Writing Skills in English

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Acknowledgement

I would like to extend my heartfelt gratitude to the almighty God for giving me the strength to undertake this task. I express my deep sense of appreciation to every single person who helped me with this work. My profound gratitude goes to the South Eastern University of Sri Lanka for publishing this book. I hope this book will provide a comprehensive analysis of the course content.

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Contents

Introduction to the course 01

Chapter – 1- 12

1.1. The process of writing, pre-writing activities 19

1.2. Genres of writing 21

1.3. Organization..... 26

1.4. Writing a thesis statement 26

1.5. Techniques in drafting.. 28

1.6. Developing paragraph..... 31

1.7. Cohesion, coherence and transitioning 32

1.8. Register and style..... 35

Chapter – 2 39

2.1. Use of punctuation……..……...46

2.2. Strategies in proofreading..... 47

2.3. Common errors in proofreading..... 48

2.4. Citing in APA (in-text citation & referencing)..... 48

2.5. Ethics of good writing..... 52

Chapter – 03 55

3.1. Writing reports ..... .61

3.2. Cover letters & CVs..... 62

3.3. Minutes 68

3.4. Formal and informal letters..... 70

3.5. Emails 76

3.6. Public speaking 79

Chapter – 04 86

4.1. Writing critical and analytical essays on given extracts 90

Introduction to the course

ENM 10032 Writing Skills in English

Introduction:

This course will introduce the students to a range of writing skills and tasks in English which will be beneficial for academic purposes. The students will be taught about the process of writing extensively to engage in practical writing activities. Students will be able to incorporate writing skills effectively in producing different types of academic writing in English such as essays, reviews, literary criticisms and also writing and communicating for business and professional purposes. Moreover, the course will teach the ethics and good practices of academic writing such as citing, referencing and avoiding plagiarism.

Course Objectives:

1. To give exposure to an authentic learning environment by giving ample practice.
2. To learn the techniques of paragraph writing.
3. To analyse the concept and use of register in academic writing.
4. To understand the strategies of proofreading.
5. To use referencing correctly.
6. To make the learner familiar with the ethics and good practices of quality writing within the academic context.
7. To learn how to use English effectively for professional purposes.

8. To make students critically respond to different types of literary texts.

Learning Outcomes:

After successful completion of the course the student will be able to:

1. Produce grammatically correct and quality academic writings by incorporating techniques.
2. Produce paragraphs in English effectively and cohesively.
3. Use registers appropriately.
4. Proofread any given document effectively.
5. Use standard referencing style for citation.
6. Demonstrate an understanding of the ethics of writing (such as properly citing and referencing and avoiding plagiarism).
7. Write reports, cover letters and CVs, formal and informal letters, emails and minutes.
8. Critically respond to different types of writing (literary) within the academic context.

Methods of Evaluation:

Semester-End written examination	-	60 marks
Continuous Assessments	-	40 marks
Total	-	100 marks

Semester Examination:

Duration of the semester question paper will be two hours. Students are required to answer three questions out of four (question one will be compulsory)

Course Content:

1. **Introduction to Writing**

- The process of writing
- Brainstorming / pre-writing
- Pre-writing activities
- Researching a topic
- Organization
- Writing a thesis statement
- Techniques in drafting (Quoting, paraphrasing, summarising)
- Writing Practice

2. **Paragraph Writing**

- Structure of a paragraph
- Topic sentences and controlling ideas
- Paragraph development (explaining and supporting evidences)
- Cohesion, coherence and transitioning.
- Writing practice

3. **Register and Style**

- Formal and informal register
- Academic register
- Do’s and Don’ts
- Vocabulary and word choice

4. **Punctuation, proofreading and Citing**

- Use of punctuation

- Strategies in proofreading
- Common errors in proofreading
- Revising
- Citing in MLA and APA formats (in-text citation and referencing)
- Ethics of good writing (avoiding plagiarism)
- Writing practice

5. Writing and communicating for Professional purposes

- Writing reports
- Cover letters and CVs
- Minutes
- Formal and informal letters
- Emails
- Public Speaking

6. Writing in Literature

- Writing critical and analytical essays on selected literary work (poem, short story, novel and drama)

Recommended Readings:

1. Hamp-Lyons, L. & Heasley, B. (2006). *Study writing - A course in writing skills for academic purposes*. Cambridge: Cambridge University Press.

2. Langman, J. (2011). *College writing skills with readings*. New York: McGraw-Hill.

3. Lipschutz, G., Scarry, S & Scarry, J. (2017). *The Canadian Writer's Workplace*. 8th ed. Toronto: Nelson Education.

4. Porter, P. & Dommelen, V, D. (2005). Read, Write, Edit: Grammar for College Writers. New York: Houghton Mifflin Company

5. Silverman, J., Hughes, E. & Wienbroer, R. (2009). *Rules of Thumb. A Guide for Writers.* New York: McGraw-Hill.

6. Swales, J. M. & Feak, C.B. (2004). Academic writing for graduate studies: Essential tasks and skills (2nd edi.). Ann Arbor: The University of Michigan Press.

Chapter - 1

Introduction to writing & Paragraph writing

Contents

1.1. The process of writing, pre-writing activities……..19
1.2. Genres of writing……..21
1.3. Organization…….....26
1.4. Writing a thesis statement……26
1.5. Techniques in drafting……..28
1.6. Developing paragraph……..31
1.7. Cohesion, coherence and transitioning……32
1.8. Register and Style……35

About this chapter

This chapter provides a comprehensive background to writing and the importance of developing effective writing skills. It focuses on various phases of the writing process which included pre-writing, paragraph writing to producing an academic paper using the techniques taught.

Aim of the chapter

This chapter aims to give a general background to academic writing. The students will be taught about the process of writing extensively to engage in practical writing activities. Students will be able to incorporate writing skills effectively in producing different types of academic writing in English.

Intended Learning Outcomes

At the end of this chapter, you should be able to:

- Produce grammatically correct and quality academic writings by incorporating techniques.
- Produce paragraphs in English in an effective and cohesive manner.
- Use registers appropriately.

Chapter Summary

This chapter gives a comprehensive guide to produce an effective academic writing by focusing on the required skills that need to be utilized. Moreover, this chapter gives ample practice to the students under the review questions.

Review questions

1. Discuss the stages of academic writing with suitable examples.

2. List of sentences is given below. Identify the statements that are more academic and give reasons for your answer
   a) He bought a couple of things.
   b) He purchased several notebooks.
   c) I think that writing good means taking your ideas and writing them so that other people can get your meaning.
   d) According to a study by Smith, students that use cell phones in class are more easily distracted than those who do not. So, cell phone use should not be allowed in the classroom.

e) Should teachers allow students to use cell phones and mobile devices in the classroom? Choose one side and give three reasons to support your choice.

f) They call Paris, “the City of Lights”. New York is known as “the Big Apple”. St. Petersburg is called “the Venice of the North”. If you could visit any city in the world, where would you go? Why?

(Exercises are taken from https://americanenglish.state.gov/files/ae/resource_files/4.3_presentation_slides-_final_version_for_website.pdf

3. Discuss the following genres of academic writing elaborating their features with examples
   a) Expository writing
   b) Descriptive writing
   c) Narrative writing
   d) Argumentative essay
   e) Problem- solution essay

4. Read the following paragraphs and identify the cohesive devices that are used:

a) Cats are popular pets for many reasons. They are relatively low-maintenance and can be trained to use a litter box. They are also clean animals and groom themselves frequently. Additionally, cats can be very affectionate and make great companions.

b) Exercise is essential for maintaining a healthy lifestyle. It has many benefits for both our physical and mental health. Physically, exercise helps to strengthen our muscles and bones, improve our cardiovascular health, and reduce our risk of developing chronic diseases such as heart disease, stroke, and type 2 diabetes. Mentally, exercise can help to improve our mood, reduce stress, and boost our energy levels. It can also help to improve our sleep quality and cognitive function. There are many different types of exercise, so everyone can find something that they enjoy. Some popular types of exercise include walking, running, biking, swimming, dancing, and playing sports. It is important to find an exercise routine that you can stick to. Start with a small amount of exercise and gradually increase the duration and intensity of your workout.

5. Identify which of the following sentences belong to academic registers and give reasons.

a) We gave the mouse a shot of rabies.
b) The mouse was injected with Rabies Lyssavirus.
c) You can't expect learners to know this already.
d) The implementation of computer-integrated-manufacturing (CIM) has brought about some serious problems.
e) Recent research (James, 2004) suggests that learners of English appear to find writing the most challenging skill to master.

6. Paraphrase the following extract.

There is a strong connection between sleep and mental health. Getting enough sleep is essential to maintaining good mental health and can help

improve mood, cognitive functioning and overall well-being. On the other hand, lack of sleep can increase the risk of developing mental health conditions such as irritability, difficulty concentrating, depression and anxiety. Prioritizing sleep and establishing healthy sleep habits are important to support good mental health.

7. Write the summary of the following passage.

Diet plays an important role in the prevention of many chronic diseases. Eating a balanced diet rich in fruits, vegetables, whole grains and lean protein can help reduce the risk of conditions such as heart disease, diabetes and certain cancers. On the other hand, a diet high in processed and unhealthy foods can increase the risk of these diseases. It is important to be aware of the types of food we eat and tries to include nutrient-dense options in our diet.

Key terms

Academic writing, registers, drafting techniques, cohesion.

References

Hamp-Lyons, L. & Heasley, B. (2006). *Study writing - A course in writing skills for academic purposes*. Cambridge: Cambridge University Press.

Langman, J. (2011). *College writing skills with readings*. New York: McGraw-Hill.

Lipschutz, G., Scarry, S & Scarry, J. (2017). *The Canadian Writer's Workplace*. 8th ed. Toronto: Nelson Education.

https://americanenglish.state.gov/files/ae/resource_files/4.3_presentation_slides-_final_version_for_website.pdf

Examples for genres of writing extracted from

https://www.softschools.com/examples/grammar/expository_writing_examples/395/

http://www.qu.edu.qa/file_source/qu/students/documents/writing-resources-Pdf-Academic-Writing-Genres-fileS.pdf

https://gemini.google.com/app/bb7d1980c6aaa341

Examples for thesis statement extracted from

https://peachyessay.com/blogs/strong-vs-weak-thesis-statement/

Examples for Paraphrase extracted from

https://westernsydney.edu.au/__data/assets/pdf_file/0006/1082670/Paraphrasing.pdf

https://www.paraphraseexample.org/one-reasonable-online-paraphrasing-service/well-done-examples-of-paraphrasing-paragraphs/

Example for summary extracted from

https://www.lbcc.edu/sites/main/files/file-attachments/summarizingparagraph.pdf

Example for Developing paragraphs

https://www.futurelearn.com/info/courses/pte-success/0/steps/157566

Coherence example extracted from

https://www.eapfoundation.com/writing/cohesion/)

Transition words extracted from

https://wisc.pb.unizin.org/esl117/chapter/chart-of-transition-signals/

Examples for register and style extracted from

https://faculty.ksu.edu.sa/sites/default/files/chapter_10__style_context_and_register.pdf

Recommended readings

Langman, J. (2011). *College writing skills with readings*. New York: McGraw-Hill.

Lipschutz, Gary, Sandra Scarry, & John Scarry. (2017). *The Canadian Writer's Workplace*. 8th ed. Toronto: Nelson Education.

1.1. The Process of Writing

Generally, there are different types of writing. Academic writing is the formal writing used in a formal context. It involves formal vocabulary, complex grammar, references to previous works and clearly connected ideas with precision and clear articulation. Accordingly, academic writing is not just one skill, rather it is a collection of skills such as critical thinking, pre-writing, writing, revising, using evidences and using formal language.

Pre-writing:

Read and understand the topic clearly. Then start reading on the given topic and take notes while reading. At this stage, more focus has to be given on selecting the relevant reading materials. Students should know how to search for the correct material pertaining to a particular topic. In the present times, more electronic sources are used as opposed to the hardbound. Either way, relevance of the reading materials should be ensured at this stage. While taking note, it is highly recommended to note down even the sources from which certain ideas are taken. This part is important as the final writing requires proper citations of ideas taken from other sources.

Following a comprehensive reading, brainstorming is necessary. At this stage, the notes taken will be filtered to get the most relevant content. Moreover, depending on the length of the academic writing, students can either discuss their ideas with their peers or the teacher in the brainstorming session.

Skeleton outline is the actual writing stage where the student will draft an outline for the writing. This is the process where all the ideas need to be put in place considering the number of paragraphs that the student will be writing. This stage is important to keep track of all the important points that the student wants to discuss in the writing. After this stage, the students must construct each paragraph. More importantly, examples, illustrations and evidence should be used in order to support the main points discussed. These supporting evidences must be taken from research / scholarly articles rather than non-scholarly ones. There are several search engines including Researchgate, Academia and Google scholar, where students can search exclusively for research articles. Crucially, proper acknowledgement has to be given for the scholar from whose scholarly works points are taken (refer the section on citation to know more about citing a research article).

Once the draft is ready, the student has to edit it several times checking for grammatical and spelling errors and other types of errors. This stage can either be done by the student (using softwares like Grammarly, Quillbot etc) or by an expert (proofreader).

Writing process:

When writing, it is imperative to ensure that the writing conforms to all the features of academic writing. The use of formal vocabulary / language, complex grammar structures and specific illustrations are important.

1. *He bought a couple of things*
2. *He purchased several books*

In the above examples, the second example is more academic as it uses formal language and it is very specific in terms of the information it carries.

Moreover, another important feature of academic writing is to use the works of others as evidence in order to support the writer' claim. This will also give validity and credibility to the writing.

1.2. Genres of Writing

There are different types of essays: Expository writing, descriptive writing, narrative writing, persuasive writing, Problem-solution essay / Cause and effect essay and argumentative essay. All these types of writing are not necessarily academic. However, a student who learns about academic writing should be aware of the basic essay types and their features to comprehend different essays.

I. **Expository writing** – this type of writing exposes or explain information about a topic. The goal is to convey information to the reader. Hence, there is no opinion, argument or agenda, it just presents the information or facts as they are without giving one's personal opinions or judgements. Readers will take the facts provided in the text and come to their own conclusions. Since expository writing deals with factual information, it is more trustworthy and unbiased. Expository writing can be found in textbooks, newspaper articles, history books, Guides. Generally, this type of writing uses technical vocabularies, parenthesis (to denote extra information) and passive voice.

Example 1

This morning at 9am, a school bus collided with a car at the intersection of Jones and Heard streets. There were no injuries on the school bus, but medical personnel performed checks on each student and the driver before those students were transported to their schools. The driver of the car sustained slight, non-life-threatening injuries. He was transported to the local hospital. The accident is still under investigation at this time.

Example 2

Advances in science and technology have made the use of "green" energy possible. In places where climate conditions permit, people are able to use solar energy or wind energy for power. Solar energy is the use of sunlight for energy and power. Humans are able to harness the energy of the sun by installing solar panels on their homes or businesses. Humans have also found ways to harness the power of the wind by using wind turbines to capture wind energy. Both of these forms of "green" energy are being used more and more.

II. **Descriptive writing-** This type of writing involves a detailed description of a place or person / description of a sequence of events / a process / describing or explaining something. It uses figurative language. This genre can be found in scripts, poetry, fiction, travel brochures.

Example

The colorful flowers brought life to an otherwise lifeless sidewalk. The different shades of the green stems and leaves were the perfect backdrops

to the yellow, orange, and red petals that seemed to sway softly with the breeze.

III. **Narrative writing**- It is defined as a piece of text that tells a story. This can be in the form of fiction or non-fiction: Short stories, novel, screenplays, fairytales (fiction) and Biographies, travel writing, historical texts (non-fiction). This type of writing can be narrated in first person or third person point of view. It can be told in chronological order or non-chronological order using any tense. Other features of this genre includes characterization, setting, plot, themes, figurative language and literary devices.

Example

The day began as any other, a blur of morning routines and the promise of a quiet day at school. But as I walked towards the bus stop, a sudden gust of wind caught my attention. It was unusual for this time of year, and as I looked up, I saw a peculiar sight: a kite, caught in a tree. Intrigued, I decided to investigate. The tree was a towering oak, its branches gnarled and thick with leaves. I knew I couldn't climb it, but I had to try. With a bit of maneuvering, I managed to reach the kite, its colorful tail dangling just out of reach.

IV. **Persuasive writing -** The aim of this writing is to persuade or convince the readers of something using attractive and emotive language. This type of writing is found in advertisements, political leaflets, reviews, fundraising letters and propaganda.

Example

Imagine waking up to the gentle lapping of waves, the salty air, and the breathtaking view of a pristine beach. Oluvil offers this idyllic escape. With its crystal-clear waters, vibrant marine life, and serene atmosphere, it's the perfect destination for relaxation and adventure. Come discover the beauty of Oluvil today!

V. **Problem and solution essays / Cause and effects essay**- This type of writing explains a problem and gives a detailed plan for how it can be solved. First, this essay describes the problem, then convinces the reader that the problem needs solving, explains the solution proposal, argues that this is the best solution and refutes any objections

Example

Littering is a widespread issue in many cities, causing environmental pollution and creating an unsightly appearance. To combat littering, municipalities can implement a comprehensive approach including enforcing stricter penalties for littering, including fines and community service, public education campaigns, promoting awareness of the negative impacts of littering and encouraging responsible waste disposal. By combining these strategies, cities can significantly reduce littering and create a cleaner, more pleasant environment for their residents.

VI. **Argumentative essay** - this essay seeks to state a position on an issue and give several reasons, supported by evidence, for agreeing with that position. A good argumentative essay will use facts and evidence to support the argument, rather than just the author's thoughts and opinions.

There are two models commonly used in writing argumentative essay

The Toulmin model is the most common. It begins with an introduction, follows with a thesis/claim, and gives data and evidence to support that claim. This style of essay also includes rebuttals of counterarguments.

The Rogerian model analyzes two sides of an argument and reaches a conclusion after weighing the strengths and weaknesses of each.

Example

Marine parks should be closed down because they are inhumane, and not friendly towards the environment. It has been argued that marine parks should not be closed down because these parks provide the public with the only opportunity to see these animals. Most Australians, so the argument goes, live in cities and never get the chance to see these animals. It is claimed that these marine parks allow the average Australian to appreciate their marine life. However, these arguments are not entirely true because dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast. Moreover, there are more places where these animals can be seen in the wild than in captivity. In addition, these places in the wild are free in comparison to the expensive fees charged by marine parks.

1.3. Organization

Organization is a vital part of effective academic writing. What distinguishes academic writing from other types of writing is organization. This is more than just ensuring that ideas are in the right order; rather its about creating a clear and logical structure that guides your reader through your argument. In an organized essay, the ideas should have a logical sequencing and flow along with ideas presented in a clear and concise manner. An organized essay is beneficial for both the writer and the reader.

As a first step towards producing an organized essay, the writer has to create an outline of the structure of the essay including the key points and supporting points (refer to pre writing). Then draft a strong thesis statement that encapsulates the main argument. Each paragraph should begin with a topic sentence introducing the main idea of the paragraph. Using transition words also help to connect ideas together ensuring coherence and cohesion which are integral part of organization.

1.4. Writing a thesis statement

Thesis statement is a complete sentence that contains one main idea. This idea controls the content of the entire essay. A thesis statement that contains subpoints also help a reader know how the essay will be organized.

Points to consider when writing thesis statement:

- Determine the type of paper or essay or paper one is writing. Depending on the genres of academic writing, the content and structure of thesis statement will differ.

- The thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.
- The thesis statement usually appears at the end of the first paragraph of a paper.
- Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.
- When writing thesis statement, using first person pronouns and opinions like “I believe”, “in my opinion” etc should be avoided.
- Thesis statement should use very clear and precise language.

Example

There are both negatives and positive effects of smoking. (**Weak thesis statement)**

Despite the fact that Smoking is considered an enjoyable habit among some groups of people, cigarette smoking is a bad habit and is harmful to your health, on the grounds that many people who smoke cigarettes expose themselves to dangerous diseases such as cancer. This is easily proved by the fact that cigarette smoking harms almost every organ of the body and causes many other diseases. (**Strong thesis statement**)

1.5. Techniques in drafting (Quoting, paraphrasing, summarising)

Quoting

It is the act of copying from a word or line or passage from a written or verbal source. This act is an integral part of academic writing. Unlike other types of writing, academic writing requires a strong argument supported with evidences from the already existing scholarly sources. When quoting, it is important to use quotation marks to indicate the exact words of the original source. Additionally, students should cite the source using a specific citation style (e.g., APA, MLA, Chicago) to give credit to the original author. One has to be very careful in quoting from another scholar because if we copy from a scholar without properly citing, then it is called as plagiarism.

Plagiarism is considered as a serious and punishable offence in the academic setup. Therefore, it is important to learn the correct ways of quoting.

Example 1

Postcolonial nationalism is "a political and intellectual movement to establish an independent nation-state with a distinct, unified national identity" in the once-colonized country (Forrest, 2006, p.33).

In the above example, the extract taken from the article written by Forrest is given within the quotation marks. When we use the exact words of a scholar, it is called as direct quotation. Whenever we are using the words or ideas of a scholar, then we need to give intext citation, where the last name of the author and year should be given within a bracket.

Example 2

Many studies have been done demonstrating "multiplicity" in identity resisting "essentialised" identity shaped by Tamil "nationalist ideology" (Lo, 2008, p.199).

In this example, only some words are taken from an article and integrated with the ideas of the author writing this essay.

In both these examples it is evident that whether we use one word or a line or a paragraph, we should write it within quotation and give proper citations.

In academic writing, there is limitation for using direct quotations. We cannot use too many direct quotations in an essay. In addition, we cannot quote more than 40 words in direct quotations. At this juncture, paraphrasing and summarizing are useful drafting techniques.

Paraphrase

Paraphrasing is rewriting a piece of text in your own words, while retaining the meaning. It is usually similar in length to the original text (Western Syndey University library).

Paraphrasing can be done manually or using paraphrasing tools like Quilbot. Paraphrase should be about the same length as the original text and should use different words to the original text. It has to be done very carefully taking into consideration that if it is not done correctly, then it will also be counted as plagiarism.

It is important to learn that paraphrasing is not just changing words or substituting words with synonyms. Also, we cannot look up for the

meaning of each word individually in a dictionary. Rather it is important to know the key ideas, context and redrafting skills.

Example

Original*: Exercise can help a lot in alleviating stress – that is a known fact. Exercise is a good way of reducing stress, and cardiovascular exercise is recommended for about 15 to 30 minutes, thrice or four times a week. Several studies have indicated the effects of exercise in handling stress. The activity can release endorphins to the bloodstream.*

Paraphrase*: Exercise is a good way to get rid of stress. It is also a perfect way of lowering stress levels, while cardiovascular exercises that can be done three or four times a week for about 15 to 30 minutes is highly suggested. Research shows that there are positive effects of exercise in dealing with stress. It can help in releasing endorphins in the body.*

Summary

It is a description of the main ideas of a text, and so it is shorter than the original text. A journal article might be summarised in a single paragraph or a whole book summarised in a few paragraphs. Unlike paraphrase, a summary should be very short and communicates only the main ideas.

Original

"The Northern Lights"

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky

glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Summary

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

1.6. Developing paragraph (explaining and supporting evidences)

Paragraph is a group of sentences that is related to a topic. A paragraph should have a main or controlling idea, supporting statements, details and examples and concluding idea.

The main idea or controlling idea is what the paragraph is about. Topic sentences introduce the main ideas and the rest of the sentences in the paragraph must link back to this topic. It gives the direction for which supporting ideas you should include in the paragraph. The controlling idea of each paragraph also links back to the thesis statement in your introduction. Controlling ideas link to thesis statements by repeating keywords (or synonyms) from the thesis statement or by using linking words or phrases (such as another aspect of, a second feature of, in addition to, furthermore), or by continuing a particular line of thought.

Supporting ideas may include reasons, facts, statistics, quotations and examples.

Concluding sentence/s is to link the supporting details provided back to both the main point (topic sentence) of the paragraph and to your thesis statement. It may also provide a link to the next paragraph.

Example

Firstly. governments have a responsibility to enforce alcohol legislation as a matter of public safety for families and communities [1]. *Harmful use of alcohol is a major contributor to conflict in public places and violence in the family home.* [2] *Studies have shown that alcohol-related violence can be drastically reduced by government restrictions on the availability of alcohol through the regulation of operating hours for sales outlets and by improving the management of environments in which alcohol is served.* [3]. *As a result, it is the role of governments to protect the public from alcohol-related harm through important legislation* [4].

[1] Main idea / controlling statement

[2] supporting statement

[3] Details, examples or explanations

[4] Concluding idea

1.7. Cohesion, Coherence and Transitioning

The words 'cohesion' and 'coherence' are often used together with a similar meaning, which relates to how a text joins together to make a unified whole. Although they are similar, they are not the same.

Cohesion relates to the micro level of the text, i.e. the words and sentences and how they join together. In other words, it refers to the grammatical and lexical connections between sentences and paragraphs within a text. It ensures that the text flows smoothly and is easy to follow. Cohesive devices such as pronouns, repetition, synonyms, conjunctions and parallel structures help to link ideas together.

Coherence, in contrast, relates to the organisation and connection of ideas and whether they can be understood by the reader, and is concerned with the macro level features of a text, such as topic sentences, thesis statement, the summary in the concluding paragraph (dealt with in the essay structure section), Coherence refers to the logical flow and organization of ideas within a piece of writing.

Example

Poor coherence

The industry has many advantages. It can draw on great deal of research. It can also export products to key trading partners. It has significant growth potential in the medium to long term. Workers within this industry need training. It is important to keep staff up-to-date with software used in this industry.

Strong coherence

The industry has many advantages. It can draw on a great deal of research, particularly in terms of strategies used for entering new markets. While there is significant growth potential in the medium to long term, it is clear that workers within this sector need training. Therefore, it is important to keep staff up-to-date with software used in this industry.

Transition words

These are words or phrases used to connect ideas and sentences within a piece of writing. In order to maintain coherence and cohesion, transition words are important. They are used within paragraphs and between paragraphs to enhance the flow of ideas.

Additive transition- Used to connect two ideas together by adding additional information

Furthermore, moreover, in addition, also, admittedly, certainly, typically, in fact, indeed, first, second, third

Order of importance transition - Used to signal the importance of events

Above all, first and foremost, more/most importantly, significantly, primarily, a more important, the most important, the primary / main, the second most significant.

Contrastive transition- It is used to signal a contradiction or difference

However, nevertheless, in contrast, on the other hand, but, yet, although, even though, whereas, while, despite, in spite of, compared to/with

Comparative transition - Used to emphasize similarity

Likewise, similarly, at the same time**,** by comparison, in much the same way, once again.

Cause and effect transitions - Used to signal that one event happens as a result of another

As a result / consequence, consequently, therefore / thus, for this reason, because, since, so, due to, be the result of, given that

Giving examples - Used to introduce an illustration or example.

For example, for instance, to illustrate, specifically, in particular, that is, such as, an example of.

Conclusion transitions - Used to signal a final summary of ideas

To summarize, in summary, in short, in sum**,** in conclusion, to conclude**,** accordingly, ultimately

1.8. Register and Style

Register is an occupational style with jargon that describes the language of groups of people with common interests or jobs or the language used in situations associated with such groups.

Types of registers: Journalese, baby-talk, legalese, sports, commentators, language of airline pilots, criminals, doctors, engineers, politicians, students …etc.

Registers can be characterized by differences in lexis (vocabulary), grammar (syntax) and vary according to the context or situation in which language is used. Register variations can be explained in terms of three features of a situation, namely field of discourse (subject matter/ topic), mode (medium), and style (relations among the participants).

Formal and informal register

Formal registers are used in official or formal situations. In this case, the audience consists of people you don't know. It is a generalized or

impersonal writing written to people in official/important roles. It is used in written communication more than spoken.

Examples:

1. *We would like to request your presence at the dinner to mark the start of the school year.*
2. *We regret to inform you that your attendance at the school will be terminated at the end of the term.*
3. *The ancient Greeks worshipped many gods and goddesses.*

Informal registers

This type of registers are used in everyday conversation and the addressee includes family, friends, and people you know well. This type of register is also used in social media and to text people similar to the speaker's background. These registers are used in spoken communication with people you meet in day-to-day life.

Examples:

1. *It's okay, man. Thanks for trying.*
2. *Eeew! That's disgusting!*

Registers are important part of academic writing. Hence, formal registers should be used. Academic writing should leave out conversational phrases maintaining clear, concise and logical paragraphs. Moreover, full verb forms should be used ensuring objective language.

Style

The range of variation within the speech of an individual speaker. i.e. A variation of language from formal to informal.

Formality: People's styles of speech [stylistic features] reflect NOT ONLY aspects of their identity such as their ethnicity, age, gender, and social background, but also indicates the contexts in which language is being used.

Style and register depend on the following factors:

1- Relationship between the speaker and addressee

2- How well the speaker knows the addressee

3- How close the speaker feels to the addressee (solidarity and social distance)

4 - Age of the addressee

5- Social background of the addressee

Example of how the style and register vary depending on the relationship between the speaker and addressee.

1- *From a friend: Where were you last night? I rang to see if you wanted to come to the movies.*

2- *In court from a lawyer: Could you tell the court where you were on the night of Friday the seventeenth of March?*

3- *From a teacher to his pupil in school on the day after Halloween: I know some of you went "trick-or-treating" last night and so I thought we might talk a bit today about how you got on. Did you go out last night Jimmy?*

Depending on the social role, background and status of the addressee, the speaker converges the speech downwards towards the lesser linguistic proficiency of their addresses who are often of a lower status.

E.g. *When a doctor addresses a patient and simplifies the vocabulary items he is using instead of using the jargon of the medical field.*

On the other hand, a speaker can distance himself or herself from the addressee, to increase social distance. It is considered an uncooperative speech behavior and tends to happen when a person wants to show his cultural distinctiveness, social status, ethnic identity… etc

Chapter - 2

Punctuation, Proofreading and Citing

Contents

Chapter – 2 39

2.1. Use of Punctuation 46

2.2. Strategies in Proofreading 47

2.3. Citing in APA (intext citation & referencing) 48

2.4. Ethics of Good writing 52

About the chapter

This chapter provides a comprehensive guide on the ethics and good practices of academic writing such as citing, referencing and avoiding plagiarism. These components are vital in academic writing which contributes to increase the credibility of writing.

Aim of the chapter

This chapter aims to provide a guide and hands-on training to the students on good practices of academic writing specially on citation. Thus, it will enable students to produce a quality writing which is devoid of plagiarism.

Intended Learning Outcomes

At the end of this chapter, you should be able to;

- Understand and use the strategies of proofreading.
- Use referencing correctly.
- Familiarise with the ethics and good practices of quality writing within the academic context.

Chapter Summary

This chapter provides students with a comprehensive guide on the use of Punctuation, Strategies in Proofreading, common errors in proofreading, Citing in APA (intext citation & referencing and ethics of Good writing which are vital in maintaining academic integrity of any academic writing.

Review questions

1. Read the following sentences and add the missing punctuation marks.
   a) The dog barked loudly wagging its tail
   b) Are you going to the store later she asked
   c) Apples bananas and oranges are my favorite fruits
   d) That is a very interesting book isn't it
   e) Despite the rain we decided to go for a walk
   f) My favorite colors are blue green and yellow
   g) I'm so tired she exclaimed
   h) The cat's toy a fluffy mouse was lost
   i) He studied hard therefore he passed the exam.
   j) Lets go to the park

2. Combine the following pairs of short sentences into one or two grammatically correct sentences using appropriate punctuation.

a) The sun was shining. The birds were singing.
b) She loves to read. Her brother prefers to play video games.
c) We went to the museum. We saw many interesting exhibits.
d) He was very tired. He still finished his work.
e) The movie was long. It was also very entertaining.

3. Read the following paragraph and add all necessary punctuation marks.

   the old house stood on a hill overlooking the town it had been empty for many years and local residents whispered stories about it some said it was haunted others believed a treasure was hidden within its walls one day a group of teenagers decided to explore the house they climbed through a broken window and cautiously made their way inside the air was thick with dust and cobwebs the only sound was the creaking of the floorboards suddenly they heard a noise a loud bang from upstairs they froze their hearts pounding in their chests what could it be

4. Proofread the following paragraphs using the strategies of proofreading.

   Paragraph 1:

   the summer vacation was a great time for me and My family we decide to go to the beach. The beach was very beautiful. We spend our days in swiming sunbathing and building sandcastles. We also went Boating and fishing. We had a lot of fun.

Paragraph 2:

I love reading Books I read many different kinds of books, such as novels, short stories, and poetry. Reading is helps me to improving my vocabulary and grammar. It also helping me to relax and escape from the stresses of Everyday Life. I often read before going to bed.

Paragraph 3:

Last weekend, I went shopping with my friends. We went to the mall and shopped for clothes, shoes, and accessories. We had a lot of fun trying on different outfits. We also ate lunch at a food court. It was a great way to spend the weekend.

5. Identify the errors and correct them according to APA referencing conventions.
   a) (Sheret, Sultana and Sotir 2016) 7. (Seven news 1994)
   b) (Yeo, Oh, Pyke, McDonald 1998) 8. (Turnbull in Shorten 2003)
   c) (Charman 2007) 9. (Minogue 1968, Lopez 1971)
   d) (Smith 2009 p 7) 10. (Dickinson 2009, a)
   e) (Brown nd) 11. (Copyright Act 1968)
   f) According to Sotir (2016), academic literacy is ‘critical for survival’ at university.
   g) Clegg, S., ‘Managing organization futures in a changing world of power/knowledge’, in H. Tsoukas& C. Knud (Eds.), The Oxford handbook of organization theory, Oxford, Oxford University Press, pp.536-567, 2003.
   h) Irvine, J. 2005, Commodity boom is over: Access, ‘Sydney Morning Herald’, 27 July, p. 19.

6. Define plagiarism and discuss its types with suitable examples.

7. Read the following text carefully and analyse the errors. Re write this text following the rules of quoting and citing.

   Some people argue that media violence teaches children important life lessons. “The world is uncontrollable and incomprehensible; mastering it is a terrifying, enraging task. Rage can be an energizing emotion, a shot of courage to push us to resist greater threats, take more control, than we ever thought we could. But rage is also the emotion our culture distrusts the most. Most of us are taught early on to fear our own. Through immersion in imaginary combat and identification with a violent protagonist, children engage the rage they've stifled, come to fear it less, and become more capable of utilizing it against life's challenges.”

Key terms

Referencing, APA format, ethics, plagiarism, proofreading, punctuation

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3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3109843/

4. https://intranet.missouriwestern.edu/cas/wp-content/uploads/sites/17/2019/01/Basic-Rules-of-Punctuation.pdf

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Recommended Readings

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2. Wilson, J.R. (2022). *Academic Writing*. Retrieved from https://wilson.fas.harvard.edu/files/jeffreywilson/files/jeffrey_r._wilson_academic_writing.pdf

2.1. Use of punctuation

Punctuation is the use of symbols to clarify the meaning and structure of written text. These help readers understand the intended pauses, to get the meaning about what you read correctly and ensure coherence and cohesion, showing the relationship between words, phrase and sentences.

Period (.): Used to end a declarative sentence / statement. E.g. *She plays piano.*

Comma (,): Used to separate items in a list, to separate independent clauses, to set off introductory phrases, and to clarify meaning. E.g. *We had fish, vegetables and salad for lunch.*

Semicolon (;): Used to connect two independent clauses that are closely related in meaning. E.g. *We had too many fumbles; we lost the game*.

Colon (:) Used to introduce a list, explain something, or show a relationship between two ideas. E.g. *The routine includes the following: twenty knee bends, fifty leg lifts, and five minutes of running in place.*

Question Mark (?): Used to end an interrogative sentence. E.g. *What is your name?*

Exclamation Mark (!): Used to show strong emotion or emphasis. E.g. *Wow! Such a beauty*.

Apostrophe ('): Used to show possession or to indicate a contraction. E.g. *It is my father's book.*

Quotation Marks (" "): Used to enclose direct speech or quotations. E.g. *"A foolish consistency is the hobgoblin of little minds," wrote Ralph Waldo Emerson.*

Parentheses ( ): Used to add extra information or to enclose a clarifying phrase. E.g. *I am going to visit my grandma (my dad's mom) today*.

2.2. Strategies in proofreading

Proofreading means examining a text carefully to find and correct mistakes in grammar, punctuation, and spelling or typographical errors. Proofreading is important to increase the writing credibility and author's reliability.

Strategies in proofreading

- The document being proofread should be a revised draft of the writing.
- Between the time of writing and proofreading there should be sufficient time of break.
- Better work with a hardcopy than a softcopy.
- The complete paper or writing should be read atleast once before proofreading.
- The paper should be read from the end to the beginning too.
- Try using the latest software (i.e. Grammarly, Spellcheck) to check the spelling and grammatical errors.
- Check for punctuation errors, grammatical errors, spelling & capitalization errors separately having a checklist in hand.

- Check for referencing style.

2.3. Citing in APA (in-text citation & referencing)

Citing / referencing is the key feature of academic writing. It is used to give an idea to the reader as to where a word or an idea or a concept or a theory is taken from. There are many types of citing a source: MLA style, APA style, Harvard referencing, Chicago style, Vancouver style, Oxford referencing and IEEE style.

The American Psychological Association (APA) style is widely accepted in the social sciences and many other fields. The APA citation format requires parenthetical citations within the text instead of endnotes or footnotes. Citations in the text provide brief information, the name of the author and the year of publication, to lead the reader to find the source of information in the reference list at the end of the paper (Library of Moratuwa University of Sri Lanka).

There are two ways of citing: In-text citations and References.

In-text citation- it refers to parenthetical references in the text which includes the author's surname or last name and the year of publication. E.g. (Smith, 2013)

References

- The reference list begins on a new page and all the entries should be listed in alphabetical order. Anything that is given in in-text citation should have corresponding references.

- Start with the last name and use initials for the first and middle names for all authors. Separate each author's initials from the next author in the list with a comma. Use an ampersand (&) before the last author's name.
- The publication date should appear in parentheses directly after the last author's name.
- Book titles and subtitles should be italicized.
- Retrieval information must be given for electronic sources. The statement should provide the URL, or website address, of the source.

Writing references in APA style

(Some referencing styles and examples for this section are extracted from APA REFERENCE STYLE (7TH EDITION) published by the Library university of Moratuwa, Sri Lanka.

1. **Books with single author**

Author, A. A., & Author, B. B. (Year of publication). *Title of work in italics and sentence case: Capitalize first letter of subtitle* (edition information if available). Publisher.

E.g. Kouzes, J. M., & Posner, B. Z. (2008). *The student leadership challenge: Five practices for exemplary leaders.* Jossey-Bass.

(*for books with two or multiple authors, follow the same style including the last name of each author and the initials, separate each author with comma)

2. Books with editors

Last name, A. A. (Ed.). (Year of publication). *Title of work in italics and sentence case: Capitalize first letter of subtitle* (edition information if available). Publisher.

E.g. Smith, S. (Ed.). (2009). *History of Roman Empire*. Greenhaven Press.

3. Anonymous author (no name)

Name of the book (ed). (year). Publisher

E.g. Encyclopedia (31st ed.). (2007). Collins.

4. Book with translator

Last name of the author, initial. (year). Name of the book (name of the translator, Trans.). Publisher (original work publication date).

E.g. Descartes, R. (1960). *Meditations on first philosophy* (L.J. Lafleur, Trans.). The Bobbs-Merrill Company, Inc. (Original work published 1641).

5. Books in Non-English Languages

Author, A. A., & Author, B. B. (Year). *Transliterated title of the book in original language in italics and sentence case: Capitalize first letter of subtitle* [English translation of title]. Publisher.

E.g. Edirisinghe, K. (2017). *Daththa sanniwedanaya saha jaalakaranaya: Palamuwana kotasa* [Data communication and networking: Part one]. Sithila Prakashana.

6. Books with corporate author

Name of the organization. (year). *Name of the book.* Edition

National Fire Protection Association. (2009). *Fundamentals of firelighting skills* (2nd ed.). Jones and Barlette.

7. Electronic books

Author, A. A., & Author, B. B. (Year of publication). *Title of work in italics and sentence case: Capitalize first letter of subtitle* (edition information if available). Publisher. https://doi.org/xxx

Smith, T. (2014). Basics of Information Technology. Collins. http://doi.org/10.1007/978/978/287/212-8

8. Journal articles

Author, A. A., & Author, B. B. (Year of publication). Title of article in sentence case: Capitalize the first letter of the subtitle. *Title of the Journal in Mixed Case and italics*, volume number in italics (issue number), pp. xx-xx.

Cleveland, L., Bonguli, R., & McGlothen, K. S. (2016). The mothering experiences of women with substance use disorders. *Advances in Nursing Science*, 39(2), 119-129.

9. Conference papers

Author, A. A., & Author, B. B. (Year). Title of paper in sentence case: Capitalize the first letter of the subtitle. In E. E. Editor & F. F. Editor (Eds.), *Title of proceeding in italics and sentence case: Capitalize first letter of subtitle* (edition, pp. xx-xx). Publisher. DOI or URL (if available)

Norton, M., Moloney, G., Burke, S., Sanson, A., & Louis, W. (2018, September 27-30). *Psychological responses to social threats: From stigma to solidarity* [Paper presentation]. 2018 APS Congress Psychology advancing into a new age, Sydney, Australia.

The style of in-text citation and references changes according to the nature of works being cited. The way of citing a book is different from citing a research article. (Please check the complete guide on APA referencing https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

2.4. Ethics of good writing

Knowledge of ethics of writing, especially academic writing is as important as knowing the basics of writing. Many a times, it is a challenging task for academics to tackle with unethical writing practices, which is plagiarism. “Plagiarism is the use of another person’s words, ideas, or efforts as if they were your own, without giving credit to the

source" (Wiley,2022). Plagiarism should be completely prohibited in writing, specifically in academic writing. Plagiarism is considered as a crime or a punishable offense because it is an intellectual theft. In many local and international universities, all the writing for academic purposes should go through similarity-detecting software (i.e Turnitin). If students are caught plagiarising, they will fail the course or it can lead to the termination of a student's candidature depending on the level of plagiarising.

Types of plagiarism

According to Wilson (2022) there are 5 types of plagiarism:

Verbatim plagiarism: Directly copying someone's words without acknowledging the source.

Mosaic plagiarism: Not copying someone's words exactly, but just paraphrasing the idea in your words without acknowledging the source.

Inadequate paraphrase: Identifying the source but not fully transforming its ideas into your own words.

Uncited paraphrase: Fully transforming your source's ideas into your own words without acknowledging the source.

Uncited quotations: directly quoting your source but forgetting to identify it or give the page number from where the quote has been taken.

How to avoid plagiarism?

https://www.scribbr.com/plagiarism/how-to-avoid-plagiarism/

- It can happen by deliberately stealing someone's work, but more often it happens accidentally, through carelessness or forgetfulness.
- When you write an academic paper, you build upon the work of others and use various credible sources for information and evidence. To avoid plagiarism, you need to correctly incorporate these sources into your text.
- Keeping track of the sources you consult in your research.
- Paraphrasing or quoting from your sources (by using a paraphrasing tool and adding your own ideas)
- Crediting the original author in an in-text citation and in your reference list
- Using a plagiarism checker before you submit

Chapter – 03

Writing and Communicating for Professional Purposes

Contents

Chapter – 03 55

3.1. Writing Reports 61

3.2. Cover letters and CVs 62

3.3 Minutes 68

3.4 Formal and Informal Letters 70

3.5 Emails 76

3.4 Public Speaking 79

About the chapter

This chapter provides a comprehensive guide on the most important aspects required in the world of work including writing reports, cover letters and CVs, minutes etc. This chapter will give the guidelines as to how these writings for professional purposes are produced in order to meet the demands of the job market.

Aim of the chapter

This chapter aims to provide hands-on training to students to produce writing and communicating for professional purposes. This training is imperative for the students as they target to move into the world of work

after graduation. This is a new course designed to make the graduates meet the demands of the job market.

Intended Learning Outcomes

At the end of this chapter, you should be able to;

- Write reports, cover letters and CVs, formal and informal letters, emails and minutes.
- Apply different templates to different professional writing
- Develop confidence to deliver a public speech.

Chapter Summary

This chapter provides a comprehensive guide on the most important aspects required in the world of work including writing reports, cover letters and CVs, minutes, letter writing, composing emails and art of public speaking.

Review questions

1. Imagine you have been given the task of writing a report on a recent project that you carried out in your university. Write a report incorporating all features of a good report.

2. Write your CV showcasing all your qualifications and achievements.

3. What are the key components of strong cover letter and how do you ensure each section is effective?

4. Imagine you were the secretary of faculty students' Union and the meeting was held last week to discuss the key issues faced by students. Write the minutes of the meeting.

5. Discuss the essential elements of effective meeting minutes.

6. Discuss your understanding of the following terms with regard to email communication.

   a) From:
   b) To:
   c) Cc
   d) Bcc
   e) Subject:
   f) Date / Time
   g) Salutation
   h) Closing
   i) Signature
   j) Attachments

7. Discuss the elements of effective public speaking.

Key terms

Reports, CV, Cover letters, minutes, Email, Public speaking

References

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11. Art of listening
https://www.slideshare.net/priya_trehan/art-of-listening-26774373

Recommended Readings

Canavor, N. (2022). Business Writing Today: A Practical Guide. SAGE publications.

3.1. Writing reports

Report is a specific form of writing that is organized around concisely identifying and examining issues, events or findings that have occurred in within an organization or findings from a research investigation. A report informs the reader simply and objectively about all relevant issues (OWLL).

There are different **types of reports**:

Informational reports: These reports provide factual information on a topic.

Analytical reports*:* These reports analyze data and draw conclusions.

Proposal reports: These reports propose a solution to a problem or an idea for a new project.

Investigative reports: These reports examine an event or situation in detail.

Typically a report analyses a problem and provides solutions. Structurally report includes the following components.

1. *Preliminary pages*- includes title pf the report, name/s of the persons who prepared it, affiliation and date.
2. *Executive summary*- summarise the problem, key findings and the sources from which the date were gathered.
3. *Table of contents*

Introduction, findings (with clear sub-sections), conclusion, recommendation, reference list and appendix (preferable)

Refer a sample report: *Report Writing Research Report THE CHANGE IN THE AUSTRALIAN WORK FORCE SINCE THE END OF WORLD WAR*

II.(2001).https://content.vu.edu.au/sites/default/files/sample-research-report.pdf

3.2. Cover letters and CVs

Cover letter is a formal document that accompanies our resume or CV when applying for a job. It provides an opportunity to showcase our qualifications, skills, and experiences to potential employers, and explain why we are the ideal candidate for the position.

Following are **the key components of a cover letter**

Applicant's name,
Address,
Contact number and Email address,
Date

Employer's name
Job title,
Company name & address

Dear Hiring Manager or sir or name,

Applying for the post of Lecturer

Start the letter by stating the position you are applying for and how we learned about the job opening. You can also briefly mention your interest in the company or organization.

Briefly mention the qualifications, skills, and experiences that are relevant to the job. Refer to the job description and demonstrate how our skills align with the requirements. Provide specific examples of achievements or projects that showcase our abilities.

Explain why you are interested in working for the company or organization.

Summarize your key qualifications and express your enthusiasm for the opportunity to contribute to the organization. Mentioning that CV or resume is attached for their review.

Sincerely or Best regards

…….

For more samples of cover letters for different jobs, please visit this link.

https://www.indeed.com/career-advice/cover-letter-samples

Curriculum Vitae (CV)

Curriculum Vitae is a document that consists of all the details of a person for the purpose of applying for a job. The information and components given in each CV depends on the type of employment one is applying for. For example, CV for an academic position should contain more information on research, publication, teaching etc making a lengthy CV while a CV targeting for a job in the corporate sector requires a short CV highlighting the skills and professional qualifications. Hence, any candidate needs to tailor the CV as per the requirements of the employer

and the types of employment being applied for. In this book, general guidelines are given to guide students to create an effective CV.

CV includes header with contact information, personal profile: CV Objective or CV Summary, work experience, educational qualifications Skills, additional Sections (relevant to the job applied for) and non -related referees.

There are different types of CVs.

Chronological CV

This CV focuses on presenting the candidate's experience on an employer – by -employer basis with posts being listed in reverse chronological order. This is the most common CV type consisting of personal details, personal profile, career history, educational qualifications, professional qualifications etc.

Refer to the link for a sample of Chronological CV
https://www.american.edu/careercenter/upload/chronological-resume-samples.pdf

CHRONOLOGICAL RESUME

Financial Advisor with 7+ years of experience delivering financial/investment advisory services to high value clients. Proven success in managing multi-million dollar portfolios, driving profitability, and increasing ROI through skillful strategic planning, consulting, and financial advisory services.

PROFESSIONAL EXPERIENCE

August 20XX–Present

WELLS FARGO ADVISORS, Houston, TX
Senior Financial Advisor

- Deliver financial advice to clients, proposing strategies to achieve short- and long-term objectives for investments, insurance, business and estate planning with minimal risk
- Develop, review, and optimize investment portfolios for 300+ high value clients with over $190M AUM (Assets Under Management)
- Ensure maximum client satisfaction by providing exceptional and personalized service, enhancing client satisfaction ratings from 88% to 99.9% in less than 6 months

July 20XX–August 20XX

SUNTRUST INVESTMENT SERVICES, INC., New Orleans, LA
Financial Advisor

- Served as knowledgeable financial advisor to clients, managing an over $20.75M investment portfolio of 90+ individual and corporate clients
- Devised and applied a new training and accountability program that increased productivity from #10 to #3 in the region in less than 2 year period
- Partnered with cross-functional teams in consulting with clients to provide asset management risk strategy and mitigation, which increased AUM by 50%

July 20XX–August 20XX

MAVERICK CAPITAL MANAGEMENT, New Orleans, LA
Financial Advisor

- Served as the primary point of contact for over 15 clients
- Managed the portfolios of several major clients with over $8.5M in total assets

EDUCATION

May 20XX

LOUISIANA STATE UNIVERSITY, Baton Rouge, LA
Bachelor of Science in Business Administration (concentration: finance),
Honors: cum laude (GPA: 3.7/4.0)

ADDITIONAL SKILLS

- Proficient in MS Office (Word, Excel, PowerPoint) Outlook, MS Project, Salesforce, TFS Project Management, Webex
- Fluent in English, Spanish, and French

(Source- https://resumegenius.com/blog/resume-help/resume-format)

Functional CV

Functional CV places emphasis on one's skills and expertise rather than the chronology of employment to date. This kind of CV is not common and it is widely used by candidates applying for senior executive positions. Hence the structure and contents of this type of CVs differ slightly from other types of CVs. It starts with the personal profile highlighting the achievements, personal qualities and skills one possesses. The subsequent sections mention each skill or ability and the work experiences gained to improve each of these skills.

Refer to this link for a sample of Functional CV
https://writing.colostate.edu/guides/documents/resume/functionalsample.pdf

FUNCTIONAL RESUME

3665 Margaret Street, Houston, TX 47587 • RichardWilliams@gmail.com • (770) 625-9669

Experience customer service representative with a proven track record of boosting month-to-month sales. Able to predict, evaluate, and meet the specific needs of customers while maintaining an efficient work schedule. Awarded "Employee of the Month" for consistently receiving positive customer feedback. Seeking to leverage my experience in customer service to fill a Sales Clerk position at Blarney's.

Relevant Skills

Customer Service

- Receive a +95% on customer service feedback surveys on a consistent basis by providing a friendly in-store environment
- Enhance the customer experience by providing quality assistance and in-depth product knowledge
- Educate customers on up-and-coming brands and the latest fashion trends

Sales

- Exceeded sales goals an average of 10% for 5 straight months
- Upsell customers through the recommendation of products that meet their specific needs
- Process 30+ customer transactions a day and factored sales, discounts, and promotions into the final price

Merchandising

- Restock and organize new shipments of inventory in a timely manner, cutting average of 2 days off the merchandising process
- Develop and create unique displays that attract customers to a desired product
- Team worker who is able to adapt in highly dynamic and changing situations in the office

Work History

Ulta, *Manhattan, NY*
(20XX-20XX)
Sales Clerk

GAP, *Albany, NY*
(20XX-20XX)
Sales Representative

Education

LOUISIANA STATE UNIVERSITY, Baton Rouge, LA
May 20XX
Bachelor of Science in Business Administration (concentration: finance), Honors: cum laude (GPA: 3.7/4.0)

(Source - https://resumegenius.com/blog/resume-help/resume-format**)**

Combined CV

This CV is a combination of both the chronological and functional CVs. Refer to the link for a sample of combined CV.

https://carleton.ca/career/wp-content/uploads/Combined-Resume-Template.pdf

COMBINATION RESUME

3665 Margaret Street, Houston, TX 47587 • RichardWilliams@gmail.com • (770) 625-9669

Summary

A general bookkeeper with 8+ years of experience using both single-entry and double-entry systems for medium-sized businesses. Specialize in performing bookkeeping for multimillion-dollar companies. Possess expertise in numerous pieces of bookkeeping software. Identified and eliminated departmental inefficiencies to increase productivity by 15%.

Relevant Skills

FINANCE

- Corrected spreadsheet error saving A/P $3,500.
- Performed financial calculations such as amounts due, interest charges, balances, discounts, equity, and principal for a multimillion-dollar company.
- Certified QuickBooks Accountant.

ORGANIZATION

- Checked figures, postings, and documents for correct entry, mathematical accuracy, and proper codes.
- Performed general office duties such as filing, answering telephones, and handling routine correspondence.
- Maintained error-free financial books for over 7 years.

Work Experience

GENERAL BOOKKEEPER September 20XX–Present
Franklin & Rodgers Business Solutions, Scottsdale, AZ

- Accessed computerized financial information to answer general questions as well as those related to specific accounts.
- Formulated, prepared, and issued bills, invoices, and account and financial statements with 10% increased efficiency to ensure timely deliverable.
- Trained 3 new administrative assistants and junior bookkeepers

ADMINISTRATIVE ASSISTANT BOOKKEEPER June 20XX–August 20XX
Patton Group, Tempe, AZ

- Operated computers programmed with accounting software to record, store, and analyze information.
- Operated 10-key calculators, typewriters, and copy machines to perform calculations and produce documents.
- Matched order forms with invoices, and record the necessary information.

Education

B.S. ACCOUNTING
Wilhem University, 20XX
Phoenix, AZ

A.S. ACCOUNTING
Wilhem University, 20XX
Phoenix, AZ

CERTIFIED BOOKKEEPER
American Institute of Professional Bookkeepers, 20XX

(Source - https://resumegenius.com/blog/resume-help/resume-format)

3.3. Minutes

Minutes writing refers to the process of recording the minutes of a meeting or any formal gathering. Minutes are the official written record of the discussions, decisions, and actions taken during the meeting. They typically include details such as the date, time, location, attendees, agenda items, key points discussed, decisions made, and assignments of tasks. The minutes serve as a valuable reference for participants and absentees, ensuring transparency and accountability in the meeting's outcomes. It's important to keep minutes simple, concise, and accurate to ensure that they are useful and effective records of the meeting.

The contents of minutes writing can vary depending on the type of meeting and its purpose, but here are some common components that are usually included:

1. Date and time of the meeting
2. Purpose and objectives of the meeting
3. List of attendees and absentees
4. Approval of previous meeting minutes (if applicable)
5. Recap of the key points and topics discussed in the meeting
6. Decisions made during the meeting
7. Action items assigned and who is responsible for them
8. Any follow-up information or deadlines
9. Announcements made during the meeting
10. Details on matters arising or any other business discussed
11. Conclusion and closure of the meeting.

3.4. Formal and informal letters

A formal letter is a written communication that follows a specific format and structure, used to convey official or serious information. The main purpose of a formal letter is to communicate with someone outside of your personal or social circle, such as a business or government agency. This type of letter is useful in making inquiries, making a complaint, applying for a job or scholarship, requesting information or assistance, or expressing gratitude. The tone and style of a formal letter are more formal, professional, and polite than that of a personal letter.

Structure of Formal letter

A formal letter typically follows a particular format to ensure that it is professional, clear, and easy to read.

The elements of a formal letter:

1. Sender's Address: This is the sender's address, which typically includes the full name, address, and contact information of the sender. It is usually placed at the top of the letter.

2. Date: The date is important because it establishes when the letter was written, which can be helpful for future reference. It is usually placed below the sender's address.

3. Recipient's Address: The recipient's address is placed below the date and includes the full name, address, and contact information of the person to whom the letter is addressed.

4. Salutation: The salutation is a formal greeting that is used to address the recipient. It is usually followed by a comma and is used to identify the recipient's formal title and last name (e.g., "Dear Mr. Smith,").

5. Body: The body of the letter is where the main content is written. It should be well-structured and organized into paragraphs. The content should be clear, concise, and written in a professional tone.

6. Closing: The closing indicates the end of the letter and is typically a polite or formal way to end the correspondence. It should be followed by a comma and include a formal closing like "Sincerely" or "Respectfully".

7. Signature: The letter should be signed with the sender's full name and designation.

Types of formal letters

• Cover letter

• Inquiry letter

• Legal letter

• Letter of intent

• Reference letter

• Resignation letter

How To Write a Formal Letter

Formal letters are easy to write, we have to do follow these steps:

1. Write Your Name, Contact Information, and Date.

2. Write the Recipient's Name and Contact Information.

3. Write the Greeting and the Body.

"Dear"

4. End Your Letter With a Complimentary Close, Your Name, and Signature

Respectfully,

Thank you,

With appreciation,

Send Your Letter

Guidelines for writing formal letters

1. Do not use first-person pronouns

2. Avoid addressing readers as "you."

3. Addressing readers using second-person pronouns

4. Avoid the use of contractions.

5. Avoid colloquialism and slang expressions.

6. Avoid nonstandard diction.

7. Avoid abbreviated versions of words.

8. Avoid the overuse of short and simple sentences

Sample formal letter

Manal,

No 25, 1st cross Street,

Colombo-15,

3rd, August, 2020.

Manager,

Islamic book House,

Demetogoda,

Sri Lanka.

Dear Sir,

Request to Change the damaged book

I am writing to inform you that the book I purchased last week is damaged. Some of the pages in the book are also damaged and not legible to read.

Hence, I humbly request you to exchange my damaged book and give me another book without any further cost. The receipt of the book is attached with this letter. If the stock is not available, please kindly refund the cost of the book.

I will be thankful if you would take the necessary action.

Looking forward to your reply at your earliest convenience.

Thank you

Yours Sincerely,

Zarahi Manal.

Informal letter

Informal letters are personal letters that are written to let our friends or family know about what is going on in our life and to convey our regards. An informal letter is usually written to a family member, a close acquaintance, or a friend. The language used in an informal letter is casual and personal.

Informal letters can be written to inform your dear ones about your success in a competition, about a movie we watched recently, about the trip that we would be going on, and so on. It can be written in an easy, conversational style. They are in the nature of a friendly chat, so it can include a variety of topics. It can have all that we want to tell our dear one about. Parts of informal letter:

1. Sender's Name & Address

2. Date

3. Greetings / Salutation

4.Body of the letter

- Para 1 - Introducing
- Para 2 - Proceeding
- Para 3 - Concluding

5. Complimentary Closure & Name

6. Address on the Envelope

Sample informal letter

T. Thevapriya,

Beach road,

Batticaloa,

2023.08.08.

Dear Zahra,

Thank you very much for your last letter. How are you and your family? I hope this letter finds you in the best of your health. I am also fine here. I am glad to write this letter to extend my heartiest congratulations on your remarkable success. It brings me immense joy to see you achieve such a significant milestone, and I wanted to take a moment to express my heartfelt happiness for you.

I felt amazed when I got to know that you have toped in your batch. I wish I were there to congratulate you. I feel really happy and proud of you. I know you must have done a lot of hard work for it and finally you have achieved what you wanted.

I am hoping that you achieve all the success in future. Keep it up. Hope to see you soon if we meet ever will surely celebrate your success. Till then take care your self and your family.

With lots of love and best wishes!

Your loving,

T.Thevapriya

3.5. Emails

Email, i.e., electronic mail, is a fast method of exchanging messages between the sender's and receiver's systems using the Internet. You can even send non-text files like images, videos, and audio files as attachments.

One of the great things about it is that it's fast, cost-effective, and convenient. You can easily communicate with people personally or professionally in real time without worrying about your location. Plus, you can send emails to multiple recipients and hide their names from others by adding them to Bcc.

Before drafting emails, you should have the answer to the following questions

a. What purpose do you want to achieve with this email?
b. What are the main points you want the reader to understand?
c. How can you get readers to understand those points concisely?
d. What is the appropriate email etiquette or tone for this recipient?

How to draft an effective email?

a) Use a professional email address.
b) Have a compelling subject line.
c) Start with an appropriate greeting.
d) Have a strong attention grabber.

e) Keep your message concise.
f) Be consistent with your font.
g) Check the tone of your message.
h) Write a simple closing.
i) Use a professional signature.
j) Write the first draft with AI.
k) Practice email etiquette for each work situation.
l) Use CC and BCC fields wisely.
m) Schedule your emails.
n) Do a final spelling and grammar check.
o) Schedule a follow-up reminder.

Components of an email

1. **Recipients**

This is the main component of electronic mail, including the email addresses of the people to the individual(s) you want to send the email. You can enter the recipient's email addresses in the "To" field. You can also include additional recipients in the "CC" and "BCC" fields. It is also important to enter a valid email address to ensure that it reaches its recipients.

2. **To.**

The "To" field specifies the email's primary recipient(s). This is the person or group of people who will be responsible for taking action or responding to the electronic mail.

3. **CC**:

the "carbon copy" field, includes additional recipients in the electronic mail. These people are not the primary recipients but may be interested in the electronic mail's content or need updates on a situation. A cc recipient can simultaneously reply to everyone, including the primary recipient.

4. **BCC**:

"blind carbon copy" field, includes recipients who should receive the electronic mail but whose email addresses should not be visible to others. This feature acts as an incognito mode. Therefore, the receiver needs to be careful while conversing via electronic mail. The cc recipient can only reply to the sender unless the BCC recipient replies to everyone by choosing "Reply All". Then only the cc recipient will get the "Reply All" option.

5. **Subject**:

The email's subject line should summarize the email's content. It should be clear, concise, and informative so the recipient knows what to expect when they open the email. It should not be a one-word vague subject like "Appointment". Always specify the purpose to avoid confusion.

6. **Salutation:**

A salutation addresses the recipient with an opening greeting depending on the electronic mail type. It can be formal or informal, according to the relationship between the parties.

7. **Greetings:**

Greetings are friendly messages usually written after the salutation. It can express gratitude, show appreciation, or wish the recipient well.

8. Body:

The email's body contains the message's main content. It should be well-organized, easy to read, and contain all the relevant information as per the need of this communication.

9. Signature:

The signature is a text block at the end of an email. It typically includes the sender's name, job title, contact information, and other relevant details. Some users prefer digital signatures, which makes it easy and reliable.

10. Postscript:

The postscript (P.S.) is a brief message usually added after the signature. It can emphasize an important point or add a personal touch to the electronic mail. It also includes any text the reader forgot to mention in the email's main content.

11. Attachments:

Attachments are files attached to electronic mail. These can include documents, images, videos, or any other type of file that the sender wants to share with the recipient.

3.6. Public speaking

Public speaking is the process or act of performing a speech to a live audience. This process involves several steps from preparation and organization to delivery of a message that is clear and engaging (Jockim, 2023). The goal of the speech may be to educate, entertain, or influence the listeners (tutsplus). Words have the power to inform, persuade,

educate, and even entertain, notably the spoken word can be even more powerful than the written word in the hands of the right speaker.

Barriers to Public speaking:

- Stage fear
- Shy / introvert
- Fear of being laughed at
- Language barrier
- Lack of communication skills
- Social anxiety

Advantages of public speaking

- Facilitates confidence building. Regular practice in public speaking reduces anxiety and fear improving confidence level.
- Develop critical thinking as speaking involves organizing thoughts and structuring them logically. Since public speaking requires questioning from audience, this develops critical thinking.
- Develop communication skills both in personal communication and in the social setup. It also helps improving non-verbal communication.
- Public speaking is inevitable for one's professional growth as it fosters career advancement, networking opportunities and leadership qualities.
- Develop social advocacy and community engagement. Many public speeches create social change, reforming society. At times,

effective public speaking causes revolution against injustice. For example, Nelson Mandela's speech and speech of Martin Luther King created revolution.

Tips to improve public speaking

Public speaking is a professional skill that is highly required in schools, universities and the workplace.

Know your audience- Know the level of their knowledge, age group, level of understanding, choose the right words, be aware of the reactions of the listeners. Engage audience with techniques like storytelling, humour and interactive elements.

Practice- do a mock presentation before an imaginary audience or in front of a mirror. It helps to convey the message clearly and precisely avoiding miscommunication.

Use constructive criticism- Once you finish speaking, try to get the feedback of the listeners. Learn to accept the negative comments as well. This habit of accepting mistakes will help you improve yourself in the next public speaking.

Originality- Use your own words. Use humor where appropriate.

Body language- Use body language and hand gestures and use the stage. Using different pitches, tones and volumes can make the speech more engaging and emphasize the key points. Moreover, gestures, facial expression and posture also helps in effective public speaking.

Connect with your audience with a personal story – Include your personal stories or anecdotes in to communicate your message.

Eye contact- Always maintain eye contact and avoid reading from the script.

Have coping skills- Avoid nervousness and shyness when making public speaking.

Make a lasting impact impression with a strong conclusion.

Types of Public Speaking

Ceremonial public speaking: this is also known as special occasion speaking which involves delivering speeches at formal events and ceremonies. These speeches are often emotive and personal and designed to celebrate, honour or commemorate. These speeches are marked by its tone, brevity and emotional connection.

E.g. Wedding speeches, Funeral eulogies and Award acceptance speeches

Demonstrative public speaking

Demonstrative public speaking involves showing the audience how to do something. These speeches are educational and often include visual aids or live demonstrations to enhance understanding.

E.g. Cooking demonstrations, technical tutorials and craft workshops

Informative Public speaking

Informative public speaking aims to educate the audience about a particular topic.

E.g. Lectures, seminars and briefing

Persuasive public speeches

Persuasive public speaking aims to convince the audience to accept a particular viewpoint or take specific actions. This type of speech involves presenting arguments, evidence, and emotional appeals to influence the audience.

E.g. Political speeches, Sales presentation and advocacy speeches (promoting social cause and public policies).

Art of listening

Effective communication requires active listening because only a good listener can be a good speaker. Listening is the ability to understand and respond effectively to oral communication. It is a psychological process that requires more attention from the receiver. It is necessary for an effective communication.

The primary purpose of communication is to understand and not necessarily to agree with. Listening requires state of mind, an intention to listen, a method of understanding and a process of clarifying and verifying.

Listening is often considered as hearing but these two are different. Hearing occurs with senses as the ears pick up the sound waves which are transported to the brain but listening occures with the mind.

Process of Listening

Types of Listening

Ignoring listening – ignoring what the speaker says completely, it is the worst type of listening

Selective listening- listen only some portions of the talk you want to listen and neglect other portions.

Empathetic listening- based on empathy, here the listener shares the speaker his emotions and feelings and problems.

Active listening – The receiver tries to understand what feelings, thoughts and beliefs are being communicated and accepts it as the person's own.

Barriers to listening

- Physiological barrier
- Physical barrier
- Attitudinal barrier
- Cultural barrier
- Lack of training
- Bad listening habits

Chapter – 04

Writing in Literature

Contents

Chapter – 04 86

4.1. Writing critical and analytical essays on given extracts..... 90

About the chapter

This chapter provides students with the strategies and critical skills needed in producing literary writing. This is crucial because literary writings are different from non-literary writing in terms of style, language use, choice of words and argument.

Aim of the chapter

This chapter aims to provide a brief guide on how to produce literary writing by applying critical and analytical skills. Thus, it will enable students to critically appreciate any given piece of literary works.

Intended Learning Outcomes

At the end of this chapter, you should be able to;

- Understand and explain the summary and message of the given literary extract.

- Analyse the impact of the socio-political milieu in the thematic concern.
- Demonstrate the structure, setting, plot, mood and themes of the literary texts.
- Write an appreciation of a given literary text.

Chapter summary

This chapter provides a guide on critically analysing and appreciating a given literary work by locating them in the socio-political context in which they were written. Students will be taught the basics of literary analysis that will enable them to respond to and appreciate the given literary works.

Review questions

1. Discuss the steps of writing an effective appreciation to a literary text

2. Write an appreciation of the following poems commenting on language, themes and stylistic features.

A work of Artifice

- **Marge Piercy**

The bonsai tree
in the attractive pot
could have grown eighty feet tall
on the side of a mountain
till split by lightning.
But a gardener

carefully pruned it.
It is nine inches high.
Every day as he
whittles back the branches
the gardener croons,
It is your nature
to be small and cozy,
domestic and weak;
how lucky, little tree,
to have a pot to grow in.
With living creatures
one must begin very early
to dwarf their growth:
the bound feet,
the crippled brain,
the hair in curlers,
the hands you
love to touch.

Hope is the thing with feathers

“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -

That could abash the little Bird
That kept so many warm -

I've heard it in the chillest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

Key terms

Literature, Appreciation, critical skills, Analytical skills, Genres.

References

1. English GCE A/L. Grade 13. Teachers' Instructional Manual. National Institute Of, Education. https://www.nie.lk/pdffiles/tg/e10tim130.pdf

2. Appreciation of English Literary Texts GCE O/L New Syllabus, Department of English, NIE

   https://www.nie.lk/pdffiles/tg/e10tim130.pdf

Recommended Readings

English GCE A/L. Grade 13. Teachers' Instructional Manual. National Institute Of, Education. https://www.nie.lk/pdffiles/tg/e10tim130.pdf

4.1. Writing in literature

The word “literature” is derived from the Latin term “literature / litteratura” which means “learning, a writing, grammar”. When we attempt to define what literature is, there are ample definitions available. According to the 11th edition of Merriam-Webster’s Collegiate Dictionary literature is “writings having excellence of form or expression and expressing ideas of permanent or universal interest.” Literature is basically a body of writing that includes poetry, short story, drama and

novels.

Literature is what mirrors our life. For instance, when we read a piece of literature, we will be able to identify ourselves with the imaginary characters appear in a particular writing. For some people literature gives immense pleasure and the ability to appreciate things in a positive way whereas some literary works are written for the purpose of reforming the society by inculcating moral values or to critique something or to strengthen certain cultural values. Thus, literature immensely contributes to the society by enabling the readers to approach everything critically and with an open mind.

All the students are not learning literature and only a few students offer English literature as one of the subjects in school level. Thus, writing in literature is a huge task for beginners who have no exposure to literature as writing involves critical thinking and analytical skills. Teaching literature is a pre requisite to guide students to write in literature. Teaching literature can also be viewed as a process - a process of developing skills of reading to gain critical insight. A literary text is a multi-layered artifact and hence needs complex skills of understanding. Inference, interpretation

and evaluation are the highest levels of this reading process. These heights cannot be reached without the fundamental skills of comprehension for which the basic skills of reading for gist, guessing meaning from context and understanding co textual reference are crucial. Any practical approach to teaching literature must enhance fast reading skills. Reading 'fluency' as Brumfit and Carter (1990) call it, 'the basic minimum'.

According to the teacher's guide published by the National Institute of Education (NIE), Sri Lanka, there are many competencies required to be achieved by students in terms of writing in literature:

1. Understanding plain sense (comprehension)
2. Understanding the context
3. Learning to empathize (express feelings)
4. Learning to appreciate
5. Learning to be creative

Moreover, there are few skills that need to be developed along with these competencies

1. Fast reading skills
2. Skills of inference or reading between the lines
3. Learning to respond to the text
4. Learning to look at text creatively / critically

Literature involves four primary genres: poetry, short stories, drama and novels. Each genre is different from other in terms of structure, style and contents. Thus, the focus and message differ from genre to genre.

Sample writing 1-

Read the following extract and write your views on it.

The old house groaned under the weight of the storm, its skeletal frame rattling against the wind. Rain lashed against the windows, blurring the already dim light of the solitary lamp burning inside. Inside, Elara sat huddled by the fireplace, her face etched with the shadows of the flickering flames. Her eyes, pools of a storm-tossed sea, reflected the turmoil within her. Each creak of the floorboards was a whispered memory, each gust of wind, a mournful sigh.

To write appreciation for this extract, follow these steps:

1. Read the extract carefully 2 to 3 times
2. Identify the overall idea
3. Identify the speaker, characters in the extract and the relationship between them
4. Understand the story line
5. Identify the message
6. Look out for symbols and other literary techniques
7. Identify the mood of the speaker and tone of the extract

Using these steps you can have a draft of what you want to write. Given is a possible appreciation for this extract (it is not the only interpretation but use it as a sample)

This extract vividly portrays an atmosphere of isolation and internal problem. The writer skillfully uses vivid imagery and personification to convey a sense of melancholy and unease. The setting, "a storm-battered old house" vividly represents the emotional state of Elara. She is struggling with a huge problem that breaks her from inside. This extract repeatedly uses the image of weakness and vulnerability: "The old house

groaned under the weight of the storm," and "Its skeletal frame rattling against the wind". Hence the physical decay or weakness of the house mirrors the internal suffering of the protagonist, Elara. The image of "Rain lashed against the windows, blurring the already dim light of the solitary lamp burning inside" depicts the idea of loneliness which resonates both the physical and mental state of Elara. The atmosphere is dark and the only source of light here is the "dim light" which symbolizes hopelessness and lack of guidance amidst darkness. The writer gives a closer look at the emotional state of Elara "Inside, Elara sat huddled by the fireplace" which portrays her as small and vulnerable, seeking comfort from the storm.

Moreover, "Her face etched with the shadows of the flickering flames" suggests a face marked by hardship or emotional strain. The shadows symbolize the hidden depths of her emotions. Both the past and present emotions of Elara are vividly captured in the extract through the phrases "whispered memory" and "mournful sigh". Her emotional state is that she is in great trauma but the cause for her suffering is not directly conveyed. Hence, it can be suggested there could be a sense of regret or loss, which triggered the traumatic feeling.

Furthermore, the writer used literary devices to beautify the story. The use of personification gives life to the feelings and objects. The house is given human qualities such as "groaned," "rattling," "whispered memory," "mournful sigh". Moreover, every lines evokes vivid imageries and the the picture is created in the readers' mind. Metaphor and symbolism are used to convey the emotional state of Elara, "Her eyes, pools of a storm-tossed sea" and "the storm", "old house" and " dim light" symbolize the internal

state of Elara. Furthermore, the language is evocative and descriptive, creating a sense of melancholy and unease.

In conclusion, this extract effectively uses literary devices and sensory details to create a vivid and emotionally resonant scene. The writer successfully blends the external setting with the internal state of the character, creating a powerful sense of isolation and emotional turmoil.