school day is terminated earlier than the normal time owing to the necessity to get pupils home before the onset of monsoon rains, a careful note of the relevant circumstances must be made and transmitted to the Education Office at the earliest possible opportunity.

In case the school day is shortened owing to monsoon rains, the Education Office must be informed immediately.

The Education Office must be informed as soon as possible if monsoon rains make it necessary to end school earlier than usual.

You looked at different samples of paraphrases – single sentences, short prose passages, a poem, and a news item.

1.

Paraphrasing takes time. It cannot be done hastily.

2. In a paraphrase on no account, you must introduce anything which is **not** in the original, however, much you may wish or want to; that you can do in an essay but not in a paraphrase.

3. Don't try to change every word of the original. Some words **cannot** be suitably replaced.

4. A paraphrase is neither an expansion nor a summary.

5. No introducing sentence is needed to begin it.

In today's lesson you learned how to express yourself in a different way. Paraphrasing is a very useful writing skill and goes a long way in helping develop your writing abilities.



**Lesson -41****Writing a Summary**

Today's lesson deals with another writing skill – how to write a summary. A summary is similar to a paraphrase except that a summary is usually shorter. When you summarize, you compress large amounts of information into the fewest possible sentences. In order to do this, you include **only** the main points **and** main supporting points, **leaving out** the details.

A summary or precis (French word which means the same as summary) is a **brief** and **clear** statement in a **connected** and **readable shape** of the substance of a longer passage. Definitions are useful things, even when they make the thing defined sound dull as the above definition does. The reasons for learning how to summarize are really sensible. They are:

**Definition:**

A summary or precis (French word which means the same as summary) is a **brief** and **clear** statement in a **connected** and **readable shape** of the substance of a longer passage.

As a foreign learner of English any examination you take, the examiners are likely to test your ability to read, write and think in English. A summary writing will give you;

- i) Good practice both in clear writing and clear thinking.
- ii) It enables you to express in your own words, somebody else's ideas even if you do not agree with those ideas.
- iii) Read the passage carefully.
- iv) Read the passage again. Note the different points it contains. Number the points.
- v) Strike out points not essential to the meaning, repetitions, illustrations, anecdotes, comparisons, etc...
- vi) Arrange the points in a best possible way.
- vii) Write summary – first draft.

**Polish the draft:**

A summary is a **brief** and **clear** statement in a **connected** and **readable** shape of the **substance** of a longer passage.

You noticed five words have been underlined.

In the middle ages people had no ideas of scientific farming. Spare cattle were killed and salted for winter eating. Spices were used a lot. They came from the East. The Turks cut the line of supply. Voyages of exploration were undertaken partly to find spices.

As people in the middle ages had no idea of scientific farming, spare cattle had to be killed and salted for winter eating. This unappetizing meat led to a demand for spices, and one reason for the great voyages of exploration was the shortage of spices when the trucks cut the overland route of their supply.

Here are some more examples of phrases that would be better expressed in single words:

## VU

of a disagreeable nature  
of a delightful description  
in a brief manner  
in a stupid way.  
of a silly kind

Here are some more examples that show how easy it is to write wordily and also how the wordiness might be avoided.

-Boys whose way of life is cast in an urban environment - town boys ( (11)

Together with the addition of (5) - also (1)

Special attention will be paid to activities with an eye to the cultivation of the qualities of initiative, etc. (18) - special attention will be paid to activities to cultivate initiative (10)

Judged in the light of their results (7) - Judge by their results (4)

In this connection it should be said (7) - Here it should be said (5)

### **Practice 1:**

#### **Writing Briefly & Clearly:**

1. It is not without interest to observe, in connection with the duration of the school term, that punishments show a tendency to increase in number as the term progresses. (29)

It is interesting to note that punishments increase as the school term progresses (13)

2. Having regard to the recent increase in the number of cases of malaria in this area, it is clearly desirable that the scheme for the provision of more doctors should be put into effect. (34)

*The recent increase in the number of malaria cases in this area requires that more doctors should be posted (19)*

3. Two men sustained serious bodily injury when their car came into collision with a truck today. (16)

*Today two men were seriously injured when their car collided with a truck. (13)*

#### **REPETITION:**

People seem, sometimes, to think that what they say twice is more impressive than what they say once. Actually repetition shows weakness, not strength.

**Practice 2:**  
**Avoiding Useless Repetition.**

For three months, the river is in continuous flood; this state of affairs goes on for the whole of that time without cease.

For three months the river is in flood.

In the end, we eventually agreed to go by the shortest route.

In the end, we agreed to go by the shortest route.

Without warning, unexpected, unheralded, the storm broke on us.

Without warning the storm broke on us.

**Putting Ideas Together:**

You can do this by subordinating the less to the more important ideas e.g.

It was quite dark; for the sun had set an hour before and the moon had not yet risen when the thief carefully opened the door of his house and prepared to go about his business. (36)

(Here, there are 5 clauses, but it is possible to turn many of them into words or phrases). e.g.

*An hour after sunset, in one dark, moonless night, the thief crept to his house to go about his business (20 words)*

(Here we have 20 words instead of 36 and the meaning, so little changed as to be almost the same).

**PRACTICE 3:**

Shorten the following without losing any of the meaning.

His efforts, although, they were the best he could make do, ended in failure.

*His best efforts failed.*

Athar came upon a house that was green.

*Athar came upon a green house.*

His horses, which were two in number, he used for the single purpose of playing polo, which he was only able to do on Mondays once in every two weeks.

*He used his two horses for playing polo on Mondays every fortnight.*

**Four samples of summary writing:**

1. Working conditions in the nineteenth century seem barbaric today: twelve-to-fourteen hour work days; seven day weeks; cramped, unsafe factories; marginal wages, and no legal protection. Yet employers seldom had problems motivating their workers: poverty and unemployment were so widespread that any job was welcome.

- *Widespread poverty and unemployment made nineteenth-century workers willing to put up with terrible working conditions.*

2. Compromise is a common and effective way of coping directly with conflict or frustration. We often recognize that we cannot have everything we want and that we cannot expect others to do

just what we would like them to do. We then compromise, deciding on a more realistic solution or goal since an ideal solution or goal is not practical. A young person who loves animals and greatly wishes to become a veterinarian may discover he has less aptitude for biology than he had hoped and that dissecting is so distasteful to him that he could never bring himself to operate on animals. By way of compromise, he may decide to become an animal technician, a person who works as an assistant to a veterinarian.

*-Compromise is a direct way of coping in which we decide on a more realistic solution or goal since an ideal solution or goal is not practical. For example, a person not good in biology may decide to be an animal technician rather than a veterinarian.*

3. All family systems can be categorized into one of two types. The extended family is one in which more than two generations of the same kinship live together either in the same house or in adjacent dwellings. The extended family, which is commonly found in traditional, pre-industrial societies, can be very large: It contains 3 generations living together. In contrast, the nuclear family is one in which the family group consists only of the parents and their dependent children. The nuclear family is the usual type in virtually all modern industrialized societies.

*-There are two basic types of families. The extended family, which is more than 2 generations living together, is common in pre-industrial societies. The nuclear family, made up of parents and their dependant children, is usual in industrialized societies.*

4. Again, when we feel fear of the dog, we learn to avoid similar situations. Finally, emotions help regulate social interaction. Our observation of other people's emotional states determines how we respond to them. For example, if we notice that another person is experiencing fear, we may be moved to comfort and reassure him.

*-Psychologist has distinguished 3 functions of emotions in our lives. Emotions can prepare us to take action, shape our future behavior, or regulate our social interaction.*

Today's lesson dealt with a very important writing skill – summarizing – which you will be required to use very often in life. You were given practice in summarizing & shown samples of good summaries.

**Lesson -42****Tenses and Passive Sentences**

In this lesson first, we shall discuss verb tenses and the problems they pose for learners of English and next we shall examine passive tenses.

In an English sentence, the verb is the most important word. It is through the action described by the verb that the sentence comes alive. As a result, the verb is the lifeblood of the sentence.

Among other properties, verbs tell time by specifying when the action occurred. This time feature is known as tense.

**1. The Base Form:**

It is the form in which verbs are listed in the dictionary. It is used in the present tense for all subjects except third - person singular subjects.

- I eat kababs for lunch.
- Saima eats kababs for lunch.

**2. Past Tense Form:**

The past-tense form of most verbs is formed by adding -ed or -d to the basic form.

- They praised the president for his bold speech.
- I asked the students to leave the gym.

**3. Present Participle:**

It is the -ing form of a verb. The present participle is the form that is used *with the helping verbs* am, is, are, was, or were to show continuing action.

- Jo is spreading the sheet on the ground.

As I was gathering the clothes on the line, the wind blew away some of them.

**4. Past Participle:**

The past participle of a verb is usually the same as its past tense form. The past participle is the form that is used with the helping verbs have, has, and had and with am, is, are, was, were.

- The girl have asked the boss for a raise.
- The kitchen door was jammed tight.

Here are the main parts of the regular verbs.

| <u>Basic Form</u> | <u>Past Tense Form</u> | <u>Present Participle</u> | <u>Past Participle</u> |
|-------------------|------------------------|---------------------------|------------------------|
| Jump              | jumped                 | jumping                   | jumped                 |
| Smile             | smiled                 | smiling                   | smiled                 |
| Hope              | hoped                  | hoping                    | hoped                  |

**Main Tenses:**

There are six main tenses in English. They are present, past, future, present perfect, past perfect and future perfect.

The following chart shows the six basic tenses of the verb 'jump'

| Tense           | Example            |
|-----------------|--------------------|
| Present         | I jump             |
| Past            | I jumped           |
| Future          | I will jump        |
| Present perfect | I have jumped      |
| Past perfect    | I had jumped       |
| Future perfect  | I will have jumped |

We shall now look at these tenses in greater detail.

**1. The Present Tense:**

It is used to describe an action that is happening in the present or to describe a condition that exists at the present time regardless of the other verbs in the sentence. *Susan works in 1. Children's toys are on the third floor. (Habitual action)*

2. *The neighbor's dog smells our plants. (Present action)*

The Historical Present: The present tense is used to make a more vivid description of any past actions through a restatement or a summarization of the facts from a book or a report etc....

1. In his report Mr. Farook states that the president will call candidates for interview in a year's time.

2. "Revenge", says the Lord "is mine". (Bible)

The historical present is used when we write about events or happenings in a work of literature. The rationale for using the present tense is that the happenings of literature are unchangeable and therefore are permanently true.

**2. The Past Tense:**

It is used to describe an action or state of being that occurred some time in the past.

1. At yesterday's party, the host made a rude remark.

2. The goods were delivered late last night.

**3. The Future Tense:**

It is used to indicate an action which is to take place in the future or a state or condition that will exist some time in the future.

1. According to the college schedule, the examination will be held in the Basemen at 9:00. a.m.

2. If you are to succeed, you will need to set realistic goals.

You can form the future tense by placing will or shall before the verb. In the past, the use of will and shall was prescribed, but in today's language usage, will is typically used to express ordinary future tense and shall is used to express a demand or is used with laws, policies or contracts.

1. You shall have this term paper submitted on time.
2. Invigilators shall ensure that the examination rules are fully implemented.
3. If you meet the deadline, you will reap the benefits.

**The Three Perfect Tenses** are formed by adding the helping verb have, has, or had to the past participle of the verb. The past participle of a regular verb is simply the form that ends in -ed.

**4. The Present Perfect Tense** is used to describe an action that started in the past and either has been finished or is continuing at the present time.

The present perfect tense is formed when we add has or have plus the past participle.

1. Marina has worked at a number of jobs over the year.
2. After great efforts by the police, the building has been evacuated.

### 5. The Past Perfect Tense:

It describes an action that was completed in the past before another past action. The past perfect tense is formed when we add had plus the past participle.

1. Marina had worked in a number of TV programs before she joined the company.
2. Before I reached my office, my friend Lylla had returned my call.

### 6. Future Perfect Tense:

It describes an action that will be completed before sometime in the future. The future perfect tense is formed when we add shall have or will have to the past participle. By the end of the year, the contractors will have completed the new block.

1. Mr. Saeed will have been employed by the printing firm for 25 years in December.
2. Our secretary shall have entered all data for your report by Saturday.

**The Three Progressive Tenses:** As their name suggests, these tenses express actions still *in progress* at a particular time. They are made by adding a form of the helping verb -be to the -ing form of the verb.

#### 1. Present Progressive Tense:

It expresses an action taking place at this moment or that will occur sometime in the future.

1. Marina is working at the office today.
2. I am going to the bookstore.

#### 2. Past Progressive Tense:

It expresses an action that was in progress at a certain time in the past.

1. Marina was working yesterday.

2. *I was practicing* my speech last night.

### 3. Future Progressive Tense:

It expresses an action that will be in progressive at a certain time in the future.

1. Marina *will be working* tomorrow.
2. The visitors *will be pacing* in the reception hall.

Unnecessary shift in tense:

3. In my dream, a snake *slithered* along the side of my bed and *slips* quickly onto my pillow.  
(Inconsistent tense)

### Practice 1.

#### Spot the wrong tense word.

1. When my sister saw flames and smoke coming from her room, she reacted quickly. She picks up her handbag and some pictures of her family. Then she rushed out into the open.
2. Pink flowers blossom on this peach tree every spring. Then tiny green buds appeared. Finally, the peaches grow into sweet red fruit.

### Practice 2:

#### Spot the tense shifts.

In his oversized T-shirt, the little boy looked even smaller than he was. His skinny arms *stretch* out of the flopping sleeves that *reach* down to his wrists. He needed a haircut; he *has to push* his hair out of his eyes to see. His eyes *fail* to meet those of the people passing by as he asked them, ‘Can you give me five rupees?’

### Practice 3.

#### Spot the verb in each sentence that is not in the same tense as the others.

1. Hafeez rang the doorbell and wanted for several minutes. Finally, when no one answers, he turned away disappointed.
2. As the campers drove away, they look back and saw their dog running after them.
3. He came home early because he wasn't feeling well then he discovers his wife had the door key.
4. Our children love going to the school library because they can take out any book they wanted, even if they can't read it yet.

### Review:

Fill in the blanks where required with the correct word.

1. There are six basic tenses in English (T/F).
2. They are present, past, \_\_\_\_\_, present perfect, \_\_\_\_\_ and future perfect.
3. The past tense is formed with regular verbs by adding \_\_\_\_\_ or \_\_\_\_\_ to the basic form of the verb.
4. The \_\_\_\_\_ tense is formed by adding the word *will* before the basic form of the verb.



5. The \_\_\_\_\_ tenses are formed by adding a form of the helping verb *have, has* or *had* to the past participle of the verb.
6. The \_\_\_\_\_ tense describes an action that was completed in the past before another past action.
7. The present progressive tense is formed by adding the correct form of the helping verb **be** to the) **-s, -ing** or **-ed**?) \_\_\_\_\_ form of the verb.

**Active and Passive Voices**

1. Use active voice to emphasize the performer of an action.
2. Use passive voice to de-emphasize the performer of the action and in this way emphasizing the object of the action.

**Structure of Active Voice Sentences**

| <b>Subject</b>        | <b>Verb</b>    | <b>Direct Object</b> | <b>Complement</b>     |
|-----------------------|----------------|----------------------|-----------------------|
| The estate management | will prosecute | trespassers          |                       |
| Passengers            | may purchase   | tickets              | at any airline office |
| Students              | use            | computers            | in the laboratory     |
| You                   | should take    | the medicine         | once daily            |

**Structure of Active Voice Sentences**

| <b>Subject</b>           | <b>Verb</b>    | <b>Direct Object</b> | <b>Complement</b>     |
|--------------------------|----------------|----------------------|-----------------------|
| 1. The estate management | will prosecute | trespassers          |                       |
| 2. Passengers            | may purchase   | tickets              | at any airline office |
| 3. Students              | use            | computers            | in the laboratory     |
| 4. You                   | should take    | the medicine         | once                  |

**Structure of Passive Voice Sentences**

| <b>Subject</b> | <b>Verb</b>        | <b>Complement</b>     |
|----------------|--------------------|-----------------------|
| 1. Trespassers | will be prosecuted |                       |
| 2. Tickets     | may be purchased   | at any airline office |
| 3. Computers   | are used           | in the laboratory     |

4. The medicine should be taken once daily

### **Formation of Passive Sentences**

A passive sentence is composed of the following parts. **Subject + some tense of BE + Past Participle + Agent.**

1. The object of an active sentence becomes the subject of the passive sentence.
2. The tense is formed by -BE
3. The subject of the active sentence becomes the agent of the passive sentence.
4. The agent may sometimes be omitted.

### **Verb Tenses in Passive Sentences**

#### **PRESENT TENSES**

##### **Simple Present:**

*Jewels are bought by ladies.*

##### **Present Continuous:**

*Jewels are being bought by ladies*

##### **Present Perfect:**

*Ladies have been advised to declare their jewelry in their wealth tax forms.*

##### **Present Modals:**

*Steps must be taken to educate the public about filling in tax returns.*

#### **PAST TENSES**

##### **Simple Past:**

*Maps of the rebel's hide-out were shown to the press.*

##### **Past continuous:**

*Until recently hand crafted jewelry was not being designed locally.*

##### **Past Perfect:**

*Pakistani carpets had always been designed by local artists.*

##### **Perfect Modals:**

*The textile industry might not have been required by the government to pay taxes.*

#### **FUTURE TENSES**

'will' - *Teaching assistants will be used to assist teachers in evaluating students' examination scripts.*

'going to' - *Factories are going to be built in the new export promoting zone.*

### **Future Perfect**

- *By 2010 the new canal system will have been put into regular use.*

### **The Agent in Passive Sentences:**

A passive sentence can be written with or without the agent.

#### **With the Agent:**

The agent in the passive sentence answers the question *by whom* or *by what* the action is performed.

1. The agent is named if it is important or necessary to complete the meaning or understanding of the sentence. e.g.

- *The accident was caused by a cyclist. - Noise in our neighborhood is produced by trains.*

#### **Without the Agent:**

The agent in a passive sentence is not named under certain conditions.

1. When the identity of the agent is understood and does not have to be mentioned. e.g.

- *The president has been re-elected for another year (by the council)*

- *Shina is spoken in many parts of northern areas of Pakistan (by people)*

2. When the identity of the agent is unimportant. e.g

-*Pakistan television newscasts are translated into both English and Arabic. (by someone)*

3. When the identity of the agent is unknown:

-*An error has been made in the computer input data (by someone)*

### **USES OF PASSIVE**

1. When you want to give your writing an objective and impersonal tone. It is often used in scientific, business writing and newspaper reports.

2. When you want to focus attention on the receiver of an action. e.g

If you are writing a paper about a discovery, the use of passive will focus on the discovery. But if you were to write with active verbs, the reader might think your paper is about the person who made the discovery and not the discovery itself.

**Lesson -43**

**Word Order**

In many of the lessons on writing and, even in those on reading, we looked at how ideas are organized and put together or connected within and between sentences. In today's lesson we shall look at the way certain words like adverbs, which cause problems to learners of English, are placed in the sentence. We are going to look at ways words are positioned or ordered in an English sentence and give you some practice in their use. The words are:

- (1) *Verb + object - place and time*
- (2) the position of : *also, always, probably, am, is, are...*
- (3) *Still, yet, anymore, any longer, no longer*
- (4) *Although, yet, even though, in spite of, despite*
- (5) *Even*
- (6) *As (time) as (reason)*
- (7) Use of *like* and *as*

**1. Verb & Object**

A) In English the verb and its object, usually go together. Other words are not put between them.  
e.g

|                           |                    |
|---------------------------|--------------------|
| V                         | O                  |
| I like                    | animals very much. |
| I like very much animals. |                    |

- 1. Did you **see Fahd** yesterday?
- 2. Shazia often **plays tennis**.
- 3. Do you clean the house every fortnight?  
Do you clean every fortnight the house?
- 4. Everybody enjoyed the picnic very much.  
Everybody **enjoyed very much** the picnic.
- 5. The guide spoke French fluently  
The guide **spoke fluently** French
- 6. I not only lost all my money, I also lost my jewelry.  
I not only lost all my money, I **lost also** my jewelry.
- 7. At the end of the road you'll see a petrol pump on your left.  
At the end of the road you'll **see on your left** a petrol pump.

**B) Place and Time**

(1) In English the place (where?) is mentioned before the time (when? How often? How long?)

e.g

1. Huma walks to work every morning.  
Huma **walks every morning** to work.
2. Their family has been in the United States since last year.
3. He arrived at the railway station early.
4. I'm going to Sibi on Monday.  
I'm **going on Monday** to Sibi.
5. Why weren't you at the party last night?

**Practice 1:**

**Decide whether the word order is right (R) or wrong (W)**

1. Tony walks every morning to work. \_\_\_\_
2. Maha speaks very well French. \_\_\_\_
3. After eating quickly my breakfast, I went out. \_\_\_\_
4. I think I'll go early to bed. \_\_\_\_
5. Did you do interesting things at work today? \_\_\_\_
6. At the top of the page please write your name. \_\_\_\_

**(2) Adverbs with The Verb:**

(a) There are some adverbs such as 'always', 'also', 'probably' that are generally put with the verb in the middle of a sentence. This happens when the verb is a one word. (Such as *goes, fall*)

e.g.

- Huma always goes to work by bus.
- She was feeling very tired. She was also hungry.
- Your bike has probably been stolen.
- 'Always', 'often', 'also', go before 'have to'
- The students always have to wait a long time for the professor. But they go after the verbs 'am, is, was, were'
- I was feeling very tired. I was also hungry.

(b) Sometimes when a verb is composed of two or more words such as *can remember, doesn't drive, has / have been eaten*; the adverb is put after the **first part of the verb**.

|           |                |            |                  |
|-----------|----------------|------------|------------------|
|           | V <sup>1</sup> | ADV        | V <sup>2</sup>   |
| He        | can            | never      | remember my name |
| I         | don't          | usually    | smoke            |
|           | Are you        | definitely | resigning?       |
| Your bike | has            | probably   | been stolen      |

In negative sentences *probably* goes before the negative. So we have:

- *He probably won't see you.* OR
- *I will probably not see you.*

**Practice 2:**

**Decide whether the underlined words are in the correct order. Use W for wrong and R for right.**

1. I washed the clothes and also cooked dinner. \_\_\_\_\_
2. Those tourists over there probably are French. \_\_\_\_\_
3. My mother gets hardly ever angry. \_\_\_\_\_
4. I usually take a bath when I get home from work. \_\_\_\_\_
5. I usually am very tired when I get home form work. \_\_\_\_\_
6. I will probably not see you. \_\_\_\_\_
7. He won't probably meet you. \_\_\_\_\_

**(3)** The position of *still, yet, anymore, any longer, no longer* in a sentence

*Still* is used to say that a situation or action is continuing. *Still* usually is used in the middle of the sentence with the verb. e.g.

- It's 11:00 p.m. and Sara is still working.
- Are you still living in the same locality or have you moved?
- Do you still want to go to the post office, or have you changed your mind?

*Yet* is used to ask if something has happened or when we say that something has not happened.

Yet is used mainly in questions and negative sentences.

Yet is usually found at the end of the sentence. e.g.

- Have you finished packing that suitcase yet?
- It's 11 o'clock and the typist hasn't arrived yet.
- We're hungry. Is dinner ready yet?

Yet is often used with the present perfect (*Have you finished washing that dress yet?*).

Compare *still* and *yet* in the following sentences.

- My brother lost his job last year and he *is still unemployed*.
- My brother lost his job a year ago and *hasn't found* another job *yet*.
- Is it *still* raining?
- Has it stopped raining *yet*?

*Still* is possible in negative sentences.

- She said she would be here half an hour ago, and she *still hasn't* come.

'*She still hasn't come*' shows a stronger feeling of impatience as can be seen from the following sentences:

- She hasn't called me yet (but I expect she will soon)
- She still hasn't called me (she should have called before now)

***not ... anymore, not... any longer and no... longer*** are used to say that a situation has changed. *Anymore*, and *any longer* come at the end of the sentence

- Miss Mir doesn't work here *anymore* / *any longer*.
- They were great friends once, but they aren't friends *any more* / *any longer*.

***No longer*** comes in the middle of the sentence.

- They are *no longer* friends.
- He *no longer* lives with her.

But '***no more***' cannot be used in this way. You can have:

- He is *no longer* our employee. But not \* He is *no more* our employee.

### **Practice 3:**

Change the following sentences using **still** and **not .... anymore**.

1. Tony used to have long hair and a beard. (still / long hair but..).  
(Tony *still* has long hair, but he doesn't have a beard *anymore*.)
2. Teddy used to play tennis and football. (still / tennis but).  
(Teddy *still* plays tennis but he *doesn't* play football *anymore*.)
3. Mother was in hospital and she was in critical condition. (still / hospital but...)  
- Mother is *still* in hospital but she *isn't* in critical condition *anymore*.
4. I used to like Kathy and Karen (still / Kathy but...)  
- I *still* like Kathy but *not* Karen *anymore*.
5. He was a good batsman, and he was the best in the team. (still / good batsman but)  
- He is *still* a good batsman but *isn't* the best in the team *anymore*.
6. I was feeling depressed and homesick. (still / depressed but...)  
- I am still feeling depressed but *not* homesick *anymore*.

#### **(4) The position of *although* / *though* / *even though* / *in spite of* / *despite*.**

(A) After *although* we use a subject + verb.

- *Although he is fat*, he seems quite healthy.
- *Although it rained* a lot, we enjoyed our holidays.
- He didn't get the job, *although he had* all the necessary qualifications.

A noun, a pronoun or -ing is used after *in spite of* / *despite*.

- *In spite of* (the rain), we enjoyed our holidays.
- She is not tired, *in spite of* (working) all day.
- *Despite* (what) she said, I still think her work is worthless.

**Note:** 'In spite' takes 'of' but 'despite' doesn't

- (a) *In spite of* the fact that he had resigned, he completed his assignment.
- (b) Despite the fact that he smokes 5 cigarette packets a day, he seems healthy.

**Compare *although* and *in spite of* / *despite*.**

- *Although* it was raining since morning, all the school kids arrived on time.
- *In spite of* the traffic jam, the guest arrived on time.
- I couldn't sleep, *although* I was tired.
- I couldn't eat, *despite* being hungry.

(B) Sometimes ***though*** is used instead of ***although***. This happens more often in spoken English with *though* coming at the end of a sentence.

- The dress isn't very nice, I like the color *though*.
- I meet her everyday. I've never spoken to her *though*.

***Even though* is a more emphatic form of *although*.**

- *Even though* I don't really like her, I must say she is honest.

**Practice 4:**

(A). Complete these sentences by using *although* and a phrase from the box.

- It was quite chilly
- She had been rude to them.
- I had never seen my aunt.
- He holds an important office
- He had promised to be on time`

1. Although \_\_\_\_\_ he is not paid well.
2. Although \_\_\_\_\_, I recognized her from a photograph.
3. She didn't wear a shawl, although \_\_\_\_\_
4. They decided to invite her to the function, although \_\_\_\_\_.
5. They were late, although \_\_\_\_\_.

**Practice 4:**

(B). Complete the following sentences with 'although' or 'in spite of'.

1. \_\_\_\_\_ all my careful plans, a lot of things went wrong.
2. \_\_\_\_\_ we had planned everything very carefully, many things went wrong.
3. I love music, \_\_\_\_\_ I can't sing.
4. \_\_\_\_\_ being very tired, we worked till midnight.
5. All the air conditioners were working, but \_\_\_\_\_ this the room was pretty warm.

**Practice 4:**

(C). Using the words in the brackets make sentences with *though* at the end.



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1. He's very nice. (Don't like / wife).
  - He is very nice. \_\_\_\_\_.
  -
2. Its very warm. (windy).
  - Its very warm. \_\_\_\_\_.
  -
3. We didn't like the pudding (ate).
  - We didn't like the pudding. \_\_\_\_\_.

### (5) Use of 'EVEN'

(A) *Even* is used to say that something is unusual or surprising .e.g.

- Her driving is not very good; *even* I could drive better.
- She always wears a shawl *even* in summer.

(B) Very often '*even*' is used with the verb in the middle of a sentence.

- She always wears a watch. She *even wears* it in bed.
- He is very rich. He *even has* his own private plane.

Here are some examples **with not even**:

- She has just climbed the ten flights of stairs and she is *not even* out of breath.
- They are a very unfriendly lot. They did *not even* say 'hi'.
- Nobody lent him money; *not even* his best friend.

(C) '*Even*' is often used with the 'comparative form'.

- It was very cold yesterday, but today it's *even colder*.
- I got up at 5:00 but mother got up *even earlier*.
- I was surprised to get a call from her. I was *even more surprised* when she appeared at my door the next day.

(D) 'Even' is used with 'if', 'when' and 'though'.

- I'll probably see you tomorrow. But *even if* I don't, we're sure to see each other before the end of the week.
- She is never loud *even when* she is angry.
- She has bought a pressure cooker, *even though* she can't cook.

### **Practice 5:**

Complete these sentence with **even + a comparative**

1. I bought a cheap umbrella, but the one Julie bought was \_\_\_\_ \_\_\_\_.
2. This house is two hundred years old, but the mosque next to it is \_\_\_\_ \_\_\_\_.
3. The restaurant is always crowded, but today its \_\_\_\_ \_\_\_\_ \_\_\_\_.

### **6. Use of As (Time) and As (Reason)**

A) **As** (time) can be used to refer to two things happening together or over the same period of time:

- We watched her as she opened the parcel.

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- As we walked along the street we looked in the shop windows.
- Turn off the fan as you go out, please.

'As' is used especially for two short actions, happening at the same time.

- Hamid arrived as I left (he arrived & I left at the same).
- Just as (= exactly at that moment) is also very commonly used.
- Hamid arrived just as I left.
  - Just as I sat down, the phone rang.

As is also used when two changes happen over the same period of time

- As the day wore on, the weather got worse.
- I began to enjoy the work as I got used to it

B) **As (time):** You can use as to show one thing happening during another i.e. in the middle of doing something else. When 'as' is used in this way, both actions are usually quite short.

- The old woman slipped as she was getting off the bus.
- I burned my hands as I was taking the cake out of the oven.

**The use of just as is also very common.**

- Just as I was going out, the telephone rang.
- I had to leave just as the conversation was getting interesting.

**Note:** Do not use as if one action follows another. e.g.

- \*As I got home, I took a bath (wrong)
- When I got home I took a bath.

C) **As (reason): meaning 'because'**

- As I was feeling tired, I went to bed early. (Meaning because I was tired....)
- As they live near us, we meet quite often.
- As tomorrow is a national holiday, all the shops will be closed.

### **Practice 6:**

**Rewrite the following sentences showing one thing happens during another.**

1. Saeed was climbing out of the window. He fell.  
Saeed fell \_\_\_\_\_
2. I was driving along the road. A cat ran in front of the car.  
A cat \_\_\_\_\_
3. She was getting out of the car. She dropped her keys.  
She \_\_\_\_\_

### **7. Use of Like and AS**

A) **Like** means similar to/the same as for example:

- *What a beautiful scene! Its' like a picture.* (not as a picture)

- *What does Saima do? She is a teacher like me.* (not as me)

**Like** is a **preposition**, so it is **followed by**

(a) **a noun:** *like a picture, like your job*

(b) **a pronoun:** *like **me**, like **this***

(c) **- ing :** *like **walking**, like **crying***

- "What's that sound?" "Sounds like crying'.

B) **As is used before a subject + verb.**

- Don't move anything. Leave everything as it is.

Compare like and as in the following sentences:

- *You should've done it like this.* (like & ProN)

- *You should've done it as I showed you.* (as + subj + v)

Note: You say as usual not like usual.

- *You're late as usual.*

*You're late like usual.*

C) **As + S + V can have other meanings.**

- *Do as you are told* (Do what you are told)

- *They did as they promised.* (They did what they promised.)

You can also say as you know / as we expected / as I said.

- *As you know it's my birthday today.*

- *She failed her driving test, as we expected.*

We use as + N to say something really is / was especially when we talk about someone's job or how we use something.

- *A few weeks ago he was working as a bus conductor.*

- *Asad has just found a job as a clerk.*

- *We don't have a car, so we use the garage as a store room.*

We use like when we compare things.

- *She is beautiful like a princess.*

*(She really isn't a princess.)*

- *Everyone is sick in the college hostel. It is like a hospital. (It isn't really a hospital)*

### **Practice 7:**

**Put in like or as in the following sentences.**

1. *Your Arabic is very fluent. I wish I could speak \_\_\_ you.*

2. *You don't listen to anyone. Do \_\_\_ you like.*

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3. *You don't have to change. You can go out \_\_\_ you are.*
4. *Arifa has been working \_\_\_ a waitress for the last few weeks.*

In today's lesson we looked at the order in which certain words occur. The words we looked at often pose problems for learners of English in their writing. I hope today's lesson clarified the use of these words.

**Lesson -44****Articles and Their Use:**

Now a days grammarians divide English words into two categories - major and minor. In the major category are words like nouns, verbs, adjectives and adverbs. These are sometimes called CONTENT words because they carry the main meaning in communication, e.g. they're the words that you would send in a telegram "Arriving PK 421 Sunday" "Send money broke"

In the minor category are determiners, pronouns, prepositions and conjunctions.

Minor words express or signal subtle shades of meaning, obvious information, or redundant grammatical information i.e. words that perform no particular function. Minor class words occur more frequently than members of the major classes. There are around 50 of these words and they are very common. All of these fifty words are function words; they make up about 60% of words that are used in speech and about 45% of those that are used in writing.

These minor words are like bricks that cement together the content words. For this reason minor words are also known as structure words.

(1) **Determiners** are a class of minor words. A determiner is a word which precedes or comes before nouns and adjectives e.g.

- The cat sat on my bag. (art, poss)
- I don't want any tea. (indef deter)
- Have you some yogurt? (indef deter)

**Major / Content words** – Noun, Verb, Adjective, Adverb

**Minor / Function words** – Determiners, Pronouns, Prepositions, Conjunctions

Determiners come before nouns & adjectives

- The cat sat on my bag. (art, poss)
- I don't want any tea. (indef deter)
- Have you some yogurt? (indef deter)

**There are 5 main types of determiners.**

(i) **Articles:** a, an, the

(ii) **Demonstratives:** this, that, these, those

(iii) **Possessives:** my, you, his, her, its, our, them

(iv) **Quantifiers:** some, any, all, enough, no, both, each, ever, few, much, more, most, fewer, less, either, neither

(v) **Wh-determiners:** what (ever) which (ever) whoever, whose

This party will be the /di/ social event of the week.

The reason why we are going to look at articles is that Pakistani learners of English make the most mistakes in the use of articles. They insert articles where they are not required and do not use them where they are required.

In today's lesson we shall only examine articles, a subclass of determiners in detail. There are 2 articles in English, the definite 'the' and the indefinite, a / an. Articles are easily recognized and indicate that a noun follows, but sometimes nouns require no articles. While articles have a single function: they modify or the head noun in a noun phrase, their meaning is quite complex.

### **1. Forms Of The Articles:**

**Pronunciation:** The spelling of the indefinite article 'a' and the pronunciation of both the definite and indefinite articles depend on the initial sound of the word that follows. Articles are normally not stressed, but may be stressed for the sake of emphasis.

The unstressed definite article is always written 'the' and is pronounced / ð / before consonants and / i / before vowels. The indefinite article 'a' is pronounced / ə / before consonants and - / n / - before vowels. e.g.

the girl, the pilot, the bridge  
the aunt, the egg, the octopus

a girl, a pilot, a bridge  
an apple, an octopus, an egg.

The stressed definite article / i / is used to show excellence or superiority in some way e.g. - Is she the / i / Mrs. Butt?

- No. she's a Mrs. Butt, but not **the** famous one.
- This party will be the /di/ social event of the week.

### **2. Article Usage:**

**The general rules are:**

(a). The definite article 'the' can be used with all kinds of nouns except most proper nouns.

sing. count nouns: the dog / child / train

plural count nouns: the dogs / children / trains

Sing. mass nouns: the silver / water

(b) The indefinite article 'a/ an' can normally only be used with singular count nouns: e.g.

a ball / child / exams

plural count nouns: (some) balls/children/ exams singular

mass nouns: (some) silver/milk/ knowledge

For other nouns the zero article i.e. no article at all is used for indefinite meaning.

Look at the following table which summarizes the above rules.

|                  | Definite meaning | Indefinite meaning |
|------------------|------------------|--------------------|
| sing. count noun | the train        | a train            |
| pl. count noun   | the trains       | (some) trains      |

mass noun                      the silver                      (some) silver

### **3. Use of The Definite Article:**

When we use the definite article ‘the’, it indicates that a hearer or reader can identify the thing referred to, or know what is being talked about. e.g.

*I saw the film* (reader/hearer knows which one)

But this is not the case when we use the indefinite article ‘a’ / ‘an’ e.g.

*I saw a film* (reader / hearer doesn’t know which one).

If we want to express indefinite meaning of amount, etc., we use the indefinite article a (n) with sing. count nouns or plural count nouns. e.g.

- *Would you like a soda?*

- *Do you like chocolate?*

(zero indef. article with mass noun ‘chocolate’)

#### **1. sing. count nouns: nouns showing ‘one’:**

a girl, the chair,

#### **2. plural count nouns:**

nouns showing ‘more than one’: two girls, five chairs

#### **3. mass nouns :**

advertising, music, butter, evidence, etc.

There are 4 conditions in which definite meaning arises. We use the definite article for: (1)

**Referring – Back Use:** When identity has been established by an earlier mention e.g.

- *Saba bought a TV and a video recorder, but she returned the video recorder* (second mention).

(2) **Forward-Pointing Use:** When identity is established by the post modification that follows the noun: e.g.

- *Saba returned the view-recorder she bought yesterday.*

(3) **The Unique Use of ‘The’:** When the object or group of objects or things is the only one that exists or has existed such as: the moon, the earth, the South Pole, the equator, the Moghals, the human race. This unique use of ‘the’ also occurs when the thing being referred to is understood to be unique in the context. e.g. *the kitchen, the town-hall, the President*, etc.

(4) **Institutional Use of ‘The’:** When reference is made to something that is shared by the community such as: the radio, the telephone, the papers e.g.

- *What’s in the paper(s) today?*

Sometimes ‘the’ may be omitted in the institutional use.

The definite article ‘the’ has a Generic or Typical use when it refers to what is general or typical for a whole class of things. This use of ‘the’ is found with count. Nouns. e.g.

i) *The peacock is a beautiful bird.*

Here ‘the’ indicates the class of birds, not one individual member of the class.

ii) *Peacocks are beautiful birds.* (General use of the plural indefinite form)

iii) *A peacock is a beautiful bird.*

(generic use of the indefinite singular).

You will have noticed that sentence 1 expresses the same meaning as sentences 2 & 3. Now this means that when we are dealing with a whole class of things the difference between definite and indefinite, singular and plural are apt to lose their significance.

We can say *the peacock* (generic) refers to the species as a whole, while *a peacock* (generic) refers to any member of the species. We can say:

*The peacock is in danger of becoming extinct*

But not:

*A peacock is in danger of becoming extinct.*

Let us look at the use of the definite article with nouns. The following table illustrates the ways of expressing generic meaning.

| Count Nouns | Mass Nouns |
|-------------|------------|
| the peacock |            |
| a peacock   | water      |
| peacocks    |            |

### 5. Specific vs. Generic Meaning:

Another way of explaining the use of the definite article is to look at it from the specific vs. generic meaning. The following examples illustrate the use of the definite article with generic or typical meaning.

- a) I like milk, Belgian glass, Burmese wood..  
(concrete mass noun; no definite article)
- b) I like music, Punjabi mystical poetry, contemporary art.  
(abstract mass noun; def. article not used)
- c) I like dogs, horses, oriental languages.  
(definite article not used with plural nouns)

**But see how the following nouns take the definite article.**

| Specific use  | Generic use                                    |
|---|--|
| a) Pass <u>the butter</u> please.                                   | <u>Butter</u> is imported now a day.           |
| b) <u>The acting</u> was poor but the music was super.              | I simply love <u>acting</u> and <u>music</u> . |
| c) Before you visit Japan, you ought to learn <u>the language</u> . | Linguistics is the study of <u>language</u> .  |

Notice that in English, mass nouns and plural nouns are treated as generic and they do not take the definite article. When these nouns (mass & plural) are modified by an – of phrase the definite article is normally used, especially with abstract mass nouns.



The following table will make this clear.

|                      |   |
|----------------------|---|
| 1. Japanese history  | the history of Japan                    |
| 2. Pakistani society | the society of Pakistan                 |
| 3. Early Moghal      | the architecture of early Moghal period |
| 4. Child behavior    | the behavior of children                |

We find that with concrete mass nouns and plural nouns 'the' can be omitted as in  
*-eighteenth century furniture*            (the) *furniture of eighteenth century*  
*-tropical birds*                                    (the) *birds of the tropics*

**6. Adjectives & Group Nouns:**

'The' is also used with adjectives to show:

- i) a class of people: - *the poor, the rich, the disabled, the wealthy, the handicapped*  
OR
- ii) to denote an abstract quality: *the sublime, the ridiculous, the absurd.*

'The' is also used with adjectives showing nationality especially those ending in 'ch' or 'sh' e.g.

*-the Dutch, the English, the French, the Spanish*

'The' is also used with group nouns like:

*-the aristocracy, the public, the administration, the government* which can be used with either a singular or a plural verb e.g.

*- The audience is/are enjoying the music.*

*- The police never decide/decides in a hurry.*

**7. Some Common Nouns Without Article:**

The following is a list of groups of common nouns without the article, which occur mainly in idiomatic expressions. These are given under column I. Under Column II are examples where the article is used:

**I**

**II**

**A) Institutions**

|       |                            |                             |
|-------|----------------------------|-----------------------------|
|       | bed                        |                             |
|       | lie down on <u>the</u> bed |                             |
| be in | church                     | walk past <u>the</u> church |
| go to | prison                     | drive by <u>the</u> prison  |
|       | hospital                   | live by <u>the</u> hospital |

|                  |                |  |
|------------------|----------------|--|
|                  | school         | go into <u>the</u> school              |
| be at            | college        | <u>the</u> college tower has collapsed |
|                  | sea            |  |
| look out towards | <u>the</u> sea |  |
|                  | university     | work at <u>the</u> University          |

|                        |                          |
|------------------------|--------------------------|
| be at home, go home    |                          |
| be in town, leave town | approach <u>the</u> town |

**(B) Means of Transport  
(no article)**

**(With article)**

|                           |                 |                            |
|---------------------------|-----------------|----------------------------|
|                           | by bike/bicycle | ride on <u>the</u> bicycle |
| come                      | by bus          |                            |
| catch <u>the</u> bus      |                 |                            |
| leave                     | by boat/ship    | get on <u>the</u> boat     |
| travel                    | by train        |                            |
| get into <u>the</u> train |                 |                            |
|                           | by plane        |                            |
| get off <u>the</u> plane  |                 |                            |

**(C) Times of the Day**

|                      |                       |   |
|----------------------|-----------------------|---|
| at dawn, at daybreak | during <u>the</u> day |   |
|                      |                       |   |
| meet                 | at sunrise, at sunset | admire <u>the</u> sunrise/sunset          |
| leave                | at noon, at midnight  | in <u>the</u> afternoon                   |
|                      | at dusk, at twilight  | invisible in <u>the</u> dusk              |
|                      | at night, by night    | wake up in <u>the</u> middle of the night |

**(D) Meals (no article)**

have breakfast/lunch/tea  
dinner/supper  
for the stars?

Have you made the tea?  
Dinner is at eight

The dinner was well cooked.

**(with article)**

Were you at the lunch

**(E) Parallel Phrases  
(no article)**

**(with article)**  
They walked arm in arm  
They walked hand in hand  
They are husband and wife

She took him by the arm.

A bird in the hand is worth

two in the bush.  
She's the wife of a famous

pop star.

**ARTICLES AND PROPER NOUNS:**

Proper nouns usually take no articles.

A. Personal Name: James Brown, Hilary Shaw, but - the President of the United States of America - the Lord (God) - the Duke of Edinburgh

**Family Terms:**

No article is used in the vocative  
- hello mummy, hello daddy,  
- did you thank aunty/uncle?

**B. Calendar Items**

- a) Names of Festivals: Christmas, Eid, Independence Day, Republic Day
- b) Names of the months & the days of week:  
January, February, Monday, Tuesday
- c) Names of seasons may have the article omitted:  
... I met them in summer BUT  
.... in the summer of 1945

**Geographical Names**

Normally there is no article whether the name is pre-modified  
a) Names of continents

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(Central) Asia, (East) Africa

b) Names of Countries

Ancient Bhutan                      modern Pakistan  
(Victorian) England                (medieval) India

**Exceptions:** The Sahara, the Punjab, the Lebanon, the Middle East, the Ukraine, the Crimea.

c) Cities & Towns: Rome, Lahore, Karachi, Sibi

**Exceptions:** The Hague, The West End

d) Lakes & Mountains: Mount Everest Mount K-2

Article with Proper Nouns:

e) Plural Names:

- The Himalayas, the Alps, The Rockies
- The Austins (meaning 'the Austin family)
- The Netherlands, the Midlands
- The Indus, the Ravi, the Atlantic, the Pacific
- The Suez Canal, the Panama Canal

f) Public Places

- hotels & restaurants                - the Moghal, the Hilton
- cinemas, clubs                      - the globe, the gymkhana
- museum,                                - the Lahore Museum,
- the British Museum

g) Magazines & periodicals normally have no article: Newsweek, Time, Punch, Mag, New Scientist.

### **Practice 1:**

**Insert an article where you think it is needed**

1. We went to most expensive restaurant in town.
2. Do you want to watch television this evening?
3. Last night we went out for meal in restaurant.
4. Braille is a system of reading and writing by touch for blind.

### **Practice 2:**

**Choose the correct form, with or without 'the'**

1. I am afraid of dogs / the dogs
2. Can you pass salt / the salt, please?
3. Women / the women are sometimes better teachers than men / the men
4. Second World War / The Second World War ended in 1945.
5. All books / All the books on the top shelf belong to me

6. Tom left college / the college without taking his exams.
7. After the work / work Ann usually goes to the home/ home.

**Practice 3:**

**Some of the following sentences are correct, but some need the definite article. Can you spot those that need correction?**

1. Next year we are going skiing in Swiss Alps. \_\_\_\_
2. Nile is longest river in Africa. \_\_\_\_\_
3. There are many different languages spoken in Far East. \_\_\_\_\_
4. They now live in the United Arab Emirates / United Arab Emirates. \_\_\_\_\_
5. South of England is warmer than north. \_\_\_\_\_
6. United Kingdom consists of Great Britain and Northern Ireland. \_\_\_\_\_
7. Plains of Punjab are very hot in May and June. \_\_\_\_
8. Malta has been a republic since 1974. \_\_\_\_\_

**Practice 4:**

**Choose the correct form with or without ‘the’.**

1. One of the oldest buildings in Lahore is Old Fort / the Old Fort.
2. “Which hotel are you staying at?” “At Sheraton / the Sheraton.”
3. Yesterday I opened an account at Standard Chartered Bank / the Standard Chartered Bank.
4. Have you ever visited the University of Management Sciences / University of Management Sciences?
5. ‘Where did you buy those shoes?’ ‘At Service’s / the Services’.
6. The President / President of United States / the United States lives in White House / the White House.
7. “Is there a cinema hall near here?”  
“Yes, Odeon / the Odeon on Montgomery Road / the Montgomery Road.”

**Lesson -45****Language Forms and Functions**

Knowing a language means being able to communicate one's ideas and opinions to others. A foreign learner of a language may know the linguistic rules of the language he is learning - in your case, English - but unless he or she learns to demonstrate or use this knowledge appropriately, the learner would not be considered fully competent in the language that he / she is learning. In today's lesson - which is the last lesson of this course - you shall learn about language forms & how they are used to perform functions.

What is a language function? A language function, to put it very simply, is something you want to do with language. The primary function of language is to give factual information and convey essential commands, feelings and emotions. Have you ever asked yourself the question what are people trying to do when they speak? The aims of speaking involve not only broad functions such as conveying information, expressing emotion, keeping in touch socially, and so on..., but also more specific purposes for which language can be used, such as

**Utterance**

- Where the suitcase?
- Open the window
- I'll pay you next week

**Purpose**

- to get information
- make someone do something.
- make a promise.

How many language functions there are, we do not know exactly. But we do know that there are some language functions that are regularly required for the purposes of normal everyday communication.

The following are some very common language functions.

1. Requesting information: to ask, question, request, inquire.
2. Giving information : to announce, describe, explain, instruct, to summarize...
3. Establishing contact / interpersonal relations: to greet, to welcome, to introduce, take leave, bid farewell, interrupt...
4. Responding to others' behavior / actions / statements: to apologize, deny, disagree, often, thank, etc...
5. Expressing emotions / inclinations: fear, happiness, shock, surprise, dislike, etc...
6. Influencing others' behavior / actions: to allow, blame, discourage, order, warn.
7. Judging / evaluating: to complain, compare, criticize, disapprove, praise, etc...

To be competent in a language, the learner should know how its speakers use the language in ways which cannot be predicted from linguistic rules alone. It means that the learner must be aware of the various devices / structures / forms used by native speakers and writers to knit their speech and writing into a comprehensible whole. This is done by using appropriate forms of the language.

If somebody expresses an opinion and you want to disagree with it, the first thought that will come into your mind is ‘Disagree!’

The next thing you will do is to decide the language forms or structures that you will use to show your disagreement. i.e. you will decide what grammatical structures, what vocabulary items, what intonation patterns are to be used. There are a variety of forms to choose and use. A great deal depends on the situation and the person you are speaking to. For instance, if the other person is a good friend, you might say, ‘Shut up! It’s not true.’

But if it was your boss or somebody of a higher rank or status than you, you might say. ‘Excuse me, sir / madam; you may not be quite right there.’

So when you speak who you are speaking to, will influence the language you will use.

Look at the following example:

A part of a conversation is provided. You have to see what function is being performed by the language used by the speaker (i.e. the underlined words).

Saba: I think Junaid Jamshed is an awful singer.

Naila: Do you? I think he’s marvelous.

When Naila says “I think he’s marvelous,” what language function is being carried out? Is she agreeing with Saba? Is she criticizing Junaid Jamshed? Or is she admiring him?

Because Naila’s answer is ‘I think he’s marvelous’ it means that she admires the singer. So we can say she is admiring him. If she was criticizing him she would not have used these words of admiration.

Now you shall have some practice, first in identifying or describing functions and second in identifying statements which illustrate the function required.

### **I. Identifying Functions:**

Parts of conversation / sentences are provided. Choose from the four alternatives given the one which best describes the functions of the underlined part of the conversation.

1. Ahmed: Come on man, drive a bit faster.

Saleh: At the rate he's driving we won't get to the airport in time, you know.

- a. to express fear
- b. to express anxiety
- c. to express disappointment
- d. to express shock.

2. Aziza: It was nice of you to invite my mother as well to your party last night.

Bibi: Not at all. It was nice to have her.

- a. to express agreement.
- b. to express appreciation.
- c. to show sympathy
- d. to give an invitation.

3. Jane: Mind the vase!

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- Hina: Too late!... Such a beautiful vase.
- to express fear
  - to express sympathy
  - to express admiration
  - to express dismay
4. Son: I don't want to take the double maths course.  
Father: I'm afraid you're got to.
- to allow
  - to insist
  - to forgive
  - to fear
5. You have been regular in your payment in the past. But we notice from our records dating from six months ago that your payment has not been received. Kindly send us your cheque within seven days without fail.
- to plead
  - to consent
  - to persuade
  - to instruct
6. Faraz: I hope you don't mind my saying this but what you've first said is not exactly true.
- sympathize
  - scold
  - disagree
  - surprise
7. Sara: If you want to increase the literacy rate you must educate women and girls.  
Zara: I think the same as you.
- to agree
  - to compliment
  - to reject
  - to persuade
8. Zain: There's a letter for you on desk  
Faraz: Ah, yes, so there is.  
Zain: Why don't you open it now and see who is it from ?  
Faraz: It can wait.
- administration
  - curiosity
  - dissatisfaction
  - instruction
9. Boss: The typing you've just done for me is hopeless. It is full of mistakes. You'll have to do it again.  
Secretary: I'm sorry, sir.



## VU

- a. to show regret
- b. to warn
- c. to criticize
- d. to demand

10. John: Have you heard the news? The vice principal is getting the sack.

Jane: Oh. No!

- a. anger
- b. sympathy
- c. disbelief
- d. regret

11. Jill: How about going to the theatre tonight?

Pat: Sorry. I've work to do.

- a. suggestion
- b. announcement
- c. request
- d. welcome

### B. Extended conversation

For each underlined statement or question select one response to indicate its function.

1. **Father:** Sajid, I don't like your moving around with that friend of yours.

- a) accuse
- b) deny
- c) disapprove
- d) explain

2. **Sajid:** Why not?

- a. disagree
- b. question
- c. reject
- d. claim

3. **Father:** He's a bad influence on you.

- a. instruct
- b. advise
- c. command
- d. explain

4. **Father:** I've heard he's on drugs.

- a. anxiety
- b. condemn
- c. warn
- d. explain

## VU

5. Sajid: On drugs!

- a. shock
- b. admiration
- c. curiosity
- d. sympathy

6. Sajid: I don't believe it.

- a. interest
- b. declined
- c. deny
- d. disbelief

7. Father: Just stay away from him.

- a. suggest
- b. order
- c. say
- d. threaten

### C. Conversation on the telephone:

1. Rafia: Mama. Is that you?

Mother: Yes. What is it? You're all right, aren't you ?

- a. disappointment
- b. surprise
- c. worry
- d. interest

2. Rafia: I've got some good news to tell you.

- a. describe
- b. suggest
- c. confirm
- d. announce

3. Rafia: I've won a scholarship to study abroad.

- a. request
- b. accept
- c. tell
- d. claim

4. Mother: Oh, that's wonderful. I'm so glad.

- a. interest
- b. praise
- c. preference
- d. happiness

5. Manager: Where should we set up the new mill ?

- a. showing anxiety
- b. explaining
- c. asking
- d. announcing

6. Supervisor: I would say across the river.

- a. suggesting
- b. uncertainty
- c. explaining
- d. announcing

7. Manager: Are you sure it would be the right place ?

- a. suggesting
- b. doubting
- c. explaining
- d. questioning

**I. Response Identification:**

From the four responses given choose the most appropriate which best matches the function given.

1. **Zohra:** You wanted the telephone number of the girls hostel. Well, I've managed to get it for you.

**Jabeen:** (to show gratitude)

- a. I've already got it
- b. That's very kind of you
- c. Tell me the number
- d. Yes, good.

2. **Saira:** I'm leaving college. I'm thinking of taking up a job.

**Bina:** (to discourage)

- a. That's an interesting idea
- b. How foolish
- c. Is it well paid?
- d. I wouldn't do that if I were you.

3. **Mina:** Would it be possible for you to return the money I lent you?

**Sana:** (to express regrets)

- a. I'm sorry. Not till the end of the week.
- b. Which money?
- c. I clean forgot.
- d. Sure I will.

4. **Wendy:** Do you think you would be able to the money by the end of this month?

**Cindy:** (to promise)

- a. Depends when I get my salary

## VU

- b. Give me some more time.
- c. Sure, I'll give it back on time.
- d. I'm broke.

**5. Manager:** Your work is not up to the mark. You'll have to work harder to stay in this company.

**Employee:** (to express an intention)

- a. How can you say that?
- b. You're biased.
- c. I'm sorry I'll try harder.
- d. I do my best.

**6. Andy:** There's a vacancy in my factory. Would you be willing to work here?

**Brenda:** (to show interest)

- a. I'm well settled over here.
- b. I'll think over it.
- c. Can you arrange an interview for me?
- d. What's the package being offered?

**7. Aziz:** I've just heard Abida is returning from London tomorrow morning.

**Bina:** (to express surprise)

- a. Yes, that right. She wrote to me about it.
- b. Sorry. What did you say ?
- c. It's not tomorrow but the day after.
- d. No. I can't believe it ! Tomorrow did you say?

**8. Mechanic:** I've checked your car. The engine is fine. It doesn't need any repairs.

**Car owner:** (to express relief)

- a. You sure?
- b. Thank you.
- c. Thank God for that.
- d. Good old car.

**1. Saad:** I'm sorry I can't accompany you.

**Fahd:** Why?

**Saad:** (to give a reason)

- a. Why don't you take someone else with you?
- b. I can if you really want me to.
- c. My mother's not well.
- d. It's been very hot lately.

**10. Statement:** Illiteracy is a serious problem in our country.  
( to ask if someone else agrees).

- a. You understand my point?
- b. What's your opinion?

- c. Have you been told this before?
- d. Wouldn't you say so?

**Recap and Final Exam**

The Final Exam will consist of all that we have covered in our lessons. For any surprises just depend on your common sense and any background knowledge you have of English. Please go over the lessons and focus on the following:

Reading Comprehension

Vocabulary

Main Ideas and Supporting Ideas

Topic Sentences of Paragraphs

The Different Organization Patterns of Essays

The functions of Introduction, Body and Conclusion in an Essay

Continuity and Transition Devices