

PROFESSIONAL ENGLISH

STUDY GUIDE FOR MODULE ONE

(A full 'Study & Training Guide' will accompany the Study Manual(s) you will receive soon by airmail post.)

This Study Guide - like all our Training Materials - has been written by professionals; experts in the Training of well over three million ambitious men and women in countries all over the world. It is therefore essential that you:-

- * Read this **Study Guide carefully and thoroughly** BEFORE you start to read and study Module One, which is the first '**Study Section**' of a CIC Study or Training Manual you will receive for the Course/Program for which you have been enrolled.
- * Follow the **Study Guide exactly**, stage by stage and step by step - if you fail to do so, you might not succeed in your Training or pass the Examination for the CIC Diploma.

*** STAGE ONE**

Learning how to **really STUDY** the College's Study or Training Manual(s) provided - including THOROUGHLY READING this **Study Guide**, and the full '**Study & Training Guide**' which you will soon receive by airmail post.

*** STAGE TWO**

Studying in accordance with the professional advice and instructions given.

*** STAGE THREE**

Answering Self-Assessment Test Questions/Exercises.

*** STAGE FOUR**

Assessing - or having someone assess for you - the standard of your answers to the Self-Assessment Test/Exercises.

*** STAGE FIVE**

Preparing for your Final Examination.

*** STAGE SIX**

Sitting the Final Examination.

Remember: your CIC Program has been **planned** by experts. To be certain of gaining the greatest benefit from the Program, it is **essential** that you follow precisely each one of the **SIX stages** in the Program, as described above.

STAGE ONE is your thorough reading of this 'Study Guide'

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ABOUT CIC STUDY and TRAINING MANUALS

A CIC Study or Training Manual (which comprises 4 or 6 Modules - the first Module of which follows) supplied by the College as part of your Course or Program is **NOT** simply a text book. It must therefore **not** be read simply from cover to cover like a text book or another publication. It **MUST** be **studied**, Module by Module, exactly as explained in the following pages. Each CIC Study or Training Manual has been designed and written by specialists, with wide experience of teaching people in countries all over the world to become managers, administrators, supervisors, sales and accounting personnel, business-people, and professionals in many other fields.

Therefore, it is in **your own best interests** that you use the Study or Training Manuals in the way CIC's experts recommend. By doing so, you should be able to learn easily and enjoyably, and master the contents of the Manuals in a relatively short period of time - and then sit the Final Examination with confidence. Every Study Manual and Training Manual is written in clear and easy to understand English, and the meanings of any "uncommon" words, with which you might not be familiar, are fully explained; so you should not encounter any problems in your Studies and Training.

But should you fail to fully grasp anything - after making a thorough and genuine attempt to understand the text - you will be welcome to write to the College for assistance. You must state the **exact** page number(s) in the Study or Training Manual, the paragraph(s) and line(s) which you do not understand. If you do not give full details of a problem, our Tutors will be unable to assist you, and your Training will be delayed unnecessarily.

Start now by reading **carefully** the following pages about Stages Two, Three and Four. Do **NOT**, however, start studying the first Study or Training Manual until you are **certain** you understand **how** you are to do so.

STAGE TWO - STUDYING A CIC MODULE

STEP 1

Once you have read page 1 of this document fully and carefully, turn to the first **study section** - called **Module One** - of **Study or Training Manual One**. (Note: In some Manuals the term "Chapter" is used instead of "Module").

Read the whole of Module One at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get "the feel" of what is dealt with in the Module as a whole.

STEP 2

Start reading the Module again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. Try to absorb and memorise all the important topics covered in the Module.

STEP 3

Start reading the Module again from its start, this time paying particular attention to - and if necessary studying more thoroughly - those parts which were the subject of your earlier notes. It is best that you do **not** pass on to other parts or topics until you are **certain** you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.

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Note: You may not wish to, or be able to, carry out Steps 1, 2 and 3 one after the other. You could, for instance, carry out Steps 1 and 2 and then take Step 3 after a break.

STAGE THREE - ANSWERING SELF-ASSESSMENT TESTS

STEP 4

When you feel that you have **fully understood and learned everything** taught in the whole Module (and if necessary after a further careful read through it) turn to the Self-Assessment Test set at the end of it, and read the Questions/Exercises in it carefully. You do not have to attempt to answer any or all of the Questions/Exercises in the Test, but it is **best** that you do so, to the best of your abilities. The reasons for this are:-

- ❁ By comparing your answers with the Recommended Answers printed in the Appendix at the end of the Module, you will be able to assess whether you **really have** mastered everything taught in the Module, or whether you need to study again any part or parts of it.
- ❁ By answering Questions/Exercises and then comparing your attempts with the Recommended Answers, you will gain experience - and confidence - in attempting Test and Final Examination Questions/Exercises in the future. Treat the Self-Assessment Tests as being “*Past Examination Papers*”.

Professional Advice on Answering Self-Assessment Test (and Examination) Questions and Exercises

1. You may answer the Questions/Exercises in a Self-Assessment Test in any order you like, but it is best that you attempt **all** of them.
 2. Read very carefully the first Question/Exercise you select, to be quite **certain** that you really **understand** it and what it requires **you to do**, because:
 - ★ some Questions/Exercises might require you to give full “written” answers;
 - ★ some Questions/Exercises (e.g. in English) might require you to fill in blank spaces in sentences;
 - ★ some Questions/Exercises (e.g. in bookkeeping) might require you to provide “worked” solutions;
 - ★ some Questions/Exercises (called “multiple-choice questions”) might require you only to place ticks in boxes against correct/incorrect statements.
- In your Final Examination you could **lose marks** if you attempt a Question/Exercise in the wrong way, or if you misread and/or misunderstand a Question/Exercise and write about something which is not relevant or required.
3. Try to answer the Question/Exercise under “**true Test or Examination conditions**”, that is, **WITHOUT** referring back to the relevant section or pages of the Module or to any notes you have made - and certainly **WITHOUT** referring to the Recommended Answers. Try to limit to about two hours the time you spend on answering a set of Questions/Exercises; in your Final Examination you will have **only two hours**.
 4. Although you are going to check your Self-Assessment Test answers yourself (or have a friend, relative or colleague assess them for you) practise writing “written” answers:-

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★ in clear, easy-to-read handwriting;

and

★ in good, grammatical language.

The Examiner who assesses your Final Examination answers will take into account that English might not be your national or main language. Nevertheless, to be able to assess whether you really **have** learned what we have taught you, he or she will need to be able to read and understand what you have written. You could lose marks if the Examiner cannot read or understand easily what you have written.

5. Pay particular attention to neatness and to layout, to spelling and to punctuation.
6. When “written” answers are required, make sure what you write is **relevant** to the Question/Exercise, and concentrate on **quality** - demonstrating your knowledge and understanding of facts, techniques, theories, etc. - rather than on quantity alone. Write fully and clearly, but **to the point**. If you write long, rambling Final Examination answers, you will waste time, and the Examiner will deduct marks; so practise the **right** way!
7. When you have finished writing your answer, read through what you have written to see whether you have left out anything, and whether you can spot - and correct - any errors or omissions you might have made.
Warning: some Questions/Exercises comprise two or more parts; make **certain** you have answered **all** parts.
8. Attempt the next Question/Exercise in the Self-Assessment Test in the same manner as we have explained in 1 to 7 above, and so on until all the Questions/Exercises in the Test have been attempted.

Note: There is no limit on how much time you spend on studying a Module before answering the Self-Assessment Test set on it, and some Modules are, of course, longer than others. You will, however, normally need to spend between twelve and fifteen hours on the thorough study of each Module - and that time may be spread over a number of days if necessary - plus approximately two hours on answering the Self-Assessment Test on each Module.

STAGE FOUR - ASSESSING YOUR ANSWERS

STEP 5

When you have answered all the Questions/Exercises set in Self-Assessment Test One to the best of your ability, compare them (or ask a friend, relative or a colleague/senior at work to compare them) with the Recommended Answers to that Test, printed in the Appendix at the end of the Module. In any case, you should thoroughly study the Recommended Answers because:-

★ As already explained, they will help you to assess whether you have really understood everything taught in the Module;

and

★ They will teach you how the Questions/Exercises in subsequent Self-Assessment Tests and in your Final Examination **should** be answered: clearly, accurately and factually (with suitable examples when necessary), and how they should be laid out for maximum effect and marks.

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MARKS AND AWARDS

To assist in the assessment and grading of your answers, the **maximum number of marks** which can be earned for each answer to a Self-Assessment Test Question/Exercise is stated, either in brackets at the **end of each one**.

The maximum number of marks for any one Test is 100.

Your answers should be assessed fairly and critically. Marks should be awarded for **facts** included in your answer to a Question/Exercise, for presentation and for neatness. It is **not**, of course, to be expected that your answers will be identical to all those in the Appendix. However, your answers should contain the **same facts**, although they might be given in a different order or sequence - and any examples you give should be as appropriate to the Questions/Exercises as those given in the relevant "Recommended" Answers.

Add together the marks awarded for all your answers to the Questions/Exercises in a Self-Assessment Test, and enter the total (out of 100) in the "Award" column in the **Progress Chart** in the middle of the full '**Study & Training Guide**' when you receive it. Also enter in the "Matters Requiring Further Study" column the number(s) of any Question(s)/Exercise(s) for which you did not achieve high marks.

GRADES

Here is a guide to the grade your Self-Assessment Test Work has achieved, based on the number of marks awarded for it:

50% to 59%	PASS	60% to 64%	HIGH PASS
65% to 74%	MERIT	75% to 84%	HIGH MERIT
85% to 94%	DISTINCTION	95% to 100%	HIGH DISTINCTION

STEP 6

Study again **thoroughly** the section(s) of the Module relating to the Question(s)/Exercise(s) to which your answers did not merit high marks. It is important that you understand where or why you went wrong, so that you will not make the same mistake(s) again.

STEP 7

When you receive the complete Study or Training Manual One** from the College by airmail post, '**revise**' - study again - Module One printed in it, and then turn to **Module Two** and proceed to **study it thoroughly** in exactly the same way as explained in Steps 1, 2 and 3 in this '**Study Guide**'.

When you have completed your **thorough study**, follow steps 4, 5 and 6 for the **Self-Assessment Test on Module 2**.

Continue in the **same way with each of Modules 3, 4, 5 and 6** until you have attempted and assessed your work to Self-Assessment Test 6, and have completed the study of Study or Training Manual One. But - and this is **important** - study the Modules **one by one**; complete Steps 1 to 6 on **each** Module **before** you proceed to the next one (unless during the course of your reading you are referred to another Module).

****Note:** When you receive Study or Training Manual One by airmail post, it will be accompanied by a 20-page '**Study & Training Guide**' (containing a '**Progress Chart**') which you **MUST read very carefully** before starting your study of Module Two.

STUDY OF

PROFESSIONAL ENGLISH

(for Everyday & Business Use)

Module One

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INTRODUCTION AND STUDY ADVICE

This Program assumes that you have **already** studied English Language to at least the standard reached by our **Secondary English Course**. However, if that is not the case, you are strongly recommended to study our **Secondary English Course**, **before** you proceed further with this more advanced Program.

The early Modules in this Professional English Program will help you to **'revise'** and to study in greater depth topics with which you will already be familiar from your earlier studies with Cambridge International College (or which we assume you covered if you learned your English in another institution). At the same time, you will be "introduced" to topics which might be new to you, and which will help to "broaden" your understanding of and ability to use **modern** English Language, in the ways in which "natural" English-speakers use the language.

This is important, because in practical everyday and business situations English is NOT always spoken or written in "textbook" or "classroom" language. Of course, you must first and foremost be able to speak and write **good and grammatical English**. Once you can do that quite naturally and with confidence, you will be able to "adapt" your speech and writing to practical situations in which you find yourself.

This Program will also help you to avoid many of the unintentional faults that can be made in speaking or writing English, which often distinguish those whose main or mother tongue is not English from "natural" English-speakers.

In Module 8 we describe and consider English as a "living" language. The meanings and uses of English words can often change over time; some words might drop out of regular usage, whilst other words might be formed, or might be "adopted" from other languages. Many English words which sound the same, and some which are even spelt the same, might have more than one meaning.

We look in Module 8 at some of the words which cause problems and, indeed, confusion. However, at this stage, we remind you that you can **avoid** many problems with English words if you can properly use an English-English Dictionary, and if you **really do use it**. We therefore start Module 1 by explaining how and why you should use an English-English Dictionary. If you do not have an English-English Dictionary of your own, you can order a copy from the College at modest cost.

Self-Check Practice Tests and Model Answers

It is important that you **study thoroughly** all Sections of all 12 Modules in this Program, in accordance with the **'Study & Training Guidance'** booklet supplied to you by the College.

You should carefully attempt **all the Exercises set in the Self-Check Practice Test** at the end of each Module. You will find our **Model Answers** to Practice Tests 1 to 6 in the **Appendix** towards the end Manual One, and our **Model Answers** to Practice Tests 7 to 12 in the **Appendix** towards the end of Manual Two. It is important that you check (or have a relative or colleague check) and compare your Work carefully against our **Model Answers**.



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If you find that anything you have written does not agree with our **Model Answers**, you must study again the relevant Section(s) of the Module to find out and understand **WHY**. Then determine **not** to make the same mistake(s) again; do **not** “skip” this process, as if you do that, you will **not** learn, and will **not** IMPROVE.

Mid-Training and End-of-Training Tests

Although you have the **OPTION** of whether or not to send your attempts at the Exercises in either or both of these Training Tests to the College for examination by a College Tutor, we **STRONGLY RECOMMEND** that you **DO SO**.

Not only will the Tutor mark and assess your Work, but he or she will point out any errors you might have made, and will also give helpful comments and advice to help you **IMPROVE** your written English, as well as your chances of doing **WELL** in the Final Examination. **PERSONAL TUTORIAL ATTENTION** is very valuable with English Language.

The Final Examination

Do **NOT** attempt the Final Examination until you have **thoroughly studied** Modules 1 to 12, and you are sure you have understood **everything** we have taught you throughout the Program.

ENGLISH WORDS AND PUNCTUATION

The English-English Dictionary

A good deal can be learned from a dictionary. A good English-English Dictionary gives lists of a great many words in the English language, and amongst other things it can tell you the following about each word:-

* The Spelling of the Word

Every English word is made up of - or comprises - one or more letters of the **English Alphabet**. You should already know thoroughly ("by heart") the English Alphabet, but as a reminder here are the "Letters of the Alphabet", both as large or capital letters, and as small letters:-

As capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

As small letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

The order in which the letters of the alphabet are listed: A, B, C, and so on, as we have shown you, is called the '**alphabetical order**'.

We make up or build up different **syllables** and **words** by using different letters of the Alphabet

The five (5) letters: **A** or **a**, **E** or **e**, **I** or **i**, **O** or **o**, and **U** or **u** are called **vowels**. In speaking, their sounds are made with the **mouth open**.

The other 21 letters in the English Alphabet, which are:

b c d f g h j k l m n p q r s t v w x y z
 B C D F G H J K L M N P Q R S T V W X Y Z

are called **consonants**. In speaking, their sounds are made by the **meeting and parting of parts of the mouth**.

A **syllable** is part of a word which contains a vowel. A word which has only **one** vowel sound is a word of one syllable; for example, **small**. A word which has **two** vowel sounds has two syllables; for example, **English** (Eng-lish). A word which has **three** vowel sounds has three syllables; for example, **alphabet** (al-pha-bet).

To be able to use any English word correctly, you need to know:

- (1) the **letters** which make up that word, and (2) the **order** of those letters.

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The same letters, but placed in different orders (or sequence) can often make words which have quite different meanings. For example, the same four letters **a**, **e**, **s** and **t** placed in different orders, can make these five one-syllable words, each of which has a very different meaning from all the others:-

east: one of the cardinal points of the compass.

eats: consumes or ingests food.

sate: to satisfy fully (especially with food), to glut.

seat: something used for sitting upon, such as a chair, bench or form.

teas: drinks made from dried leaves and buds of certain cultivated bushes.

In an English-English Dictionary you can see the letters which make up a word, and their order; that is, the **spelling of that word**, which you should try to learn so that you will always be able to spell it correctly. It is a good idea for you to copy out in writing the spelling of a word which is new to you, as that action will help to "fix" the spelling in your memory.

* *The Accented Syllable of a Word*

In English, when a word has more than just one syllable, one of the syllables will - when speaking - be **stressed** or sounded more strongly, or **accented**. A dictionary might show you the syllable in a word which must be accented, by printing the symbol ' after it, for example Eng'-lish, re-peat'-ing. (Some dictionaries also assist with the **pronunciation** of - the correct way of speaking - words using special symbols, which are usually explained in the early pages at the front of the dictionary.)

* *The Meaning of the Word*

In some cases one English word can have **more than one** meaning. Sometimes those meanings are similar, but that is not always so (and some examples are given in Module 8). The meaning of a word might be made clear in a dictionary by comparing it with other words which have similar meanings. Sometimes examples are given of how to use the word. (Quite often a dictionary also gives **associated words**; for example, if you look up the word *happy*, you might also see *happily* and *happiness*.)

In some cases one English word can have more than one meaning. Here is an example:

file: a line - "The soldiers marched in one long file."

file: a tool for smoothing - "I trim my finger nails with a file."

file: the act of smoothing - "I file my finger nails when they grow long."

file: documents kept together or the name of the container or "binder" in which they are kept or held together - "My personal papers are kept in a file."

file: the act of storing documents - "Clerks file documents for safekeeping."

Using an English-English Dictionary

The first thing to note about an English-English Dictionary is that all the words in it are listed strictly in **alphabetical order**, from **A** through to **Z**. First there is the group of words which begin with the letter **A**. Next there is the group of words which all begin with the letter **B**. Then there is the group whose words all begin with the letter **C**, and so on until the last group - whose words all begin with the letter **Z**.

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When you first start to use a dictionary, you might not be able to find at once the word in it - or even the page in it - that you need. To help you to overcome this problem as soon as possible, you should:-

1. Memorise the **order** of the 26 letters in the English Alphabet. It is essential that you know without thinking which letter comes *before another*, and which letter comes *after another*.
2. Practise looking in the dictionary to find simple English words which you **already know**, so that you become familiar with using the dictionary. For example, look for the following words:-

ace, beg, call, desk, end, fun, game, hope, ice, jam, know, lamp, map, neck, open, pen, quiet, read, seat, tick, up, van, wing, Xmas, youth, zoo

Those words require you to look through each of the 26 groups of words, starting with the A group and going through to the Z group. As you find each word, read carefully what the dictionary states about it.

Note that the words within each '**letter group**' are themselves listed strictly in alphabetical order. For example, the **A** letter group starts with the word A, then lists words which begin with Aa, then words which begin with Ab, then Ac, and so on to Az. The words within each such subgroup are also listed in strict alphabetical order according to the third or fourth letters in them. For example, a word beginning with Aba, like aback, comes before one beginning with Abb, like abbey, which itself comes before a word which begins with Abd, like abduct.

Finding Words in an English-English Dictionary

A good dictionary is designed to help you find the words you need quickly. Each of its pages is divided down its middle into two halves, or columns:-

- * At the **top** of the **left-hand half** of a page there is a word printed above the column. That word is the **same word** as the word which is **first** explained immediately below it.
- * At the **top** of the **right-hand half** of the page there is also a word printed. This one it is **not** the same as the word immediately below it; instead it is the same as the **last** word which is explained at the **bottom** of the column.

The two words at the tops of the two columns on a page tell you the **first** and the **last** words explained on that page. So when you are looking for a certain word, look first for a page which has two words at its top which fall alphabetically **before** and **after** the word you are seeking. Try that when looking for the words in the list given earlier.

If you want to find a word in the dictionary whose spelling you do not already know, or you are unsure of, you may have to do some "*detective*" work, using some guesswork and some judgement.

First look at pages in the dictionary which have words which are spelt as close as possible to the spelling you **think** the word you are seeking **might** have; the guiding words at the tops of the pages will help you. Suppose, for instance, you want to look up the word HAPPY because you are unsure whether it is spelt with one letter p or two letters p, or whether its last letter is an i or a y. You will have to look up all the alternatives, that is, hapi, hapy, happi - and you will then find the word happy.

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Unfortunately, many English words are **not** spelt as they sound when they are spoken. As the sounds of spoken words cannot be relied on, you must learn and remember the **spellings** of as many English words as you can. Make a rule, though:

when in doubt, consult your dictionary.

To do so might take a little time, but it is time well spent. The act of looking up a word in your dictionary, and writing it out as suggested earlier, will fix the spelling and meaning of the word in your memory.

Vocabulary

When we speak of a person's '**vocabulary**', we mean the number of words that person knows well, and can use correctly in speaking and in writing. You need to build up a good vocabulary of between 10,000 and 20,000 English words. This might seem to be a great many, but in fact you will be surprised by how many words you know **already**!

A good way to help you increase your knowledge of English words and to remember their spellings and their meanings, is to keep a **list** of your own. As you read this Module and those which follow, write down any word that you are unsure of. Look up that word in your dictionary and write its meaning(s) next to the word in your list. That will help you to remember the word and its meaning(s).

Then reread the whole sentence in which the word appears, remembering its meaning(s); and if there is more than one meaning, select the most suitable - or appropriate - one in the context. By '**context**' we mean the general thought or idea of the sentence. For example, if the sentence was:

The clerk dropped the file and all the documents fell out.

it will be clear to you which of the five meanings of the word "file" we gave you earlier is the appropriate one in this sentence - in the context: the container or binder in which the documents were kept together.

If you take the time to do as we have suggested, your knowledge of words and their meanings will increase very quickly. You can then look at your list and use it as '**revision**' of all the new words you have learned. Next time you come across the same word, you might remember its meaning without having to look in the dictionary again. Perhaps you will even be able to use that word when you speak or write at some time in the future.

If you follow what we teach you in these Manuals, you will "build up", that is increase, your vocabulary very quickly. You can also learn new words by reading books written by *good* authors, and by reading *quality* magazines and similar publications, by listening to radio and TV broadcasts by *good* natural English-speakers. As your vocabulary "grows", you will be able to use different words. You will use a **variety** of (different) English words, and so your spoken and written English will be **varied**.

Variety in vocabulary is important, because what you say or write will be more **interesting**; and people are more likely to listen to what you say, and to read what you write,

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A wide and varied vocabulary, and correct spelling, are very valuable in writing letters, in attempting test and examination exercises, and in many other ways. Make a start with any words in this and the following Modules which are new to you. Do **NOT** simply ignore or “skip” such words, as if you do so that you will not benefit fully from your studies.

PUNCTUATION

Sentences

We do not speak or write English (or any other language) in just single words. We speak or write - that is, we *communicate* - in **groups** of words. Those groups are called **sentences**. We can think of words as being “*building bricks*”. Just as a builder uses bricks to build a wall, so do we use words to “build up” sentences.

Note: In this Programme use the word “write” whether a communication is written “by hand” (is handwritten) or is typed or is word processed and printed

To be **correct** and **complete**, a sentence must:

Either state **something** about somebody or something,

or tell what something or somebody **is** or **does** or **feels**.

EXAMPLE PASSAGE A

Read carefully this following passage, or story:

This morning I was working hard in my office. Suddenly the door burst open. My boss, Mr. Wade, rushed in.

“How busy are you at the moment Michael?,” he asked. Before I had a chance to answer he went on: “Mr. Baker of Fineprice Supermarket in Broad Street has just been on the ‘phone. He needs 24 cash register rolls - the small ones - at once. Rush them down to him, please.”

“Well, sir,” I said cautiously, “I have to get these quotations out before lunch, and you did agree I could have this afternoon off.”

“Of course!,” he exclaimed, “so what can we do?”

“If Mr. Baker can wait for an hour or so, I could leave early and drop the rolls in to him on my way home,” I suggested.

“Very well,” he agreed, “I’ll ‘phone him back right away.”

So that’s how I came to be home earlier than expected for lunch.

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The first thing you should note is that the piece of writing in Example Passage A is divided into groups of words, marked by “dots” which are called **‘full stops’** or **‘points’**. Look again at the first two groups of words:

First: This morning I was working hard in my office.

Second: Suddenly the door burst open.

Each one of the two groups of words makes a complete and sensible statement: it tells us something about somebody or something. The first group tells us where the writer was and what he was doing at a certain time. The second group tells us what happened to the door. As each group tells something about quite a **different** matter, they must be **separated from each** other by a full stop. Each group is a **sentence**: a sensible and complete statement.

Now read the passage again and note how the rest of it is also divided into sentences. Some sentences are short, made up of just a few words. Other sentences are longer and are made up of quite a number of words. Whether it is long or short, each sentence makes a complete and sensible statement. We examine sentences in more detail in Module 2.

Capital Letters

On the first page of this Module we listed for you the capital (large) and small forms of the 26 letters in the English Alphabet. You will have noticed in studying this Manual, that the small forms of letters are used far more often than are capitals. That is nearly always so, whether text is written by hand, is typed or is printed.

Capital letters are used for three main purposes:-

✱ **As beginning letters.** Look again at the first two sentences in the passage. You will see that in each sentence the **first** letter of the **first** word is a capital letter, and not a small letter like most of the other letters. The first word in the first sentence is **This** and its first letter is written with a capital T and not with a small t. Also, the first word in the second sentence is **Suddenly** and its first letter is written with a capital S and not with a small s.

We always start a sentence with a capital letter to show *the start of a new statement*. So remember that every sentence must **begin** with a **capital letter**, and must **end** with a **full stop** or **point**. Read the whole passage again, and notice where capital letters are used to begin sentences.

✱ **For important names.** In reading Example Passage A you will have noticed that there are some words which begin with capital letters even though they do not start sentences. For example, the fourth sentence reads:

“How busy are you at the moment **Michael?**,” he asked.

The word Michael does **not** begin the sentence. So why does that word start with a capital letter? The reason is that it is the **name of a person**.

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All names of people, organizations, places and important things are called **proper nouns**. Those names must be written starting with a capital letter. In the fifth sentence the words Mr., Baker, Fineprice, Supermarket, Broad and Street all start with capital letters. That is because the first two of those words are parts of a person's name; the second two are parts of the name of an organization; and the third two make up the name of a place.

Words which are the **names** of countries, cities, towns, villages, roads, and features like rivers, mountains, seas and oceans, must all start with a capital letter. Examples:- England, Trinidad, Saudi Arabia, Zambia, Singapore, New York, Rome, Kuala Lumpur, Arabian Gulf, Indian Ocean, Atlantic Ocean, Red Sea, Mediterranean Sea, River Nile, Mount Everest, Lake Ontario.

Names of languages, like English, Latin, Arabic, Swahili, Hindi, French, Spanish, and so on, must also start with capital letters.

Titles or names of *special things* should also start with capital letters, for example the title of this Manual: *Professional English*.

Sometimes it is not enough to write only the first letter of a word with a capital, and **all** its letters are written with capitals. For example, near the top of page 7 of this Manual you will see these words written in capital letters:

ENGLISH WORDS AND PUNCTUATION

The reason why those words are all in capital letters is that they make up a **heading**, that is, they make up the title of the Module and all the passages in it. The words must therefore stand out prominently. The words making up subheadings may also start with capital letters so that they stand out, for example "Capital Letters" is the title of this Section of Module One.

★ **The word I.** You will have noticed one more word in the passage which is written with a capital letter, even though it does not begin a sentence, and is not the name of a person, a place or an important thing. That is the short word **I**. Read again the very first sentence, which is:

This morning **I** was working hard in my office.

The word **I** - which **is** a word even though it contains only one letter - refers to the person who is actually speaking or writing about himself (if a male person) or herself (if a female person). The word **I** stands *in place of the person's name*, and so is **always** written with a capital.

Punctuation Marks

It must always be easy for **readers** to understand what the writer of a piece of writing **intended** to say. The purpose of punctuation is to help to make the meaning of a piece of writing **clear** to readers. That is done by the use of special signs and marks, which are called **punctuation marks**.

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EXAMPLE PASSAGE B

Now read and try to understand this passage:-

this morning i was working hard in my office suddenly the door burst open my boss mr wade rushed in how busy are you at the moment michael he asked before i had a chance to answer he went on mr baker of fineprice supermarket in broad street has just been on the phone he needs 24 cash register rolls the small ones at once rush them down to him please well sir i said cautiously i have to get these quotations out before lunch and you did agree i could have this afternoon off of course he exclaimed so what can we do if mr baker can wait for an hour or so i could leave early and drop the rolls in to him on my way home i suggested very well he agreed ill phone him back right away so thats how i came to be home earlier than expected for lunch

Example Passage B contains **exactly the same words** as does Example Passage A. But without various punctuation marks it is just a “jumble” of words. It is very hard to understand what the writer wanted us to know about what happened. It is necessary to **punctuate** the passage, that is, to put various punctuation marks in the correct places, to make its meaning quite clear to readers.

Let us look now at the **punctuation marks** which turned the “jumble of words” into the clear and easy to understand story which you read earlier.

* **A full stop** shows the end of each sentence. That dot makes you **pause** in your reading for a moment. It gives you time in which to understand the meaning of the sentence just ended, before you start to read the next sentence. Because a full stop indicates a **pause** in reading is needed between sentences, it is sometimes called a **‘period point’**.

Note that sometimes a dot is used for another reason. That is to show that a word has been shortened, or **‘abbreviated’**. For example, **Mr.** is written instead of the full word **Mister** (the word starts with a capital letter because it is part of a title and a person’s name). The word Mr. was used three times in the passage, but in no case was it the last word in a sentence.

Other common shortened words - or **“abbreviations”**, as they are called - include **Mrs.** for **Mistress**; **Dr.** for **Doctor**; **p.t.o.** for **please turn over**; **etc.** for **etcetera** or **and so on**; **e.g.** for **for example**; **i.e.** for **that is**. You will learn other abbreviations as you continue with your English studies.

You should note that the “modern” trend (in business letters and in particular those sent by email) is towards omitting - leaving out - the point mark after very commonly used (and known) abbreviations. For example, Mr Wade might be acceptable in a business letter. It is, however, best for you to use point marks with any abbreviations you use in test or examination exercises and in any letters you write.

* **Capital Letters**

As we have already taught you a capital letter shows:-

- (a) the first word in each new sentence;
- (b) words which are names of people, places and special things;
- (c) the word which refers to the writer of the story - I.

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* **Commas**

A comma looks like this , and its purpose is to make a reader pause very briefly in the reading. The pause is less than that for a full stop.

Look again at the sentence:

My boss, Mr. Wade, rushed in.

Note the comma after the word boss and the comma after the word Wade. This ‘pair’ of commas show that the words between them are **not** part of the main sentence, but were **added** to make its meaning clear. The main sentence is really:

My boss rushed in.

The words *Mr. Wade* give the reader **more information**, that is, the name of the person who rushed in. The slight pause before and after those words helps the reader to grasp that extra information.

If a sentence is a long one, a comma can help a reader by allowing a slight pause at a suitable place. That leads to easier understanding. Sometimes two or even more commas might be needed to make a sentence clear and easy to understand. See how hard to understand this sentence could be without the comma after the word so, and without the comma after the word home:

“If Mr. Baker can wait for an hour or so I could leave early and drop the rolls in to him on my way home” I suggested.

* **Quotation Marks**

When you have an “exchange of spoken words” with another person (or more than one person) it is called a ‘**conversation**’. You know which words are **spoken** - or ‘**said**’ - by each person. Some words you might speak yourself, and you can often tell from the sounds of their voices who has said other words (and you might even see their mouths moving as they speak.)

However, when you **write down** - or ‘**report**’ - a conversation, you are NOT able to let readers hear words being spoken, or see people speaking. Instead, you must use special punctuation marks to show readers clearly those words **which were actually spoken** and - just as importantly - any words written which were **not** spoken

The punctuation marks which help you do that are called **quotation marks** or **speech marks**. They look like this “ and ”, and they are always used in a ‘pair’ (a set of two). They are used - when writing - to show **ONLY** those words which **were actually spoken**. One of the pair (the “opening” mark) is always placed *in front of the first word spoken*, and the other (the “closing” mark) is always placed *after the last word spoken*.

Look at this sentence from Example Passage A:

“How busy are you at the moment Michael?,” he asked.

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The words between the opening mark “ and the closing mark ” are the words which were **actually spoken to** Michael **by** Mr. Wade. The other words in the sentence - he asked - are *separated by a comma*, to show they were **not** spoken; they are added to help the reader understand WHO spoke the words. Also, as those words were **not** spoken, they are **not included between** the pair of quotation marks.

Now look at another sentence in the passage:

“Very well,” **he agreed**, “I’ll ‘phone him back right away.”

The words *he agreed* were **not** spoken, and they are **not** part of the main sentence. That is why:

- (1) They are placed between two commas,
and
- (2) They are **‘outside’** both pairs of quotation marks.

The words *he agreed* were added when writing, simply to make quite clear to readers which person - WHO - spoke the “reported” words.

It is **very important** to note that TWO pairs of quotation marks were used to make quite clear in the sentence which words **were** spoken, and which words were **not** spoken. One pair enclosed the words Very well, whilst the other pair enclosed the words I’ll ‘phone him back right away.

It would be **quite wrong** to write:-

“Very well, he agreed, I’ll ‘phone him back right away”

because the words *he agreed* were **not** spoken.

The words **actually spoken** by Mr. Wade were:

“Very well, I’ll ‘phone him back right away.”

You can thus see that had the words *he agreed* **not** been added, the pair of quotation marks after well and before I’ll would **not** have been needed.

Here are more examples showing you how TWO pairs of quotation marks **must** be used if there is a “break” in writing the words actually spoken:

“Hello,” said the policeman kindly to the little boy, “are you lost?”

Because they are shown **between** pairs of quotation marks, you can clearly see that **ONLY** the words Hello and are you lost? were **actually spoken**.

“Good evening, sir,” welcomed the waiter, “do you have a reservation?”

“My leg hurts,” sobbed the boy, “I tripped over that log.”

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“I,” growled the man, “am Terry’s father. Who are you?”

“Jenny!,” her mother called loudly, “your meal is ready.”

You should easily be able to see in each of the three sentences which words - those between pairs of quotation marks - **WERE** spoken, and those words - which are outside the pairs of quotation marks which were **NOT** spoken.

You should already know quite a lot, from your earlier studies, about verbs and adverbs. We shall be looking in depth at those two “parts of speech” in Module 4, but note here how the **choice of the verb** and/or adverb in the “non-spoken” words in a sentence can give information about **way or the tone in which** the words were spoken; in the above examples: welcomed, sobbed, growled, called (loudly). Compare the last example with these sentences:

“Jenny!,” her mother called softly, “your meal is ready.”

“Jenny!,” her mother called insistently, “your meal is ready.”

“Jenny!,” her mother called angrily, “your meal is ready.”

Each one gives you a different impression of the way in which the mother called.

Making Clear Who Spoke Which Words

During a spoken conversation it will usually be clear to you or to another listener **who** has spoken or said **which words**. However, when reading a reader cannot usually see the person or persons who spoke, so we need to help the reader to identify who said what words.

There are two ways in which we can do that:-

1. Firstly - as we have already illustrated to you - we can use a pair of quotation marks to show readers **each** group of words which were actually spoken. There might be one, two or more groups of spoken words, and they might have been spoken by just one person, or by two or more people.
2. Secondly, each time a person **started** talking, we start his or her spoken words on a **new** line.

EXAMPLE PASSAGE C

Read this short story:-

“Good morning, Mrs. Ahmed,” said the shop assistant, “how can we help you today?” “I would like a litre of milk and a loaf of bread, please,” replied Mrs. Ahmed. “Certainly, madam,” he said, placing the items on the counter, “that will be seventy cents.” “Here you are, young man,” she replied, handing over the money, “please put them in a bag.” “With pleasure, madam; have a nice day!”

The pairs of quotation marks used show us the words which were *actually spoken*. But it will be much easier to see what was said by each of the two people in the conversation, if we separate the speakers’ words.

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EXAMPLE PASSAGE D

“Good morning, Mrs. Ahmed,” said the shop assistant, “how can we help you today?”

“I would like a litre of milk and a loaf of bread, please,” replied Mrs. Ahmed.

“Certainly, madam,” he said, placing the items on the counter, “that will be seventy pence.”

“Here you are, young man,” she replied, handing over the money, “please put them in a bag.”

“With pleasure, madam; have a nice day!”

There are many occasions when the words spoken by a person are in two or more sentences, one after the other (each beginning with a capital letter and ending with a full stop). In such cases, the “unbroken” series of sentences should **all be within the SAME** pair of quotation marks. Here is an example passage to make this clear to you:

EXAMPLE PASSAGE E

A man returned home from work late to be greeted by an angry wife. “You are late!,” she cried. “I cooked you a special meal, but it is spoilt! You could have at least telephoned me to say you would be late. It is very unfeeling of you! I am very hurt!” With that, she burst into tears.

Notice how the second, third, fourth and fifth sentences of the words **spoken** by the wife are **all** within the **SAME** pair of quotation marks. It would have been **WRONG** to have included quotation marks between those sentences, like this:

“I cooked you a special meal, but it is spoilt!” “You could have at least telephoned me to say you would be late.” “It is very unfeeling of you!” “I am very hurt!”

Note that the very first sentence and the final sentence in Example Passage E were **not** spoken, and so the words making up those two sentences are **not** within any quotation marks.

* Colons

This is a colon : which as you can see is written as two dots, one above the other. Its use shows that something *is to follow*. Here is an example of its use:

Make a rule though:
when in doubt, consult your dictionary.

First note the colon after the word *use* showing that something is to follow (the example). Then note the colon after the word *though* in the example itself, showing that something is to follow - in this case the wording of the rule.

In reading, one **pauses** after a colon. The pause is slightly longer than for a comma, but not as long as for a full stop.

* Semicolons

This is a semicolon ; which you can see is written with a dot above a comma. It is used instead of a comma when a pause is needed in a sentence. The pause is longer than for a comma, but not so long as for a full stop. Here is an example:

- (1) I had to wait for Mr. Baker, but I still got home early.
- (2) I had to wait for Mr. Baker; but I still got home early.
- (3) I had to wait for Mr. Baker. I still got home early.

The slightly longer pause between Baker and but in (2) than in (1) helps to stress the word still, as one might do in speaking: but I **still** got home early. In (3), the full stop has split the long sentence into two short ones, with a longer pause between them.

* Dashes

A dash looks like this - and it is used to *separate parts* of a sentence. Here are two examples:-

There are four people in our sales team - two men and two women.

The dash in this sentence shows that the words after it have been “added” to give more information (about the sales team). Those words are not really needed, but they help readers by giving a fuller “description” of the sales team.

Now consider this sentence:

Our sales team works very hard.

The sentence tells what the team does (it works hard) but says nothing about the composition of the team, the people in it. But by adding a description of the team, we can make the sentence more “informative”:

Our sales team - of two men and two women - works very hard.

You can see that the words between the dashes in this sentence give readers more information about the sales team: that it comprises 2 men and 2 women.

Note that it is usual to leave a ‘**blank**’ letter-space before and after the dash when it is used, to show that a slight pause in reading is intended.

In each case in the two examples given, a comma could have been used instead of a dash. However, the pause in reading for a dash is slightly longer than for a comma, and so a dash is best used to **stress** or to **emphasise** a word or a group of words.

There are four people in our sales team, two men and two women.
Our sales team, of two men and two women, works very hard.

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* Hyphens

Another use of a **short dash** is to link two words to form a **new word**. For example, there is the word book and the word end. Using a short dash, they can be linked to form a new word **book-end**. When a dash is used in this way, it is called a **hyphen**, and in this case spaces are **not** left on either side of it.

There are no fixed rules for when words should be “hyphenated” (linked), when they are combined into one word or when they are kept as two separate words. For example, we have:-

bookcase, book-debt, book price, bookmark,
book-token, book stall, bookshop, and so on.

When in doubt - consult your dictionary!

There are many instances in which the prefix **re** can be added to the front of words to form new words implying **again**. For example, the word **retry** means to try again, and the word **reuse** means to use again. However, when it is required to add the prefix **re** to words starting with the letter **e**, it is usual to join the prefix to the word with a hyphen; for example **re-elect**, **re-erect**, **re-enter**, **re-examine**. That is because the sound of two letters e together - **ee** - is different from the sounds of the syllable **re** followed by another syllable, such as **ex** in the word **re-export**.

* Colon and Dash

A colon and dash together like this :- show that *several things are to follow*. The sign is often used to show that a list follows. Here is an example:

Please despatch to us:-
2000 C5 white envelopes,
1000 printed letterheads,
500 compliment slips.

Note that when there are a number of items in a list, it is usual to separate each of them by a comma. Here is another example:

Bring the following:- sports shirt, shorts, sports socks, and training shoes.

* Brackets

These are always used in a **pair** (a set of two, remember). The sign (is called the “opening” bracket, and the sign) is called the “closing” bracket. A pair of brackets is often used like a pair of commas or a pair of dashes to show that something has been *inserted into* or *added to* a sentence. Look at these sentences:-

He needs 24 cash register rolls, the small ones, at once.
He needs 24 cash register rolls - the small ones - at once.
He needs 24 cash register rolls (the small ones) at once.

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The pause in reading for a bracket is similar in length to that for a dash.

Brackets can also be used at the end of a main sentence. For example:

You must know all 26 letters in the English Alphabet (see first page).

Note that when a closing bracket follows the **last** word in a sentence, the needed full stop is placed **inside** the closing bracket.

* **Question Marks** (sometimes called **Interrogation Marks**)

A question mark like this ? is placed at the end of a group of words to show that those words *ask a question* or *express doubt*. A “question” seeks information, and requires an “answer” or a “reply”. Here is an example:

Question: How many people are there in your sales team?

Answer: There are four people in our sales team - two men and two women.

Note that when the question mark follows the **last word** in a sentence, the lower part of the mark - . - acts as a full stop. Thus, we do **not** follow a question mark with a full stop. Here are examples:

Where have you been? Why are you so late?

Now look at this example from Example Passage A:

“How busy are you at the moment Michael?,” he asked.

The words he asked, although part of the sentence, are **not** part of the spoken question, and so the question mark is placed **before** them. Also, when the question is also part of a *quotation* (spoken words) the ending quotation marks are placed **after** the question mark.

* **Exclamation** (or **Command**) **Marks**

The sign ! is placed at the end of a word or a group of words to show that they were exclaimed, or shouted, or show surprise or some other strong feeling or emotion, or give a command. Here are some examples:-

Well done! Goodness me! Too expensive!

Fantastic! Very good! Get out! Go away!

Now look at this sentence in the Example Passage A:

“Of course!,” he exclaimed, “so what can we do?”

Only the first two words were exclaimed, as shown by the exclamation mark. The final five words form a question, as shown by the question mark. When an exclamation is part of a quotation, the ending quotation marks are placed **after** the exclamation mark. The words he exclaimed were not spoken,

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so that are outside the two sets of quotation marks.

Note that when the exclamation mark follows the **last word** in a sentence, the lower part of the mark - . - acts as a full stop. Thus, we do **not** follow an exclamation mark with a full stop. Here are examples:

You are late! You gave me such a fright!

We look further at exclamations and interjections in Module 5.

* *Apostrophes*

The small sign ' is like a comma placed **above** the line; it is called an apostrophe. This useful little sign can be included when writing for a number of different purposes.

❖ One of the uses of apostrophes in writing is to show **possession** or **ownership**. Look at this example:

This is Mr. Wade's business.

The apostrophe between the word Wade and the letter s tells the reader that the business belongs to (is owned by) Mr. Wade. Another way of writing that same information is:

This is the business of Mr. Wade.

Here, the word "of" also shows possession.

❖ An apostrophe can also show that something is **used** by somebody:

This is my assistant's office.

The assistant does not actually own the office, but he or she makes use of it - by working in it.

❖ Another use of apostrophes in writing is to show the **omission** from a word of a letter, or more than one letter. Read this sentence:

I can't work out what this customer wants.

Here the apostrophe shows that letters are **missing** (have been omitted) between the letter **n** and the letter **t**. The missing letters in this case are n and o, as the complete word is **cannot**.

These are some common shortened words which you should learn:-

can't for cannot ;	we'll for we shall ;	didn't for did not ;
don't for do not ;	we'd for we had ;	that's for that is ;
I'll for I will ;	we've for we have ;	here's for here is ;
I'd for I would ;	haven't for have not ;	there's for there is ;
I've for I have ;	couldn't for could not ;	where's for where is ;

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I'm for I am; shouldn't for should not; it's for it is;
aren't for are not wouldn't for would not; we're for we are.

Exceptions:-

shall not becomes **shan't** (there is no apostrophe in place of the two "dropped" letters l)
will not becomes **won't** (the letter i changes to o, and an apostrophe is not put in place of the two missing letters l)
'phone for **telephone** (the single apostrophe is in place of the letters t,e,l,e)

The shortened words listed, and others, are commonly used in spoken English. When writing, or reporting, what somebody **actually said**, it is permissible to use the shortened words, as in this sentence in the passage:

"Very well," he agreed, "I'll 'phone him back right away."

However, the shortened forms should **not** be used in "general" writing of answers to test and examination exercises or in business letters, other than when reporting words actually spoken.

- ✦ One other use of apostrophes - in pairs - in writing, is to **highlight** or to **emphasise** a word or group of words. We have used pairs of apostrophes a number of times already in this Module to **point out** to you words which might be new to you, or with whose meanings you might not be familiar. Sometimes titles of objects (books, manuals, courses, films, and so on) might be highlighted by using pairs of apostrophes. Examples:-

I am studying a Program called 'Professional English.'

I recently read H.G. Well's book 'War of the Worlds.'

(The full stops after the capital letter H and the capital letter G show that those "initials" are abbreviations for parts of the author's name.)

Conclusion

As you read through and study the twelve Modules in this Program, note very carefully our use of various punctuation marks.

Properly used, punctuation marks can be *very valuable* and *effective* in making pieces of writing clear and easy to understand - and interesting to readers. And if a piece of writing is interesting, people are more likely not only to read it, but to read all of it.

SELF-CHECK PRACTICE TEST ONE

Model Answers to these Exercises - against which you may compare your attempts - will be found on page 28. The maximum mark which may be awarded for each Exercise appears in brackets at the end of the Exercise. Do **NOT** send your answers to these Exercises to the College for examination.

No.1. Place a tick (✓) against the **correctly spelt** word in each set. If it is necessary, you may check the spellings first in your English-English dictionary.

- (a) SADER - SADDER - SADDIER
- (b) WIPPING - WIPEING - WIPING
- (c) BUSYNESS - BUSINESS - BUSINESS
- (d) WRITER - RITTER - WRITTER
- (e) SALEMEN - SALESMEN - SALEMENS

(maximum 15 marks)

No.2. Punctuate the following sentences:-

- (a) this is the office in which i work
- (b) the capital city of england is london
- (c) the new secretarys name is mrs green
- (d) when im not well i go to dr patel
- (e) to make the salad we need tomatoes lettuce onions and cucumber

(maximum 25 marks)

No.3. Punctuate the following sentences:-

- (a) what time do you start work he asked
- (b) good work exclaimed my boss
- (c) have you seen my book asked john i cant find it
- (d) i need my note book the new one quickly he shouted

(maximum 20 marks)

No.4. One word is **spelt wrongly** in each of the following sentences. Write them again with the mistakes **corrected**; if necessary, use your dictionary.

- (a) I am managing the office whilst my boss is away.
- (b) He set the table with knives, forks and spoons.
- (c) They gave the poor man a handfull of coins.
- (d) My sister has three child.
- (e) The bees were busyly collecting honey.

(maximum 25 marks)

No.5. Explain the three main reasons why capital letters are used.

(maximum 15 marks)

MODEL ANSWERS TO SELF-CHECK PRACTICE TEST ONE

No.1. The correctly spelt words are:-

- (a) SADDER; (b) WIPING; (c) BUSINESS; (d) WRITER; (e) SALESMEN.

No.2. The given sentences correctly punctuated:-

- (a) This is the office in which I work.
(b) The capital city of England is London.
(c) The new secretary's name is Mrs. Green.
(d) When I'm not well, I go to Dr. Patel.
(e) To make the salad we need:- tomatoes, lettuce, onions, and cucumber.

No.3. The given sentences correctly punctuated:-

- (a) "What time do you start work?", he asked.
(b) "Good work!", exclaimed my boss.
(c) "Have you seen my book?", asked John, "I can't find it".
(d) "I need my notebook, the new one, quickly!", he shouted.
or "I need my notebook - the new one - quickly!", he shouted.
or "I need my notebook (the new one) quickly!", he shouted.

No.4. The given sentences with the words spelt correctly:-

- (a) I am **managing** the office whilst my boss is away.
(b) He set the table with **knives**, forks and spoons.
(c) They gave the poor man a **handful** of coins.
(d) My sister has three **children**.
(e) The bees were **busily** collecting the honey.

No.5. The three main reasons why capital letters are used are:-

1. To show the first word in each sentence. The first letter of each word which starts a sentence is written as a capital.
2. To show the names or titles of people, places and special things. The first letter in each word in such a name or title is written as a capital.
3. To show that the writer is referring to himself (or herself) the word I is always written as a capital.

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**WHAT YOU WILL LEARN IN MODULES 2 TO 12
OF THE CIC STUDY PROGRAM ON
PROFESSIONAL ENGLISH (for BUSINESS & EVERYDAY USE)**

Module 2 - Sentences and their Essential Parts

The subject of a sentence
The purpose of the predicate
Dividing sentences into their subjects and predicates
Kinds of subjects:
 names of persons
 groups of persons
 names of things
 groups of things
 words which stand in place of names of persons or things
 subjects formed by connected words
Finite verbs, the essential words in predicates
Finite words complete in themselves, words which give more information
Finite verbs needing additional words to complete predicates
1st, 2nd and 3rd persons, singular and plural
The verb To Be
Using forms of the verb To Be to make finite forms of other verbs
Verb forms showing action
Present tenses of verbs:
 the simple present and the continuous present
 the verbs To Be, To Have, To Do, To Work
Agreement of verb forms with singular and plural subjects,
 and with persons
The words this and that, these and those

Module 3 - Nouns, Pronouns and Adjectives

Nouns:
 review of earlier studies: proper nouns, number, subjects
 gender: masculine and feminine, common, neuter
 ways of showing possession or ownership
 nouns as objects in sentences
Pronouns:
 subjective and objective forms of personal pronouns
 possessive forms and emphatic forms
 interrogative pronouns
 demonstrative pronouns
 indefinite pronouns
Adjectives:
 qualifying nouns and pronouns
 nouns and pronouns as adjectives
 possessive adjectives
 the comparison of adjectives:
 positive, comparative and superlative forms
 avoiding common errors
 articles - 'a', 'an' and 'the' -
 avoiding errors commonly made
 colours and numbers

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Module 4 - Verbs and Adverbs

Verbs:

- review of earlier studies
- tenses of verbs: present, future and past
- simple present tense: the 3rd person singular form
- continuous present tense: present participles
- present perfect tense: past participles
- simple future tense
- continuous future tense
- perfect future tense
- simple past tense: weak, strong and irregular verbs
- continuous past tense
- perfect past tense
- conjugating verbs: information needed

Adverbs:

- describing verbs, adjectives and other adverbs
- kinds of adverbs: time, place, degree, manner, reason
- positioning of adverbs in sentences, variations
- forming adverbs from adjectives
- comparison of adverbs: positive, comparative, superlative

Module 5 - Adding Variety and Interest

Considering words in "context":

- assessing the roles played by words in sentences
- considering the parts of speech:
 - example of words with the same spelling

Distinguishing between nouns and verbs:

- why this is necessary
- using articles as "pointers" to nouns

Distinguishing between adverbs and adjectives:

- why it is necessary to do so
- avoiding mistakes commonly made by:
 - using adjectives when adverbs are needed
 - using adverbs when adjectives are needed

Adverbs 'yes' and 'no'

Adjective 'no'

Adverb 'not'

Conjunctions, Prepositions and Exclamations

Simple sentences

Compound sentences and clauses

Conjunctions:

- common conjunctions used to join words and to join independent clauses
- joining main and subordinate clauses
- non-personal pronouns used as conjunctions
- adverbs used as conjunctions

Prepositions:

- commonly used prepositions to show positions and other relations or connections between words
- combinations of prepositions
- verbs needing specific prepositions
- verbs implying prepositions
- adjectives needing specific prepositions
- pronouns following prepositions

Exclamations: examples of their uses

Module 6 - More About Verbs

Complements of verbs:
verbs which are complete without other words
verbs of incomplete predication
verbs which need two complements
words which give additional information
kinds of complements -
subjective, adverbial, objective
direct and indirect objects

Transitive verbs:
active voice
passive voice

Non-finite forms of verbs:
infinitives
present participles
past participles

Defective verbs:
giving shades of meaning to sentences

Dialogues:
direct and indirect speech

Module 7 - Types of Sentences

Building up sentences, using:
tenses, adjectives, adverbs, phrases, conjunctions

Sentences making positive statements

Sentences making negative statements:
using the adverb "not"
defective verbs in negative statements
abbreviations of words combined with "not"

Sentences asking positive questions:
changing the order of words
using the question mark

Sentences asking negative questions:
questions using "not"
questions using abbreviations formed with "not"
alternative orders of words in negative questions

Statements making positive commands:
telling or instructing
omitting the subject noun or pronoun
emphasising commands

Sentences making negative commands

Questions formed by abbreviations

Negative questions formed from negative statements

Positive and negative questions:
differences in construction

Questions introduced by pronouns:
who, whom, what, whose, which?

Questions introduced by adverbs:
why, where, how, when?

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Module 8 - English as a 'Living' Language

The "fluidity" of English
The confusion of words:
words with the same pronunciation but different meanings
considering words in their contexts
words with the same pronunciation but with different spellings as well as meanings:
examples and explanations
some confusing contractions and abbreviations:
examples and explanations
words which sound similar but which have different spellings and meanings:
examples and explanations
"a" as an article or "joined" to another word
confusion caused by different pronunciations and accents
Different spellings of words in different countries:
examples and explanations
Idiomatic expressions:
expressions not to be taken literally
commonly used idioms "interpreted"
Slang and colloquial terms and expressions:
some commonly used terms and expressions and their meanings
warning about their use:
examples of how unintentional offence might be given
Similes:
likening one thing with another
some commonly used similes and their meanings
Metaphors:
exaggerating the resemblance between two things
some commonly used metaphors and their meanings
Proverbial sayings:
statements containing wisdom or logic
some well-known proverbs and what they mean
Ensuring the clarity of written and spoken English

Module 9 - Effective Writing: Sentence, Paragraphs, Passages, Comprehension

Writing skills:
chart of skills needed
Comparing speech and writing
speech:
stress, emphasis and tones of voice
gestures and facial expressions
writing:
the need to aid readers
choosing the right words

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- arranging the words in the right order
- using punctuation to help readers:
 - punctuation marks as separators
 - punctuation marks as informers
 - why correct punctuation is important:
 - examples of the same passage:
 - without any punctuation
 - with incorrect punctuation
 - with correct punctuation
 - how punctuation can give precise meaning to writing
 - improving the tone of writing
 - and choosing punctuation to match
- Paragraphs:
 - sentences with similar topics or aims
 - logical order of sentences
 - logical order of paragraphs
- Lengths of sentences:
 - breaking-down long sentences into shorter sentences
 - punctuating long sentences
 - advantages and disadvantages of short sentences
- Adding “colour” and “life” to writing:
 - using adjectives
 - using adverbs
 - using pronouns
- Clarity in writing
- Building a passage of writing:
 - the plan
 - true events
 - using imagination
 - example
- Example passages examined:
 - in direct speech
 - in indirect speech
- Comprehension:
 - the importance of understanding spoken and written passages
- Hints on answering comprehension exercises

Comprehension Exercise A with Answers is included in this Module

Module 10 - Introduction to Letter Writing

- Letters as written messages
- Types of letters:
 - social, business and private
- Paragraphs: groups of sentences
- Single-sentence paragraphs
- The logical order of sentences in paragraphs:
 - specimens paragraphs examined
- The logical order of paragraphs in a letter:
 - a specimen letter analysed
- Guidelines for writing social letters:

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layout and features:
writer's address
the date
greetings
the opening paragraph
the body text
closing expressions
styles and tones of letters
specimens of different kinds
Features of business letters:
the letterhead
particulars of the addressee
different greetings
closing expressions
the writer's signature
the writer's name
the writer's designation
Layouts of business letters:
the need to attract favourable attention
indentation
justification
the block layout
Major categories of business letters
Sales letters:
first approach letters
follow-up letters
References in business letters

Specimen Letters 1 to 5 are illustrated in this Module

Module 11 - More About Letter Writing

Objectives of business letters
Planning letters:
making notes of points to be included
composing "full" letters from written
or dictated notes
Drafting letters:
the value of drafting
Ensuring continuity
Letters applying for employment:
the "twin" objectives
presentation of the facts
appealing to the reader
Invitations for interviews
Letters applying for promotion
Letters applying for transfer
Accounts letters:
different types:
reminder about an overdue payment
querying a sum claimed
Post scripts to letters:
where they are positioned
why they are used
Completing closing sentences with

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subject and finite verb
specimen closing expressions
Enclosures with letters

Specimen Letters 6 to 11 are illustrated in this Module

Module 12 - More Business Letters, and Private Letters

Expressing feeling by the tone of voice used
Expressing feelings in writing:
the tone of business letters
different tones to achieve different objectives:
persuasive
conciliatory
apologetic
compromising
firm or unyielding
requesting
demanding
Letters of complaint:
why people make complaints:
justified complaints
unjustified complaints
specimen letter of complaint
Letters refuting complaints
Letters apologising for mistakes or problems caused:
remedying the situation
specimen letter answering a complaint
Sequences of letters
Memoranda for internal communications:
how they differ from full letters
specimens
Private letters:
differences from social and business letters
tones of writing in different circumstances:
specimens of private letters
Replies to private letters
Guidelines for developing writing style
Recommendations for further study

Specimen Letters 12 to 21 are illustrated in this Module