

MODULE TITLE: INTERMEDIATE
ENGLISH

TRADE: ALL

LEVEL: FOUR

L U 1: WRITE FACTUAL DESCRIPTIVE AND EXPLANATORY TEXTS

Learning outcome 1.1: Use proper terminology to report facts

A. Expressing facts

What is a fact? - A fact generally refers to something that is true and can be verified as such. That is, a fact is something that can be proven to be true.

What is an opinion? - An opinion refers to a personal belief. It relates to how someone feels about something. Others may agree or disagree with an opinion, but they cannot prove or disprove it. This is what defines it as opinion.

Why are fact and opinion so important?

The ability to distinguish between fact and opinion helps students develop their critical and analytical skills in both their reading and their listening. Fact and opinion are often woven together in texts and speeches. It is therefore imperative that students are able to unravel the threads of what is true from what is mere belief if they are to successfully navigate the deluge of media they will encounter in their lifetimes.

Whether on the news, in advertising, or a history book, distinguishing between what is fact and what is opinion is crucial to becoming an autonomous person with the critical abilities necessary to avoid being manipulated easily.

The expressions of facts

As we mentioned above, often writers will liven up their facts with a sprinkling of opinion. Unfortunately, it can at times be difficult to extract the verifiable truths from the author's preferences and biases. Luckily the language used itself often throws up helpful clues in the forms of words and phrases that assist us in identifying statements as fact-based or opinion-based.

Let's now take a look at some examples of those signal words and phrases being used in the sentence fragments that often precede a statement of fact

- The annual report confirms that...
- Scientists have recently discovered that...
- According to the results of the tests,
- The investigation demonstrated that...
- The fact is that.....
- The main point is that...
- This proves that.....
- What it comes down to is that.....
- It is obvious that.....
- It is certain that....
- One can say that....
- It is clear that....
- There is no doubt that.....
- The truth is that...

As we can see from the above examples, the language used to introduce a statement can be helpful in indicating whether it is being framed as a fact or an opinion.

It is important for students to understand too that things are not always as they appear to be. At times, writers, whether consciously or not, will frame opinion as fact and vice versa. This is why it is important that students develop a clear understanding of what constitutes fact and opinion and are afforded ample opportunities to practice distinguishing between the two.

Type of evidence: written evidence on sentence completion

Students are required to complete the above expressions taking into account that the complete statements are facts

B. Comparing and reporting facts

Comparatives and superlatives

We use **comparative adjectives** to show change or make comparisons

Examples:

- *This car is certainly **better**, but it's much **more expensive**.*
- *I'm feeling **happier** now.*
- *We need a **bigger** garden.*

We use **than** when we want to **compare one thing with another**

Examples:

- *She is two years older **than** me.*
- *New York is much bigger **than** Boston.*
- *He is a better player **than** Ronaldo.*
- *France is a bigger country **than** Britain.*

When we want to **describe how something or someone changes** we can use two comparatives with **and**

Examples:

- *The balloon got **bigger and bigger**.*
- *Everything is getting **more and more expensive**.*
- *Grandfather is looking **older and older**.*

We often use **the** with comparative adjectives to show that one thing depends on another

Examples:

- ***The faster** you drive, **the more dangerous** it is.
(= When you drive faster, it is more dangerous.)*
- ***The higher** they climbed, **the colder** it got.
(= When they climbed higher, it got colder.)*

Superlative adjectives

We use *the* with **superlative adjectives**

Examples:

- *It was **the happiest day** of my life.*
- *Everest is **the highest mountain** in the world.*
- *That's **the best film** I have seen this year.*
- *I have three sisters: Jan is **the oldest** and Angela is **the youngest**.*

How to form comparative and superlative adjectives

We usually add *-er* and *-est* to one-syllable words to make comparatives and superlatives

<i>old</i>	<i>older</i>	<i>Oldest</i>
<i>long</i>	<i>Longer</i>	<i>Longest</i>

If an adjective **ends in -e**, we add *-r* or *-st*:

<i>nice</i>	<i>Nicer</i>	<i>Nicest</i>
<i>large</i>	<i>larger</i>	<i>Largest</i>

If an adjective **ends in a vowel and a consonant**, we double the consonant:

<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>fat</i>	<i>fatter</i>	<i>Fattest</i>

If an adjective **ends in a consonant and -y**, we change -y to -i and add **-er** or **-est**:

<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>silly</i>	<i>sillier</i>	<i>silliest</i>

We use **more** and **most** to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables

<i>Careful</i>	<i>more careful</i>	<i>most careful</i>
<i>interesting</i>	<i>more interesting</i>	<i>most interesting</i>

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

<i>good</i>	<i>Better</i>	<i>Best</i>
<i>bad</i>	<i>Worse</i>	<i>Worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

C. Quantifiers and modifiers

Quantifiers are used to indicate the amount or quantity of something referred to by a noun. They are different from numbers because they indicate an approximate amount rather than an exact amount. They can be grouped according to their use.

all, some, any, much, enough, no

You can use **all, some, any**, or **enough**, before a plural countable noun or an uncountable noun.

Examples:

- *Can I have **some** chips, please?*
- *Anna gave me **all** her money.*
- *Peter never has **any** time to visit us.*

You can use **no** before a singular or a plural countable noun or an uncountable noun.

Examples:

- *There were **no** pictures of the party.*
- *There is **no** hospital in this town.*
- ***No** information has been released yet.*

Some, any, much, and **enough** are used to refer to a part of the item.

Examples:

- *Would you like **some** ice cream?*
- *We didn't have **much** success.*
- *I haven't seen **enough** evidence to convince me.*
- *I couldn't find **any** fresh milk at the shop.*

All and **no** refer to the whole of the item.

Examples:

- ***All** the milk has been used.*
- *There is **no** milk in the fridge.*

Some is used in positive sentences.

Examples:

- *I have bought **some** chocolate.*
- *I saw **some** lovely shoes in town this morning.*

Any is used in negative sentences.

Examples:

- *I didn't buy **any** chocolate this week.*
- *I haven't seen **any** birds in the garden today.*

In questions, **any** is used when there is no particular expectation about the answer; **some** is used when the answer is expected to be positive.

Examples:

- *Have you got **any** fresh bread?*
- *Has Paul heard **any** news about the accident?*
- *Would you like **some** cake, Aisha?*

The use of **no** with **there is/are** is very common.

Examples:

- *There was **no** post today.*
- *There are **no** jobs available for electricians at the moment.*

half, double, both

Half can be used with countable nouns and with uncountable nouns.

Examples:

- ***Half** the time I didn't understand what was going on.*
- ***Half** the students came from overseas.*

Double is used with uncountable nouns.

Examples:

- *We're going to need **double** the present supply of water.*
- *They want **double** the money they originally asked for.*

Both is used to define two things represented by a plural countable noun.

Examples:

- **Both** men were given another chance.
- **Both** dogs had to be put down.

The following quantifiers are used to express **graded** amounts of an item (e.g. whether there is more or less of something).

Examples:

- Have you seen **many** tourists in town?
- Yes, I've seen **more** tourists than usual.
- I think **most** tourists just stay for a couple of days.
- I didn't put **much** petrol in the car.
- I think we need **more** petrol.
- The news caused **much** excitement.
- **Most** information about our services is available on the Internet.

Many, more, most are used with graded quantities of plural countable nouns.

Examples:

- Have you seen **many** tourists in town?
- Yes, I've seen **more** tourists than usual.
- I think **most** tourists just stay for a couple of days.

Much, more, most are used with graded quantities of uncountable nouns.

Examples:

- I didn't put **much** petrol in the car.
- I think we need **more** petrol.

- *The news caused **much** excitement.*
- ***Most** information about our services is available on the Internet.*

Few, fewer, fewest are used with graded quantities of plural countable nouns.

Examples:

- ***Few** people know the answer to this problem.*
- ***Fewer** loans are being granted than usual.*
- *Japanese workers take the **fewest** holidays.*

Little, less, least are used with graded quantities of uncountable nouns.

Examples:

- *There is **little** chance of rain today.*
- *This technique causes **less** harm to the environment.*
- *I need to get from one place to another with the **least** inconvenience.*

A few, and *a little* are different from *few* and *little* on their own because they have a positive sense. *Few* means ‘not many’.

Example:

- ***Few** buildings survived the earthquake.*

But *a few* means ‘several’.

Examples:

- ***A few** kind people helped the injured man.*
- ***A few** delays are inevitable.*

Little means ‘not much’

Examples:

- *The students were given very **little** help with their projects.*
- *Edward got **little** encouragement from his parents.*

*A **little** means ‘some’.*

Examples:

- *I need **a little** help from my friends.*
- *Everyone needs **a little** encouragement now and then.*
- *Do you take sugar? – Just **a little**, please.*

*Few and **little** are often used in a negative sense to suggest disappointment or pessimism, while **a few** and **a little** are used in a positive sense to suggest that things are better than they might have been.*

1.2. Describe, explain and state facts using tenses accurately

1.2. 1. PRESENT TENSES

Tenses show the time of verb’s action or being.

1.2.1.1. SIMPLE PRESENT

Form: the simple present takes the form of infinitive of the verb without ‘to’. The exception happens only at the third person singular which changes as follows:

- a. He, she, it: in the third person singular, the verb always ends in –s:

He wants, she needs, he gives, she thinks.

- b. Negative and question forms use DOES (the third person of the auxiliary to do) + the infinitive of the verb.

He does not want, Does he want?

- c. Verbs ending in –y: the third person changes –y to ies:

He flies, She cries

Exception: if there is a vowel before the –y:

She plays guitar, He prays to God.

d. Add –es to verbs ending in: -ss, -x, -sh, -ch, -o:

He passes, she catches, he fixes, it pushes, he goes.

Remember that regular verbs “have, be and do” have to be studied alone.

It is used:

A. To express habits, (unchanging situations, emotions and wishes)

Examples:

- He drinks tea at breakfast
- She only eats fish
- They watch television regularly
- I smoke.

B. For repeated actions or events

Examples:

- We catch the bus every morning
- It rains every afternoon in the hot season
- They drive to Monaco every summer

C. For general truths

Examples:

- London is a large city
- Water freezes at zero degrees
- The earth revolves around the sun,
- Her mother is Peruvian.

D. For fixed arrangements

Examples:

- His mother arrives tomorrow
- Our holiday starts on 6th April.

E. With future constructions after conjunctions “after, when, before, as soon as, until

Examples:

- She’ll see you before she leaves.
- We’ll give it to her when she arrives.
- I’ll give it to you when you come to visit me next Saturday.

1.2.1.2.PRESENT PERFECT

1. **Form:** The present perfect of any verb is composed of two elements: the appropriate form of the auxiliary verb to have in simple present, plus the past participle of the main verb. The past participle of the regular verbs is base +ed (e.g: played, looked, arrived). For irregular verbs, see the table at the end of your book

EXAMPLES:

- I have just finished my work.
- She hasn’t come still.

2. **Function:** the present perfect is used to indicate a link between the present and the time of the action before now not specified, and we are often more interested in the result than in the action itself.

The present perfect is used to describe:

1. The action or situation that started in the past and continues in the present.

Examples:

- I *have lived* in Bristol since 1987 (= and I still do)
- We *have had* the same car for 10 years
- *Have you played* the piano since you were a child?
- Muteteri *has worked* in bank for 7 years
- You *haven't lived* here for 12 years.

2. An action performed during a period that has not yet finished.

Examples:

- She *has been* to the cinema twice this week (= and the week isn't over.)
- I have worked hard this week.
- It *has rained* a lot this year.
- We *haven't seen* her today.

3. A repeated action in unspecified period between the past and now.

Examples:

- We *have visited* Portugal several times
- They *have seen* that film six times
- It *has happened* for several times already
- She *has visited* them frequently
- We *have eaten* at that restaurant many times.

4. An action that was completed in the very recent past (expressed by just)

Examples:

- I *have just finished* my work
- I *have just eaten*
- We *have just seen* her
- Has *he just left*.

5. An action when the time is not important

Examples:

- He *has read* the ‘War and Peace’ (the result of his reading is important)
- *Have you seen* “Gone with the wind?”
- Someone *has eaten* my soup!
- She *’s studied* Japanese, Russian and English.

Note: when we want to give or ask details about *when, where, who*, we use simple past.
He read “War and Peace’ last week.

Present perfect+ ever, never, already, yet

The adverbs **ever** and **never** express the idea of an unidentified time before now.

‘Ever’ is used:

a. In questions:

Have you ever been to England?

Has she ever met the Prime Minister?

b. In negative questions:

Haven’t they ever been to Europe?

Haven’t you ever eaten Chinese food?

- c. And in negative statements using the pattern *nothing ... ever, nobody ... ever*,
Nobody has ever said that to me before.
Nothing like this has ever happened to us.
- d. **‘Ever’** is also used with ‘The first time ...

Examples:

- It’s the first time (that) I’ve ever eaten snails.
- This is the first time I’ve ever been to England.

‘**Never**’ means at no time before now, and is the same as **not ...ever**;

- I have never visited Berlin.

BE CAREFUL!

You must not use **never** and **not** together:

Don’t say:

I haven’t never been to Italy.

Say:

I have never been to Italy.

NB: Ever and **never** are always placed before the main verb (past participle).

Already and yet

a. Already

It refers to an action that has happened at unspecified time before now. It suggests that there is no need for repetition

Examples:

- I have *already drunk* three coffees this morning (and you are offering me another one!)
- Don’t write to John, I *have already done* it.

It is also used in questions:

- *Have you already written to John?*
- *Has she finished her homework already?*

Its position

Already can be placed before the main verb (past participle) or at the end of the sentence.

- *I have already been to Tokyo.*
- *I have been to Tokyo already.*

b. Yet

It is used in negative statements and questions, to mean (not) in the period of time between before now and now, (not) up to and including the present

Examples:

- *Have you met Judy yet?*
- *I haven't visited the Tate Gallery yet.*
- *Has he arrived yet?*
- *They haven't eaten yet.*

Its position

Yet is usually placed at the end of the sentence

Present perfect + *for* and *since*

Using present perfect, we can define a period of time before now by considering its duration, with *for + a period of time* or by considering its starting points, with *since + a point in time*.

For+ a period of time:

- For six years, for a week, for a month, for hours, for two hours.

Examples:

- I have worked here for five years
- She has lived here for twenty years.
- We have taught at this school for a long time.
- Alice has been married for three months.
- They have been at the hotel for a week.

Since+ a point in time:

Examples:

- Since this morning, since last week, since yesterday.
- Since I was a child, since Wednesday, since 2 o' clock, ...
- I have worked here since 2012.
- She has lived here since 2016.
- We have taught at this school since 2017.
- Alice has been married since March 2nd.
- They have been at the hotel since last Tuesday.

Note:

- For and since can both be used with the past perfect.
- Since can only be used with past perfect tenses, for can also be used in simple past.

1.2.1.3. PRESENT CONTINUOUS or PRESENT PROGRESSIVE

a. Form

The present continuous of any verb is of two parts: *the simple present of verb to be + the present participle of the main verb.*

The form of present participle is: **Base+ ing .**

e.g. talking, smiling, dangling, etc.

- She is talking before the assembly.
- She is not (isn't) talking.
- Is she talking?

b. Function

As with all tenses in English, *the speaker's attitude* is as important as the time of action or event. When someone uses the present continuous, they are thinking about something that is *unfinished or incomplete.*

It is used:

- To describe the action that is going on at this moment.

Examples:

- You *are using* the internet
- You *are studying* English grammar

- To describe an action that is going on during the period of time or a trend.

Examples:

- *Are you still working* for the same company?
- More and more people *are becoming* vegetarians.
- To describe an action or event in future, which has already been planned or prepared (*see 'Ways of expressing the future').

Examples:

- We *are going* on holiday tomorrow.
 - I *am meeting* my boyfriend tonight.
 - *Are they visiting* you next winter?
- To describe a temporary event or situation.

Examples:

- He usually plays the drums, but *he is playing* bass guitar tonight.
 - The weather forecast was good, but it's *raining* at the moment.
- With '**always, forever, constantly**' to describe and emphasize a continuing series of repeated actions.

Examples:

- Harry and Sally *are always arguing*!
- You *are forever complaining* about your mother-in-law!

Verbs that are not normally used in continuous form

The verbs in the list below are normally used in the simple form because they refer to states, rather than the actions or processes.

➤ Senses/ Perception

feel*, hear, see*, smell, taste

I *feel* we are making a mistake.

'Perception' verbs are often used with 'can'

I *can see*

The verbs with '*' may be used in the continuous form but with a different meaning.

Compare:

- This coat *feels* nice and warm (= your perception of the coat's qualities)
- John *is feeling* much better now. (= his health is improving)
- I *can see* Anthony in garden (= perception)
- I *'m seeing* Anthony later (=We are planning to meet)

➤ Opinion

Assume, believe, consider, doubt, feel (= think), find (= consider), suppose, think

I *suppose* you are not here.

➤ Mental states

forget, imagine, know, mean, notice, recognize, remember, understand.

I *don't understand* why she is shouting.

➤ Emotions/ desires

envy, fear, dislike, hate, hope, like, love, mind, prefer, regret, want, wish

I *wish* I was in Greece now.

She *wants* to see him now.

➤ Measurement

contain, cost, hold, measure, weigh

The glass *holds* half a litre.

➤ Others

look (resemble), seem, be (in most cases), have (when it means to possess)

She *has* three dogs and a cat. (= possession)

She *is having* supper (= she is eating.)

1.2.1.4. PRESENT PERFECT CONTINUOUS

a. Form

The present perfect continuous form is made of two elements

1. *The present perfect of the verb to be (have/has been), and*
2. *The present participle of the main verb (base+ ing)*

Kaliza has been swimming the whole morning.

She hasn't been running.

Has she been shouting?

b. Function

The present perfect continuous refers to *unspecified time* between 'before and now' the speaker is thinking about something that started but perhaps did not finish that period of time. He/she is interested in the process as well as the result, and this process may still be going on, or may have just finished.

- Actions that started in the past and continues in the present

Examples:

- She *has been waiting* for you all the day (= and she is waiting now)
- I *ve been working* on this report since 8 o' clock (= and I still haven't finished it).
- They *have been travelling* since last December (= and they're not home yet).

- The actions that have just finished, but we are interested in the results

Examples:

- She *has been cooking* since last night (= and the food on the table looks delicious).
- It *has been raining* (= and the streets are still wet).
- Someone *has been eating* my chips (= half of them have gone).

NB: With verbs not normally used in the continuous form, use the present perfect simple.

Examples:

- She has known Robert since she was a child.
- I have hated that music since I first heard it.
- I have heard a lot about you recently.
- We've understood everything we've heard this morning.

1.2. Past tenses to describe, explain and state facts

1.2.1. Simple past

Form

Regular verbs: *base+ ed*

Examples: *played, watched, showed, smiled, stopped*

Irregular verbs: (*see the list)

The negative and interrogative simple past form of 'do' (= did) as an ordinary verb serves.

Examples:

- We didn't do our homework last night.

Even the negative form of verb "have" is usually formed using auxiliary "do", but it will be stranger when you find someone using *not or n't* after the simple past (had).

Examples:

- I didn't have time to visit the Eiffel Tower.
- Did you have a bicycle when you were a boy?

Its function

The simple past is used to talk about *a completed action* in a time before. Duration is not important. The time of the action can be in recent past or in distant past.

Eg:

- John sails to America in 1948.
- My grandfather died last year.
- He lived in Fiji in 1976.
- We crossed the channel yesterday.

You always use simple past when you say when something happened associated with certain past time expressions.

Examples:

✓ **Frequency**

often, sometimes, always,

✓ **A definite point in time**

last week, when I was child, yesterday, six weeks ago.

✓ **An indefinite point in time**

the other day, ages ago, a long time ago, etc

Note: the word ago is a useful way of expressing the distance into the past placed after the period of time.

a week ago, three years ago, a minute ago, etc.

Examples:

- Yesterday, I arrived in Geneva.
- She finished her work at six o' clock.
- We saw a good film last week.
- I went to the theater last night.

- She played the piano when she was a child.
- She sent me a letter six months ago.
- Peter left five minutes ago.

1.2.2. Past continuous

Form: The past continuous of any verb is composed of two parts: the past tense of the verb to be (was/were), and the base of the main verb+ ing.

Function

The past continuous describes actions or events in a time before now, which begin in the past and was still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

It is used:

- Often, to describe the back ground in a story written in the past tense. ‘The sun *was shining* and the birds *were singing* as the elephant came out the jungle. The other animals *were relaxing* in the shade of the tree, but the elephant moved very quickly. She *was looking* for her baby, and she didn’t notice the hunter who *was watching* her through his binoculars. When the shot rang out, she *was running* towards the river.’
- To describe an unfinished action that was interrupted by another event or action. e.g.: ‘I *was having* a beautiful dream when the alarm clock rang.’
- To express the change of mind:
e.g.: ‘I *was going* to spend the day at the beach, but I’ve decided to go on excursion instead.’
- With ‘wonder’, to make very polite request.
e.g.: I *was wondering* if you could babysit for me tonight.

More examples:

- They *were waiting* for the bus when the accident happened.
- Caroline *was skiing* when she broke her leg.
- When we arrived he *was having* a bath.
- When the fire started I *was watching* television.

1.2.3. The past perfect

Form

The past perfect in English is composed of two parts: the past of the verb to have (have) + the past participle of the main verb.

Examples:

- I had decided
- We hadn't decided
- Hadn't you finished

Function

The past perfect refers to **a time earlier than before now**. It is used to make it clear that one event happened before another in the past. It does not matter which event is mentioned- first the tense makes it clear which one happened first.

In these examples, event A is the first or earliest, Event B is the second or the latest

Event A	Event B
John had gone	When I arrived in the office.
I had saved my documents	Before the computer crashed.

Event B

When they arrived

He was very tired

Event A

we had already started our lesson

because he hadn't slept

Past perfect +just

‘just’ is used with the past perfect to refer to an event that was only as earlier than before now, e.g.:

- The train *had just left* when I arrived at the station.
- She *had just left* the room when the police arrived.
- I *had just put* the washing out when it started to rain.

1.2.4. The past perfect continuous

Form:

The past perfect continuous is composed of two elements – the past perfect of verb to be (= had been) + the present participle (base+ ing) of the main verb.

Examples:

I had been working

She hadn’t been trying

Had you been eating?

Function

The past perfect continuous corresponds to the present perfect continuous, but with reference to a time earlier than ‘before now’. Again, we are more interested in the process.

Examples:

- Had you been waiting long before the taxi arrived?
- Her friends had been thinking of calling the police when she worked in.
- We had been trying to open the door for five minutes when Jane found her key.

- It had been raining hard for several hours and the streets were very wet.

This form is also used in reported speech. It is the equivalent of the continuous and present perfect continuous in direct speech.

- Jane said, “I have been gardening all afternoon.”
→Jane said she had been gardening all afternoon.
- When the police questioned him, John said “I was working late in the office that night.”
→When the police asked him John told them he had been working in that night.

Learning outcome 1.3. distinguish factual description and explanatory paragraphs

a. Introduction to tools and equipment for marking hazardous area

The following tools and equipment can be used to mark hazardous area. These are:

- Hammer
- Brushes
- Crowbar
- Ladder
- Timber
- Nails
- Barricade tap (warning sign)
- Cones

b. Use of tools and equipment for marking hazardous area

After identifying tools and equipment for marking hazardous area, attempt the following task:

1. Think about a certain hazard (real) that happened at your home place. Discuss it taking into account its descriptive features in a paragraph
2. After describing the hazardous situation at your home place, explain how you can mark it by using some tools and equipment listed above in another paragraph

Learning Outcome 1.4. write well-structured factual descriptive and explanatory texts on a range of topics

Sentence structure

Simple Sentence Structure

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

Examples:

- I like coffee.
- Mary likes tea.
- The earth goes round the sun.
- Mary did not go to the party.

Compound sentence structure and coordinating conjunctions

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

Examples:

- I like coffee and Mary likes tea.
- Mary went to work but John went to the party.
- Our car broke down; we came last.

Coordinating conjunctions

Coordinating conjunctions coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance. Also known as coordinators, coordinating conjunctions are used to give equal emphasis to a pair of main clauses.

Coordinating conjunction rules

As there are only seven of these words, there are just a few rules for using coordinating conjunctions correctly:

1. It's a good idea to use the mnemonic "FANBOYS" to memorize coordinating conjunctions so you'll never forget them. They are:
 - **F** = for
 - **A** = and
 - **N** = nor
 - **B** = but
 - **O** = or
 - **Y** = yet
 - **S** = so
2. Coordinating conjunctions always connect phrases, words, and clauses.

For example: This batch of mushroom stew is savory **and** delicious.

3. Some instructors warn that starting a sentence with a coordinating conjunction is incorrect. Mostly, this is because they are attempting to help prevent you from writing fragments rather than complete sentences; sometimes though, it's just a personal preference. The fact is, you can begin sentences with coordinating conjunctions as long as you follow these three rules for doing so:
 - Ensure that the coordinating conjunction is immediately followed by a main clause
 - Don't use coordinating conjunctions to begin all of your sentences. Do so only when it makes your writing more effective.

- Although commas typically follow coordinating conjunctions used in areas other than the beginning of a sentence, they should not be used after coordinating conjunctions used to open sentences unless an interrupter immediately follows.

Examples of coordinating conjunctions in sentences

In the following examples, the coordinating conjunctions have been italicized for easy identification.

1. You can eat your cake with a spoon *or* fork.
2. My dog enjoys being bathed *but* hates getting his nails trimmed.
3. Bill refuses to eat peas, *nor* will he touch carrots.
4. I hate to waste a drop of gas, *for* it is very expensive these days.

Coordinating conjunctions exercise

The following exercise will help you gain greater understanding about how coordinating conjunctions work. Choose the best answer to complete each sentence.

1. Would you rather have cheese _____ bologna on your sandwich?
 - a. For
 - b. Nor
 - c. Or
 - d. So
2. His two favorite sports are football _____ tennis.
 - a. Or
 - b. And
 - c. Nor
 - d. For

3. I wanted to go to the beach, _____ Mary refused.
- a. But
 - b. Or
 - c. So
 - d. For
4. I am allergic to cats, _____ I have three of them.
- a. Or
 - b. For
 - c. Yet
 - d. So
5. I am a vegetarian, _____ I don't eat any meat.
- a. So
 - b. Yet
 - c. Nor
 - d. But
6. Thomas will be late to work, _____ he has a dental appointment.
- a. But
 - b. Or
 - c. For
 - d. Nor
7. Jennifer does not like to swim, _____ does she enjoy cycling.
- a. And
 - b. Or
 - c. But
 - d. Nor

8. Jackson wanted to eat another piece of cake, ____ he was on a diet.
- For
 - But
 - Yet
 - So

Complex Sentence Structure

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

- We missed our plane because we were late.
- Our dog barks when she hears a noise.
- He left in a hurry after he got a phone call.
- Do you know the man who is talking to Mary?

Here are some common subordinating conjunctions:

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

Here are the five basic relative pronouns:

- *that, which, who, whom, whose*

Writing practice on complex sentences

With the help from the trainer, complete the following complex sentences with the correct subordinating conjunction so as to make meaningful sentences

- I'm going to the Supermarket _____ I need to buy some groceries
- I prepared dinner _____ I got home.
- She decided to trust Mike _____ he was a reliable guy.
- _____ we went to school, she decided to investigate the issue.

- e. Lisa decided to break up with Tom _____ he was too worried about his career.
- f. John bought a new car _____ he had received one as a gift last week.
- g. Derek says that there will be a problem _____ he doesn't bring the car back.
- h. Sara will have finished the homework _____ the time you get here
- i. _____ it's raining, she's going for a walk.
- j. _____ she passes her final exam, she will fail the class.

Compound-complex sentence structure

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

- John didn't come because he was ill so Mary was not happy.
- He left in a hurry after he got a phone call but he came back five minutes later.

Writing practice on compound complex sentences

Complete the following sentences by choosing the most appropriate conjunctions

1. (**what, but, for, while**) I was sleeping, my daughter woke me up (**even though, that, when, because**) she had a nightmare.
2. I went shopping, (**but, or, as, where**) I forgot my shopping list (**unless, because, for, even though**) it was next to my car keys.
3. **Although, and, while, since** my sister was exhausted, she kept running; (**in fact, however, nevertheless, moreover**) she got first place.
4. I am always late (**because, before, until, if**) I don't have a watch; **on the other hand, besides, furthermore, even if**) my sister is always on time.
5. (**When, since, in case, as**) I was a child, I was attacked by a dog; (**therefore, despite, in contrast, unlike**) I am afraid of dogs.

Writing practice on sentence structure

Identify whether the sentences are simple, complex, compound or compound-complex.

Please underline dependent clauses where it applies.

1. Vampires Dairies is my favorite television show, but I also love True Blood.
2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
7. After listening to the Kanye West CD, I have new respect for his music.
8. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

1.5. Production of correspondence texts (letters, emails) stating, explaining, or describing facts at the workplace

1.5.1. Introduction to business letters

The term “**business letters**” refers to any written communication that begins with a salutation, ends with a signature and whose contents are professional in nature. Historically, business letters were sent via postal mail or courier, although the internet is rapidly changing the way businesses communicate.

Types of business letters

There are many standard types of business letters, and each of them has a specific focus.

Here are some of the most commonly used types of business letters:

1. Cover letters

Cover letters accompany your application when applying for a new position. You can use cover letters to introduce yourself, describe your interest in a company and outline your qualifying skills. A cover letter will include the following:

- **Contact information:** Include your name, phone number and email address on the cover letter to ensure the reader knows how to contact you after reviewing your application.
- **Salutation:** Begin the letter by addressing the person to which you are writing the letter. This person may be the hiring manager, department head or other company representative identified in the job listing.
- **Purpose of the letter:** In your introduction, discuss why you are writing by mentioning the job title, the company name and where you found the job listing.
- **Qualifying skills:** In the body of your letter, highlight the specific skills that make you a strong candidate for the open position. Your cover letter should complement your resume, so build off of the information in your resume to provide more specific details of your professional experience.
- **Conclusion:** End the cover letter with a memorable statement about why you are a good fit for the open position. Include a call-to-action to encourage the reader to follow up on your application should they want to interview you and learn more about how you could fit into their company.

2. Letters of recommendation

A letter of recommendation is written by another person who can confirm a professional's qualifications and work ethic. A letter of recommendation can strengthen an application for employment, higher education or another professional opportunity.

Prospective employers often ask job applicants for letters of recommendation before they hire them. This type of letter is usually from a previous employer or professor, and it describes the sender's relationship with and opinion of the job seeker.

This letter often includes the following information:

- **Relationship of the recommendation:** The letter should state the relationship of the person making the recommendation to ensure the reader knows what qualifies the writer to speak on the applicant's behalf. Those who write these letters might include a professor, supervisor or coworker.

- **Evaluation of the candidate's qualifications:** The recommendation is often the body of the letter and speaks directly to the candidate's skills, positive character traits, professional goals and their potential in the program or position.
- **Examples:** The writer can include specific examples of how the candidate demonstrated their skills during their time working, studying or otherwise interacting with each other. This information can help prospective employers understand how the candidate positively impacts their peers and supervisors.
- **Closing statement:** It should conclude with a final confirmation of the candidate's qualifications and include the writer's contact information should the reader want to know more.

Here's an example you can use as a template when drafting your own:

Rosa Gomez
Sr. Project Manager
Crane & Jenkins
555 Apple Lane
Seattle, WA
555-111-9999
rgomez@candj.com

July 1, 2025

Martin Love
Sr. Data Analyst
Cloud Clearwater
100 Orange Circle
Seattle, WA

Dear Mr. Love,

It is my pleasure to strongly recommend Wendy Jones for the Jr. Data Analyst role with Cloud Clearwater. I am Rosa Gomez, a project manager at Crane & Jenkins. I have 12 years of

experience working in the tech industry and have seen many young professionals come and go. Ms. Jones is one individual I have worked with who uniquely stands out.

During our time together, Wendy displayed great talents in data analytics. When we first met, I was immediately impressed with Wendy, but during the time worked together, her understanding of analyzing data to achieve results for our company grew far more than that of her peers.

It's not just her technical skills that impress me, however. Wendy was a joy to work with because of her amazingly positive attitude and ability to communicate across teams. Her focus and attention to detail were also necessary and valued not just by myself, but by her peers, who often relied on her to get the job done.

I am absolutely confident that Wendy would be a great fit at Cloud Clearwater. Not only will she bring the kind of skills and experiences you're looking for in an applicant, she will quickly become an asset and help your company grow in any way she can.

If you need more information or specific examples, please do not hesitate to contact me at 555-111-9999. As a recommendation letter likely only provides a snapshot of her talents and achievements, I would be happy to further elaborate on my time working with her.

Sincerely,

Rosa Gomez

Sr. Marketing Manager

3. Offer letters

An offer letter is an official offer of employment that describes the specific terms of the position. If you agree to the terms the letter offers, then you will sign the offer letter and accept the job.

An offer letter will usually include the following:

- **Job description:** This item outlines the specific job tasks and requirements of the role.
- **Job title:** A letter that states the official name of the position can ensure you are hired for the right role.
- **Requested start date:** This is the date in which you will begin employment. You may discuss with your employer if you need to adjust the date.
- **Salary and benefits:** This information includes the offered salary, bonus and benefits that come with the role. Some employers may specify when bonuses are given and benefits, such as health care, begin.
- **Acceptance timeline:** This is the date by which you must respond to the offer letter.

4. Sales letters

The purpose of a sales letter is to introduce a service or product to a client or customer. Sales professionals often use these letters when making new contacts with prospective buyers or strengthening relationships with longtime clients.

A sales letter often includes the following:

- **Description of product or service:** Include specific details about the item or service you are offering. Consider identifying a possible solution this product or service provides to the recipient to best demonstrate its value.
- **Cost:** Some letters include information about the price of the product or service, especially if the buyer is a current patron. It may be included if the cost was already discussed in a previous meeting as well.
- **Call to action:** Include directions to the reader explaining how they should take action if they want to buy. You may include your contact information, the best times to reach you and a date by which they should reply to take advantage of your offer.

5. Letters of commendation

Letters of commendation are a form of employee appreciation, and companies send them out to the entire staff to congratulate an employee for a job well done. They may include the following:

- **Purpose:** Begin a letter of commendation identifying who is being commended and for what reason.
- **Details of the commendation:** Include details about the specific tasks, achievements or awards for which the team member is being recognized.
- **Call to action:** This letter may include a call to action that encourages fellow employees to congratulate the team member on their success.

6. Letters of resignation

A letter of resignation informs your employer of your intent to resign. While you may verbally notify your coworkers and employer of your plans to leave, many organizations prefer to have an official letter for documentation purposes.

A letter of resignation often includes the following:

- **Statement of resignation:** Begin this letter with the official statement declaring that you are resigning from the company.
- **Reason for leaving:** Depending on your situation, you may consider mentioning why you are leaving so your employer understands your decision. This may include accepting an opportunity elsewhere, pursuing higher education or relocating.
- **Dates:** Include the date on which you are delivering the letter and the date of your official last day of employment. This step can ensure your employer can best prepare for your leaving and fill your position.
- **Thank you:** Consider thanking your employer for the opportunity and the skills you gained while working for them. This step is a professional courtesy that can strengthen your professional relationship with your employer should you need their recommendation in the future.

7. Order letters

Order letters are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, the quantity desired and expected price. Payment is sometimes included with the letter.

- **Complaint letters**

The words and tone you choose to use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct but tactful and always use a professional tone if you want the company to listen to you.

- **Adjustment letters**

An adjustment letter is normally sent in response to a claim or complaint. If the adjustment is in the customer's favor, begin the letter with that news. If not, keep your tone factual and let the customer know that you understand the complaint.

- **Inquiry letters**

Inquiry letters ask a question or elicit information from the recipient. When composing this type of letter, keep it clear and succinct and list exactly what information you need. Be sure to include your contact information so that it is easy for the reader to respond.

- **Follow-up letters**

Follow-up letters are usually sent after some type of initial communication. This could be a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In many cases, these letters are a combination thank-you note and sales letter.

- **Acknowledgment letters**

Acknowledgment letters act as simple receipts. Businesses send them to let others know that they have received a prior communication, but action may or may not have taken place.

Parts of business letters

There are actually many things you need to keep in mind when it comes to knowing how to write a business letter. Understanding business letter formats is crucial. Not only do you need to understand more standard business letter formats, but also you might need to figure out something less well known, such as the format of a memo.

Experts generally agree that there are seven basic parts in a business letter:

- 1. Sender's address.** Optimally, you want to have printed company letterhead. Letterhead, similar to having a company website, conveys that your business is legit. But even if the address is simply typed at the top, including your address plays a practical purpose, because you don't want the recipient to have to look up your address in order to send a response.
- 2. Date.** Whoever receives the letter needs to know when the letter was written. It's best to use a standard U.S. format. (Here's an example: September 20, 2018.)
- 3. Recipient's address.** Include the recipient's address so that you have the information readily available for printing out the envelope. A full recipient address also helps ensure the letter doesn't get lost in the office shuffle wherever you are sending it. The first line should be the name, including any honorifics such as Mr., Ms., Dr., etc. The second line is the recipient's job title. Their company's name goes on the third line. The remaining lines include street address, city, state, and ZIP code.
- 4. Salutation.** A "To whom it may concern" or "Dear Sir or Madam" is a good way to ensure that your letter goes nowhere. Find out the name of the person who should receive the letter, even if you have to do some searching on Google or LinkedIn, or call the company.
- 5. Body.** Time is money in the business world, so get down to business and quickly make your case or communicate your message. Stay professional, be clear and concise, and quickly convey the point of the letter.
- 6. Closing/signature.** Stick with a more formal closing such as "Sincerely" or "Thank you." You should only capitalize the first word of the closing. Remember to follow the closing

with four lines of space in order to make room for your signature, which demonstrates your personal stamp of approval of the letter's contents.

- 7. Enclosures.** If there are additional items to enclose with the letter, it's best to list them, so that the recipient remembers what was included with the letter. Include enclosures three lines below your signature or one line below the typist's initials. Use this style if, for example, you want to indicate that there are two enclosures: Enclosures (2). If you want to list each separate item, use this style: Encl: product brochures (2), product photos (3).

Writing practice

The following extract of letter has been sent to the manager of a petrol station by the customer. Which elements (other important parts) of it are missing? What type of letter would be this? Write a complete reply to it (all full parts) and say what the type of letter it is (replying letter)

Dear sir,

I'm writing to express my disappointment with the service at your petrol station last Sunday.

I have been a regular customer of your service for two years since I had settled in this town. I often stop by this station every weekend to have my car washed and eat at the cafe. Sometimes I choose this place as a co-working space where I enjoy working and sharing ideas with my colleagues.

Last Sunday I visited there with my family and told your filling attendant to fully fill the gas before washing my car. Then I gave the key to him and I went to order my drinks at the coffee shop. Unluckily, my car still wasn't washed even I had been waiting for two hours. He admitted

he forget what I had said as he had to manage many things at the same time. I told him next time there should be a queue number for all customers so that he would manage it easier.

I would like you to bring this matter into your attention.

Yours Faithfully,

John

1.5.2. Writing effective emails

Email is a method of exchanging messages between people using internet. Business emails have to be written with some attention. The following tips help you write good emails:

1. Don't over communicate by email

One of the biggest sources of stress at work is the sheer volume of emails that people receive. So, before you begin writing an email, ask yourself: "Is this really necessary?"

Also, email is not as secure as you might want it to be, particularly as people may forward emails without thinking to delete the conversation history. So avoid sharing sensitive or personal information in an email, and don't write about anything that you, or the subject of your email, wouldn't like to see plastered on a billboard by your office.

2. Make good use of subject lines

A newspaper headline has two functions: it grabs your attention, and it summarizes the article, so that you can decide whether to read it or not. The subject line of your email message should do the same thing.

A blank subject line is more likely to be overlooked or rejected as "spam," so always use a few well-chosen words to tell the recipient what the email is about.

You may want to include the date in the subject line if your message is one of a regular series of emails, such as a weekly project report. For a message that needs a response, you might also want to include a call to action, such as "Please reply by November 7."

A well-written subject line like the one below delivers the most important information, without the recipient even having to open the email. This serves as a prompt that reminds recipients about your meeting every time they glance at their inbox.

Good Example

Subject: PASS Process Meeting - 10 a.m. February 25, 2014

If you have a very short message to convey, and you can fit the whole thing into the subject line, use "EOM" (End of Message) to let recipients know that they don't need to open the email to get all the information that they need.

Example

Subject: Could you please send the February sales report? Thanks! EOM

(Of course, this is only useful if recipients know what "EOM" means End Of Message.)

3. Keep messages clear and brief

Emails, like traditional business letters, need to be clear and concise. Keep your sentences short and to the point. The body of the email should be direct and informative, and it should contain all pertinent information.

Unlike traditional letters, however, it costs no more to send several emails than it does to send just one. So, if you need to communicate with someone about a number of different topics, consider writing a separate email for each one. This makes your message clearer, and it allows your correspondent to reply to one topic at a time.

Subject: Revisions for sales report

Hi Jackie,

Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures.

I also felt that the tone could be more formal.

Could you amend it with these comments in mind?

Thanks for your hard work on this!

Monica

(Monica then follows this up with a separate email about the PR department meeting.)

It's important to note this here. You don't want to bombard someone with emails, and it makes sense to combine several, related, points into one email. When this happens, keep things simple with numbered paragraphs or bullet points, and consider "chunking" information into small, well-organized units to make it easier to digest.

Notice, too, that in the good example above, Monica specified what she wanted Jackie to do (in this case, amend the report). If you make it easy for people to see what you want, there's a better chance that they will give you this.

4. Be polite

People often think that emails can be less formal than traditional letters. But the messages you send are a reflection of your own professionalism, values, and attention to detail, so a certain level of formality is needed.

Unless you're on good terms with someone, avoid informal language, slang, jargon, and inappropriate abbreviations. Emoticons can be useful for clarifying your intent, but it's best to use them only with people you know well.

Close your message with "Regards," "Yours sincerely," or "All the best," depending on the situation.

Recipients may decide to print emails and share them with others, so always be polite.

5. Check the tone

When we meet people face-to-face, we use the other person's body language, vocal tone, and facial expressions to assess how they feel. Email robs us of this information, and this means that we can't tell when people have misunderstood our messages.

Your choice of words, sentence length, punctuation, and capitalization can easily be misinterpreted without visual and auditory cues. In the first example below, Emma might think that Harry is frustrated or angry, but, in reality, he feels fine.

Bad Example

Emma,

I need your report by 5 p.m. today or I'll miss my deadline.

Harry

Good example

Hi Emma,

Thanks for all your hard work on that report. Could you please get your version over to me by 5 p.m., so I don't miss my deadline?

Thanks so much!

Harry

Think about how your email "feels" emotionally. If your intentions or emotions could be misunderstood, find a less ambiguous way to phrase your words.

6. Proofreading

Finally, before you hit "send," take a moment to review your email for spelling, grammar, and punctuation mistakes. Your email messages are as much a part of your professional image as the clothes you wear, so it looks bad to send out a message that contains errors.

As you proofread, pay careful attention to the length of your email. People are more likely to read short, concise emails than long, rambling ones, so make sure that your emails are as short as possible, without excluding necessary information.

Electronic mail, or email, has become one of the most popular forms of communication. Not only does email save time and money, it can also be a great tool for personal as well as business communications. A basic email message is made up of seven parts.

Parts of Electronic Mail

a. Recipient's Address

The first thing you need to enter when composing an email is the recipient's address. This is entered before you compose the body of the email. This field is usually found in one of the spaces above the message. An example of an email address is: johndoe@email.com. When sending a message to multiple recipients be sure to separate all addresses with a comma.

b. Cc and Bcc

Another option when sending a message to multiple recipients is to use the Cc, or carbon copy, and Bcc, blind carbon copy fields. When using the Cc feature, all recipients can see the email addresses of everyone the message was sent to. If you want your communication to be more private, choose the Bcc and the identities of the other recipients will not be shown.

c. Date and time stamp

The date and time an email was sent is usually included automatically somewhere in the message.

d. Subject line

The subject line is the first part of your email that the recipient will see. When entering the subject line be sure to include important information such as what the email is about. If you are too vague or don't include any subject line at all, your message could be mistaken for spam and deleted without ever being read.

e. Body

The body is where you actually write the message that you want sent. Your message can be anything from a professional memo to a note to friend or family member. Try to avoid writing too much in an email and keep it limited to one screen's length. If you have a lot of information that needs to be sent include it as an attached file.

f. Attachments

Attachments are similar to enclosures in traditional mail. If you have files that you want to share with your recipient's, you can include them as attachments to the email. Use caution when opening attachments sent to you as they can contain viruses, and never open an attachment from somebody you don't know.

7. Signature

Some email systems allow you to enter a signature that will appear automatically at the bottom of every message you send. This feature is optional and can be turned off and on as needed.

Writing practice

I. Choose the best option to prove that you really understand how to write a business email

1. _____ is one thing to carefully consider when writing a business email.

- a. Emoticons
- b. Confidential information
- c. The time of day
- d. The Send button

2. What are the two options for responding to an email?

- a. Send and Bcc
- b. Signature and digital signature
- c. Cc and Bcc
- d. Reply and Reply All

II. What are important parts of effective email and why are they so important?

1.6. Production of small-scale reports

Producing emergency report

What is a workplace report?

A workplace report is a document that records any type of incident that happens in the workplace, such as an employee injury, an accident, or damage to equipment. These reports may be used to help conduct investigations and develop solutions to prevent future incidents, or they may be helpful for employees filing for worker's compensation.

Strategies for effective emergency report

Part1. Following procedures

1. Provide the basic facts.

Your form may have blanks for you to fill out with information about the incident. If not, start the report with a sentence clearly stating the following basic information:

- The time, date and location of the incident (be specific; write the exact street address, etc.).
 - Your name and ID number.
 - Names of other members of your organization who were present
- 2. Include a line about the general nature of the incident. Describe what brought to you at the scene of the incident. If you received a call, describe the call and note what time you received it. Write an objective, factual sentence describing what occurred.**
- For example, you could write that you were called to a certain address after a person was reported for being drunk and disorderly.
 - Note that you should not write what you *think* might have happened. Stick to the facts, and be objective.

3. Start the report as soon as possible. Write it the same day as the incident if possible. If you wait a day or two your memory will start to get a little unclear. You should write down the basic facts you need to remember as soon as the incident occurs. Do your report write-up within the first 24 hours afterward?

Part2. Describing What Happened

1. Write a first person narrative telling what happened. Write a chronological narrative of exactly what happened when you reported to the scene.
 - Use the full names of each person included in the report. Identify all persons the first time they are cited in your report by listing: first, middle, and last names; date of birth, race, gender, and reference a government issued identification number. In subsequent sentences, you can then refer to them using just their first and last names: "Doe, John" or "John Doe". Start a new paragraph to describe each person's actions separately. Answer the who, what, when, where, and why of what happened.
 - For example, when the police officer mentioned above arrives at the residence where he got the call, he could say: "Upon arrival the officer observed a male white, now known as Doe, John Edwin; date of birth: 03/15/1998; California Driver's License 00789142536, screaming and yelling at a female white, known as, Doe, Jane, in the front lawn of the above location (the address given earlier). The officer separated both parties involved and conducted field interviews. The officer was told by Mr. John Doe that he had come home from work and discovered that dinner was not made for him. He then stated that he became upset at his wife Mrs. Jane Doe for not having the dinner ready for him."
 - If possible, make sure to include direct quotes from witnesses and other people involved in the incident. For example, in the above scenario, the officer could write "Jane said to me 'Johnny was mad because I didn't have dinner ready right on time.'"

- Include an accurate description of your own role in the course of what occurred. If you had to use physical force to detain someone, don't gloss over it. Report how you handled the situation and its aftermath.
2. Be thorough. Write as much as you can remember - the more details, the better. Don't leave room for people reading the report to interpret something the wrong way. Don't worry about your report being too long or wordy. The important thing is to report a complete picture of what occurred.
- For example, instead of saying “when I arrived, his face was red,” you could say, “when I arrived, he was yelling, out of breath, and his face was red with anger.” The second example is better than the first because there are multiple reasons for someone’s face to be red, not just that they are angry.
 - Or, instead of saying “after I arrived at the scene, he charged towards me,” you should say “when I arrived at the scene I demanded that both parties stop fighting. After taking a breath and looking at me, he began to run quickly towards me and held his hand up like he was about to strike me.”
3. Be accurate. Do not write something in the report that you aren't sure actually happened. Report hearsay as hearsay, not as fact.
- For example, if a witness told you he saw someone leap over a fence and run away, clearly indicate that your report of the incident was based upon a witness account; it is not yet a proven fact.
 - Additionally, if you are reporting what the witness told you, you should write down anything that you remember about the witness's demeanor. If their statement's cause controversy later, your report can prove useful. For example, it would be helpful to know that a witness appeared excited while telling you what happened, or if they seemed very calm and evenhanded

4. Be clear. Don't use flowery, confusing language to describe what occurred. Your writing should be clear and concise. Use short, to-the-point, fact-oriented sentences that don't leave room for interpretation.
 - Keep your writing clear and concise.
 - Additionally, do not use legal or technical words: For example, say “personal vehicle” instead of “P.O.V.” (personally owned vehicle), and “scene of the crime” instead of the typical numbered code that police typically use to notify others of their arrival.
 - Use short, to-the-point sentences that emphasize facts and that don't leave room for interpretation. Instead of writing "I think the suspect wanted to get back at his wife, because he seemed to have ill intentions when he walked up to her and grabbed her," write "The suspect [insert name] walked over to his wife [name] and forcefully grabbed her by the wrist."
5. Be honest. Even if you're not proud of how you handled the situation, it's imperative that you write an honest account. If you write something untrue it may end up surfacing later, putting your job in jeopardy and causing problems for the people involved in the incident. Preserve your integrity and that of the institution you represent by telling the truth.

Part3. Revising the Report

1. Double check the basic facts. Check to make sure the basic information (spellings of names, the dates, times, and addresses, the license plate numbers, etc.) match those you listed in your report.
 - Do not try to make sure that statements in your report match those of your colleagues. Individually filed reports guarantee that more than one account of an incident survives. Incident reports can appear later in a court of law. If you alter the facts of your report to match those of another, you can be penalized.
2. Edit and proofread your report. Read through it to make sure it's coherent and easy to understand. Make sure you didn't leave out any information that should have been included. Look for obvious gaps in the narrative that you might need to fill in.

- Check it one more time for spelling and grammar errors.
- Remove any words that could be seen as subjective or judgmental, like words describing feelings and emotions.

Submit your incident report. Find out the name of the person or department to whom your report must be sent. When possible, submit an incident report in person and make yourself available to answer further questions.

Learning unit 2. Apply a range of listening strategies to understand predictable messages

Learning outcome 2.1. identify different listening strategies

Listening strategies

- Listening for details
- Listening for the gist
- Note taking
- Active listening and response
- Listening for specific information
- Predicting
- Drawing inferences
- Summarizing
- Recognizing cognates
- Recognizing word-order pattern

Applying listening strategies

Tasks: listening to radio programs depending on the purpose

Learning outcome 2.2. select appropriate listening strategy depending on the listening purpose

Refer to learning outcome 2.1

Learning outcome 2.3. apply listening strategies while listening to audio messages

Refer to learning outcome 2.1

Learning outcome 2.4. use non- verbal clues to detect message implied by the speaker

Understanding non-verbal clues

- Voice clues= intonation+ voice tone
- Body movement= facial expression+ gestures

Learning unit 3. Discuss general and trade-related topics

Learning outcome3.1. present personal ideas and opinions during discussions on selected topics of interest

Expressing opinion in English

This is a useful list to express your personal point of view in English:

- In my opinion,...
- I feel that...
- I would say that...
- It seems to me that...
- I am of the opinion that ...
- Speaking personally...
- As I see it...
- From my perspective...
- From my viewpoint...
- Personally, I think...
- What I mean is...
- Some people say that...
- It is generally accepted that...
- It goes without saying that...
- Well, if you ask me...
- In my view...
- I think that...
- I think...
- I feel...
- I guess...
- In my eyes...
- I'm of the opinion that...
- I believe...
- I suppose...
- According to me...
- As far as I'm concerned...
- I'd like to point out that...
- Well, it is considered that...

- My impression is that...
- I hold the view that...
- In my experience...
- I'd suggest that...
- I am of the opinion that ...
- My own feeling on the subject is that...
- It goes without saying that ...
- The point is that...
- Personally speaking...
- To my mind, ...
- I have no doubt that ...
- I'm absolutely convinced...
- From my point of view...
- As far as I understand...
- As for me / As to me, ...
- I hold the opinion/ view that...
- I might be wrong but...
- I tend to think that...

Agreement, partial agreement and disagreement

The way people agree or disagree in an argument or discussion varies in different languages.

Agreement:

It is worthwhile saying that silence is not understood as agreement. If you agree with an opinion or an idea, you are expected to say so.

Expressions

- There is no doubt about it that...
- I completely / absolutely agree with you.
- I agree with you entirely.
- I totally agree with you.
- I simply must agree with that.
- I am of the same opinion.
- I am of the same opinion.
- That's exactly what I think.

Disagreement:

Expressing disagreement is always respected as honest, and sometimes as courageous. There are various forms of disagreement as discussed below:

1. Refuting the central point: explicitly refutes the central point
2. Refutation: finds the mistake and explains why it's a mistake using quotes
3. Counterargument: contradicts and then backs it up with reasoning and/ or no supporting evidence
4. Contradiction: states the opposing case with little or no supporting evidence
5. Responding to tone: criticize the tone without addressing the substance of the argument
6. Ad hominem: attacks the characteristics or authority of the speaker without addressing the substance of the argument
7. Name-calling: sounds something like, "you are like....."

Expressions

- I don't agree with you. USA is not the most democratic country all over the world.
- I'm sorry, but I disagree.
- I'm afraid, I can't agree with you.
- The problem is that he can't play with both legs.
- I (very much) doubt whether...
- This is in complete contradiction to what you say. Diamond has never had any English song in his music career. It is a mixture of it and Kiswahili.
- With all due respect,...
- I am of a different opinion because ...
- I cannot share this / that / the view.
- I cannot agree with this idea.
- What I object to is...
- I have my own thoughts about that.

Partial agreement:

You can also agree but with reservation especially when there is a doubt or feeling of not being able to accept something completely

Expressions

- It is only partly true that...
- That's true, but...
- I can agree with that only with reservations.
- That seems obvious, but...
- That is not necessarily so.
- It is not as simple as it seems.
- I agree with you in principle, but...
- I agree with you in part, but...
- Well, you could be right.

Building arguments in a debate

Engaging in friendly or formal argument is an ancient art. These days, you can match wits in a regular backyard spar, or as part of an organized debate. Whether you're debating spontaneously or as part of speakers in a team or going at it solo, it can be helpful to learn some of the popular formal and informal strategies and formats of debate.

Being effective at formal debate

Adhere to all rules and professional standards. While rules will vary situation to situation, many standards are common to most debates. Come dressed to play the part of a serious debater, and bring an attitude to match. For important formal debates—really for any debate you want to win—wear a suit or equally formal wear. Dress like a politician or like you are going to a funeral. Keep your suit jacket on at all times, and your tie if you are wearing it.

- Don't wear anything tight or revealing.
- Face the judge when you speak, and speak standing.
- Read full citations when you are quoting.

- If you're not sure if what you are doing is professional, ask the judge's permission. For instance, if you want to leave the room for water, ask.
- In team debates, avoid prompting your partner unless they are immediately jeopardizing your chances of winning. Try not to do it at all.
- Keep your cell phone off.
- Do not curse.
- Limit jokes to those that would be appropriate in a professional setting. Don't tell jokes that are off-color or that rely on insensitive stereotypes.

Be ready to receive a topic. In British Parliamentary, for instance, one team must debate the "affirmative" stance, and the other must debate the "negative" stance. The team that agrees with the topic is called the affirmative, while the team that disagrees is called the negative.

- For Policy Debate, the affirmative team proposes a plan and the negative team argues that it should not be enacted.
- Both teams will be seated near the front of the room they are to speak in — affirmative team (Government) on the left, negative team (Opposition) on the right.
- The chairperson or adjudicator will start the debate, and the first speaker will present their speech. The order of the speakers is generally affirmative, negative, affirmative, negative, and so on.

Define the topic simply when necessary. Debating "That the death penalty is a just and effective punishment" is probably already pretty clear, but what if you're given a topic like "That happiness is a nobler trait than wisdom?" You might need to offer a definition of the topic before you proceed.

- The affirmative always gets the first and best opportunity to define the topic. To define well, try to mirror the way an average person on the street might define the topic. If your interpretation is too creative, the other team might attack it.

- The negative team is given an opportunity to refute the definition (otherwise known as challenging the definition) and offer their own, but only if the affirmative's definition is unreasonable or it renders the negative's position obsolete. The first negative speaker must refute the affirmative's definition if s/he wishes to challenge it.

Write your speech in the time allotted. Keep your eye on your watch, and set a timer for a minute before your time is up so that you can look over your argument before you are done. Your allotted writing time will depend on the style of debate. For British Parliamentary, for instance, seven minutes is likely. To write efficiently, get your main points down first, then fill in evidence, additional refutations, and any examples or anecdotes you are choosing to include.

- Depending on what position you argue, you must follow certain protocol such as defining the topic or presenting a main argument.

Support your argument. If you say "I think the death penalty should be abolished," be ready to prove why this is the best course of action. Provide supporting arguments, and give evidence for each. Make sure your supporting arguments and evidence truly relate to your stance, or your opposition may co-opt them or ask for them to be thrown out.

- Your opposing arguments might be "The death penalty is more expensive than life in prison," "the death penalty provides no opportunity for redemption," or "the death penalty makes us look bad in the international community."
- Evidence can include statistics and expert opinions.

Choose what to include carefully. If you don't know it, don't debate it unless you have no other choice. If you don't know much about the topic, try to at least come up with some vague, ambiguous information so that your opponents will have a hard time refuting your contentions.

- If they don't understand it, they can't refute it. Keep in mind that the judge probably won't understand you so well either, but trying is probably better than saying, "I know nothing. I give the case to my opponents."
- Don't use rhetorical questions. Always give a clear answer to every question you ask. Leaving a question open-ended gives your opponents room to refute.

- Use religion only when appropriate. Things that are written in the Bible, Torah, Quran, etc, are not usually sound resources to use to prove your argument, as not everyone takes these sources to be the truth.

Present your argument with feeling. Be passionate in your speech—a monotone voice will cause people to drift off, and they may miss the point of what you're trying to say. Speak clearly, slowly, and loudly.

- Make eye contact with whoever decides the winners of the debate. While it's okay to look at your opponents every once in a while, try to direct your argument at the judge.
- Give a layout of your argument before you make it. That way, your audience will know what to expect and your judge won't cut you off unless you run way overtime.

Strike a balance between presenting your team's point(s) and rebutting the opponent's point. Since teams take turns debating, it's always possible to offer rebuttals unless you are the first affirmative speaker. For British Parliamentary, for example, both teams might organize their debate strategy thus:

- **1st speaker from proposition side:**
 - Define the topic (optional) and present the team's main line.
 - Outline, in brief, what each affirmative speaker will talk about.
 - Present the first half of the affirmative's argument.
- **1st speaker from opposition side:**
 - Accept or reject the definition (optional) and present the team's main line.
 - Outline, in brief, what each negative speaker will talk about.
 - Offer a rebuttal of a few of the points presented by the first affirmative.
 - Present the first half of the negative's argument.

- This will continue into second and third speakers affirming arguments and second and third speakers giving negative arguments.

Rebut the main points of your opponents' argument.

When rebutting a team's argument, remember:

- Offer evidence for your rebuttal. Do not rely on vigorous assertion alone. *Show* the chairperson why the other team's argument is fundamentally flawed; don't just tell.
- Attack the most important parts of their argument. For instance, if they are arguing for an increase in the military budget, but they also make a casual assertion about citizens being ungrateful for what the military does, you can dismiss the latter with a calm "I beg to disagree" and focus on the problems with increasing the actual budget.
- No ad hominem attacks. An ad hominem attack is when you criticize another person instead of their ideas. Attack the idea, not the person.

Use up all your time (or most of it). The more you talk, the more you'll convince the judge. Note that this means you should come up with many examples, not that you should ramble. The more the judge hears about why you are correct, the more inclined s/he will be to believe you.

Know what aspects of the debate you will be judged on, if appropriate. For the most part, debates are judged on three main areas: matter, manner, and method.

- **Matter** is amount and relevancy of evidence. How much evidence does the speaker support his/her claims? How strongly does the evidence used support the argument?
- **Manner** is eye contact and engagement with audience. Don't stare at your cue cards! Speak clearly. Accentuate your arguments with volume, pitch and speed to highlight important parts. Use your body to emphasize your arguments: stand straight and gesture confidently. Avoid stammering, fidgeting, or pacing.

- **Method** is team cohesion. How well does the entire team organize their arguments and rebuttals? How well do the individual arguments mesh together, as well as the rebuttals? How clear and consistent is the team line?

Some guiding questions to consider in debating`

What are the roles for each speaker?

The first speaker does the introduction and some points; the second speaker deals with rebuttals and points; and the third speaker sums up the team's case and does a lot of rebuttals.

What is the conclusion of the debate? I mean how do I close it?

Typically, you would repeat what you have said to emphasize the main points underlying your argument, then say "for the reasons stated, I am proud to be on the affirmative/negative team and we firmly believe that_____

How do I maintain an edge over my opponent?

Research your opponent's and likely arguments so you can have an answer ready for what they say. Always ask rhetorical questions that will make them think. This means you are getting them to think of an answer quickly.

During a debate, can I single out one person on the opposing team for a question? For example, if I see an opposing member who is not that interactive in the debate, can I direct a question towards them?

Yes, you certainly can and you should. This is a great way to get a quality rebuttal against your opponents.

How do I start an argument?

It is very important to pose a question, state an interesting fact or statistic or quote something relevant to the resolution -- keeping your audience in mind -- to help engage them right from the start. Think about the thesis of your argument and make sure your chosen statement to begin your argument relates to it.

If I am debating and I become scared, what must I do?

Take a few deep breaths and remember what you are debating for. Remember that you are confident, and that you can win the debate

How do I gain knowledge and confidence?

Research plays a fundamental role in both your knowledge and your confidence. If you know your material and have done all that is in your power to understand the topic, there is a much higher chance of you being able to focus on delivering your arguments as opposed to their quality. You may also want to rehearse your arguments in front of peers, or even recording a video of yourself so you can work towards a perfect execution. It helps boost comfort, and ultimately, confidence.

END!