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ENG101

A SURVEY OF THE ENGLISH LANGUAGE

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Course code: ENG101

Course title: A Survey of the English Language (2 Units C: LH 30)
Course credit load: 2 Units

Series 1: Foundations of English Grammar and Writing
Series 2: Sentence Construction and Tone Application
Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics
Series 4: Mastering Communication Skills in English
Series 5: Integrated Practice in Spoken and Written English

Here is a proposed outline for Series 1:
Part 1: Basic Conventions of English Grammar

- **1.1.1 Word Classes**: Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections.
- **1.1.2 Sentence Elements**: Subject, predicate, object, complement, adjunct.
- **1.1.3 Rules of Agreement**: Concord between subject and verb, pronoun and antecedent.

Part 2: Grammar in Writing Practice

- **1.2.1 Punctuation Marks**: Full stop, comma, colon, semicolon, question mark, exclamation mark.
- **1.2.2 Capitalisation Rules**: Proper nouns, sentence beginnings, titles.
- **1.2.3 Common Grammatical Errors**: Misplaced modifiers, run-on sentences, fragments.

Part 3: Sentence Construction Techniques

- **1.3.1 Simple Sentences**: Definition and examples.
- **1.3.2 Compound Sentences**: Coordinating conjunctions and punctuation.
- **1.3.3 Complex Sentences**: Subordination and relative clauses.
- **1.3.4 Cohesion in Writing**: Linking devices and transitional expressions.

Part 4: Tone Marks and Their Application

- **1.4.1 Definition of Tone Marks**: Explanation of tone marks in English usage.
- **1.4.2 Functions of Tone Marks**: Indicating stress, intonation, and meaning.
- **1.4.3 Practical Application**: Exercises in identifying and applying tone marks.

Introduction

Language is the primary tool through which we express our thoughts, share ideas, and engage with others. For learners of English, a firm grasp of grammar and writing conventions is essential, since these form the foundation of effective communication. Without clear rules to guide sentence construction and writing practice, messages can easily become confusing or misleading. This Series therefore sets the stage for your journey into the English language by focusing on the basic structures and conventions that underpin all forms of communication.
The aim of this Series is to equip you with the ability to apply the conventions of English grammar in writing, to construct sentences accurately, and to recognise and use tone marks appropriately. By the end of the Series, you should be able to demonstrate confidence in both written and spoken forms of English through mastery of these fundamental skills.

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We shall commence this Series by examining the basic conventions of English grammar, including word classes, sentence elements, and rules of agreement. Then we will move on to grammar in writing practice, where punctuation, capitalisation, and common errors will be addressed. Following that, our focus will shift to sentence construction techniques, exploring simple, compound, and complex sentences as well as cohesion in writing. Finally, we will wrap up by studying tone marks and their application, ensuring that you can identify and use them effectively in communication.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define the basic conventions of English grammar, including word classes, sentence elements, and rules of agreement,
- **SLO 1.2** apply punctuation and capitalisation rules accurately in writing practice,
- **SLO 1.3** identify and correct common grammatical errors in written English,
- **SLO 1.4** construct simple, compound, and complex sentences using appropriate grammatical structures,
- **SLO 1.5** demonstrate cohesion in writing by employing linking devices and transitional expressions, and
- **SLO 1.6** explain the functions of tone marks and apply them correctly in both spoken and written communication.

1.1 Basic Conventions of English Grammar

Grammar provides the framework that allows us to communicate clearly and effectively. In this Part, we will explore the fundamental rules and structures that govern the English language. These conventions are the building blocks of writing and speaking, and mastering them will enable you to express ideas with precision and confidence.

1.1.1 Word classes

The English language is organised into **word classes**, also known as parts of speech. **Word classes** are categories that group words according to their function in a sentence. The main word classes include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

- **Nouns** are words that name people, places, things, or ideas.
- **Verbs** are action words or words that express states of being.
- **Adjectives** describe or modify nouns.
- **Adverbs** modify verbs, adjectives, or other adverbs.
- **Pronouns** replace nouns to avoid repetition.
- **Prepositions** show relationships between words, often indicating position or direction.
- **Conjunctions** connect words, phrases, or clauses.
- **Interjections** are words or phrases that express sudden emotion.

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Word Class	Color Theme	Definition	Examples
1. Noun	**Red**	A person, place, thing, or idea.	*Dog, London, Table, Happiness*
2. Verb	**Blue**	An action or state of being.	*Run, Is, Jump, Thinking*
3. Adjective	**Green**	Describes a noun.	*Happy, Red, Tall, Loud*
4. Adverb	**Yellow**	Describes a verb, adjective, or adverb.	*Quickly, Very, Well, Yesterday*
5. Pronoun	**Purple**	Replaces a noun.	*He, She, It, They, Everyone*
6. Preposition	**Orange**	Shows relationship/position.	*On, In, At, Under, Between*
7. Conjunction	**Pink**	Joins words or sentences.	*And, But, Or, Because*
8. Interjection	**Cyan**	Expresses strong emotion.	*Wow! Ouch! Oh! Hey!*

Caption: Figure 1.1 Word classes in English grammar
Search string: "English grammar parts of speech diagram OER"
Fill in the blank: A word that names a person, place, thing, or idea is called a _____.

1.1.2 Sentence elements

Every sentence is built from **sentence elements**, which are the functional parts that combine to form meaning. **Sentence elements** include the subject, predicate, object, complement, and adjunct.

- The **subject** is the part of the sentence that performs the action or is described.
- The **predicate** contains the verb and tells us what the subject does or is.
- The **object** receives the action of the verb.
- The **complement** provides additional information about the subject or object.
- The **adjunct** adds extra detail, such as time, place, or manner, but is not essential to the sentence.

Pattern	Subject (S)	Verb (V)	Object (O)	Complement (C)	Adverbial (A)
1. SV	The baby	cried.			

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Pattern	Subject (S)	Verb (V)	Object (O)	Complement (C)	Adverbial (A)
2. SVO	The chef	cooked	a delicious meal.		
3. SVC	The music	sounds		wonderful.	
4. SVOA	He	put	the keys		on the table.
5. SVOO	She	gave	her brother		a gift.

Caption: Table 1.1 Examples of sentence elements
Fill in the blank: The part of a sentence that performs the action is called the _____.

1.1.3 Rules of agreement

One of the most important conventions in English grammar is **agreement**, also called **concord**. **Agreement** refers to the requirement that certain parts of a sentence must match in number, person, or gender.

- **Subject-verb agreement** means that singular subjects take singular verbs, while plural subjects take plural verbs.
- **Pronoun-antecedent agreement** requires that pronouns match the nouns they replace in number and gender.

For example:

- She **writes** every day. (singular subject with singular verb)
- They **write** every day. (plural subject with plural verb)

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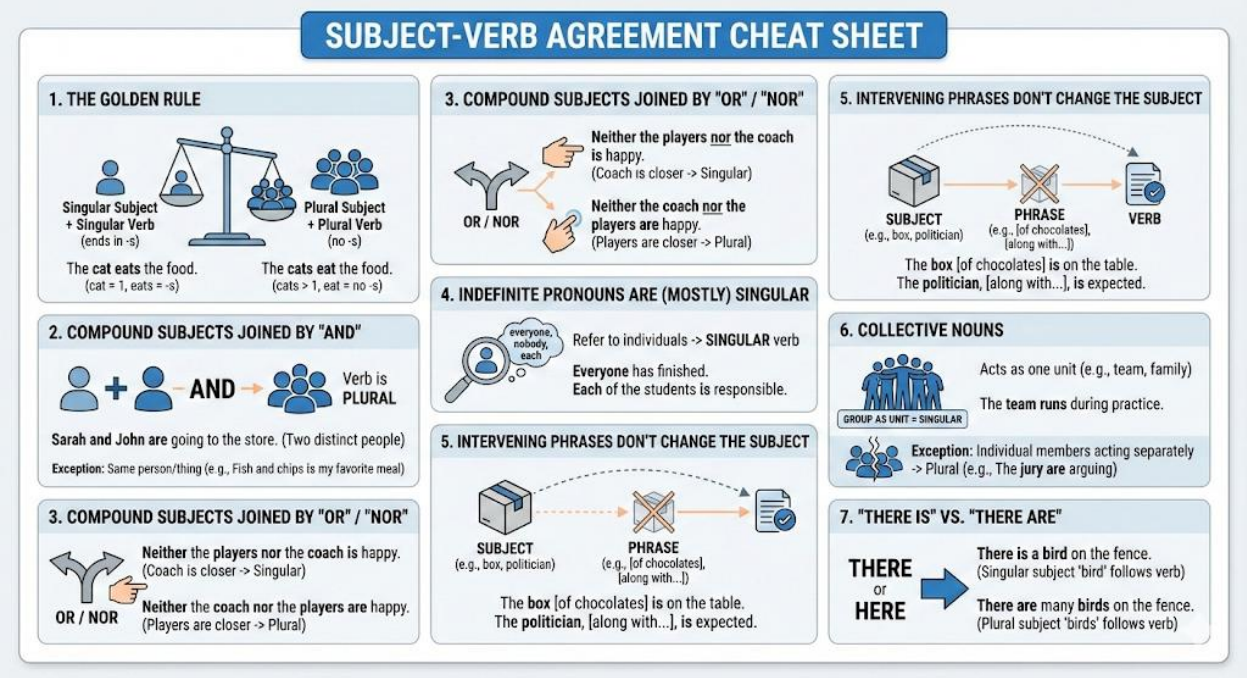

Box 1.1 Common subject-verb agreement rules

Fill in the blank: When the subject is plural, the verb must also be _____.

Pilot questions 1.1

1. Which word class describes or modifies nouns?
2. What is the part of a sentence that receives the action of the verb?
3. What is the term used for the requirement that subjects and verbs must match in number?
4. Give one example of a pronoun replacing a noun in a sentence.
5. Which sentence element provides extra detail but is not essential to the sentence?

1.2 Grammar in Writing Practice

Writing is not only about choosing the right words, but also about presenting them in a way that is clear, accurate, and effective. In this Part, we will focus on the conventions that guide written English, including punctuation, capitalisation, and the avoidance of common grammatical errors. These skills are essential for producing work that is both professional and easy to read.

1.2.1 Punctuation marks

Punctuation marks are symbols used in writing to clarify meaning and indicate pauses or emphasis. They help readers understand the structure of sentences and the relationships between ideas. The most common punctuation marks include the full stop, comma, colon, semicolon, question mark, and exclamation mark.

- The full stop signals the end of a sentence.
- The comma separates items in a list or clauses in a sentence.
- The colon introduces an explanation, list, or quotation.
- The semicolon links closely related independent clauses.

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- The question mark indicates a direct question.
- The exclamation mark conveys strong emotion or emphasis.

Punctuation Mark	Name	Example Sentence
.	Period (Full Stop)	The dog barked at the mailman.
,	Comma	We bought apples, bananas, and grapes.
?	Question Mark	What time is the meeting?
!	Exclamation Mark	Stop that right now!
:	Colon	Please bring three things: a pen, paper, and a calculator.
;	Semicolon	I have a big test tomorrow; I need to study tonight.
" "	Quotation Marks	"Don't forget your umbrella," she said.
'	Apostrophe	It's a beautiful day outside.
-	Hyphen	He is a well-known author.
( )	Parentheses	The concert (which was sold out) was amazing.

Caption: Figure 1.2

Fill in the blank: The punctuation mark used to separate items in a list is the _____.

1.2.2 Capitalisation rules

Capitalisation refers to the use of capital letters at the beginning of sentences and for specific words. Capitalisation rules ensure clarity and respect for proper nouns.

Always capitalise the first word of a sentence.

Capitalise proper nouns, such as names of people, places, and organisations.

Titles and headings often begin with capital letters.

Days of the week and months of the year are capitalised, but seasons are not.

Rule	Incorrect Example	Correct Example
Start of a Sentence	the weather is beautiful today.	**T**he weather is beautiful today.

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Rule	Incorrect Example	Correct Example
Proper Nouns (Names)	we visited paris and saw the eiffel tower.	We visited **P**aris and saw the **E**iffel **T**ower.
The Pronoun "I"	When i go home, i will sleep.	When **I** go home, **I** will sleep.
Days and Months	My birthday is on tuesday, march 5th.	My birthday is on **T**uesday, **M**arch 5th.
Titles of Books/Movies	i just read the great gatsby.	I just read ***T**he **G**reat **G**atsby*.
Nationalities & Languages	she speaks french and lives in canada.	She speaks **F**rench and lives in **C**anada.
Titles Before Names	i spoke with doctor smith yesterday.	I spoke with **D**octor **S**mith yesterday.
Common Nouns	The **C**ity is very crowded.	The **city** is very crowded.

Table 1.2 Examples of capitalisation rules

Fill in the blank: The names of months such as January and February must always begin with a _____ letter.

1.2.3 Common grammatical errors

Grammatical errors are mistakes that occur when the rules of grammar are not followed. These errors can make writing unclear or misleading. Some frequent errors include misplaced modifiers, run-on sentences, and sentence fragments. A misplaced modifier is a word or phrase placed incorrectly, causing confusion. A run-on sentence occurs when two or more independent clauses are joined without proper punctuation or conjunctions. A sentence fragment is an incomplete sentence that lacks a subject or verb.

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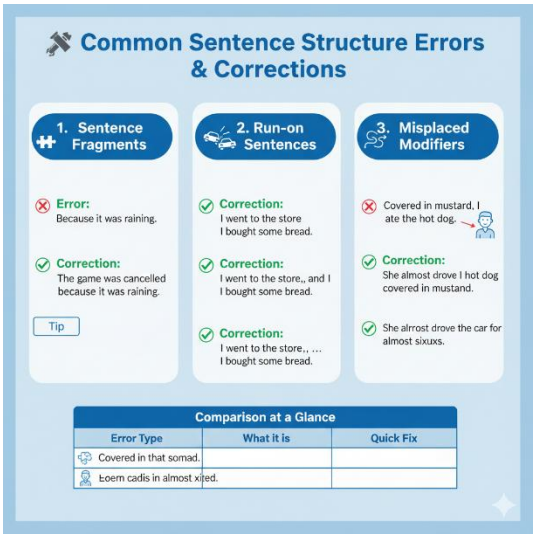

Box 1.2 Examples of common grammatical errors

Fill in the blank: A sentence that lacks either a subject or a verb is called a _____.

Pilot questions 1.2

1. Which punctuation mark is used to link closely related independent clauses?
2. What is the rule for capitalising the first word in a sentence?
3. Give one example of a proper noun that must be capitalised.
4. What type of error occurs when two independent clauses are joined without proper punctuation?
5. Which grammatical error involves an incomplete sentence lacking a subject or verb?

1.3 Sentence Construction Techniques

Constructing sentences correctly is one of the most important skills in mastering English grammar. A well-formed sentence communicates meaning clearly and avoids confusion. In this Part, we will examine how sentences are built, moving from simple structures to more complex forms, and finally considering how cohesion is achieved in writing.

1.3.1 Simple sentences

- A **simple sentence** is a sentence that contains one independent clause. An **independent clause** is a group of words with a subject and a verb that expresses a complete thought. Simple sentences are the foundation of communication because they present ideas directly and clearly.

For example:

- The boy runs.
- She sings beautifully.

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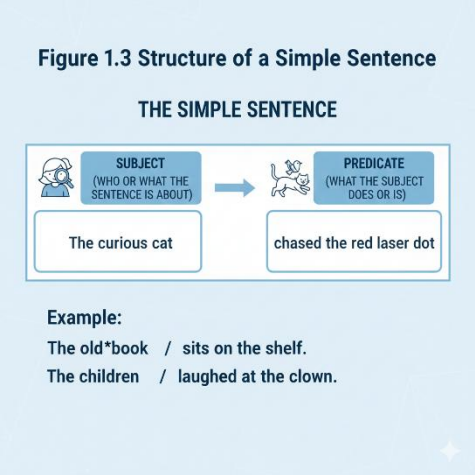

Figure 1.3

Fill in the blank: A sentence that contains only one independent clause is called a _____ sentence.

1.3.2 Compound sentences

A **compound sentence** is a sentence that contains two or more independent clauses joined by a coordinating conjunction or punctuation such as a semicolon. **Coordinating conjunctions** are words like *and, but, or, nor, for, so, yet* that link clauses of equal importance.

For example:

- I wanted to go to the market, but it started raining.
- She plays the piano, and he plays the guitar.

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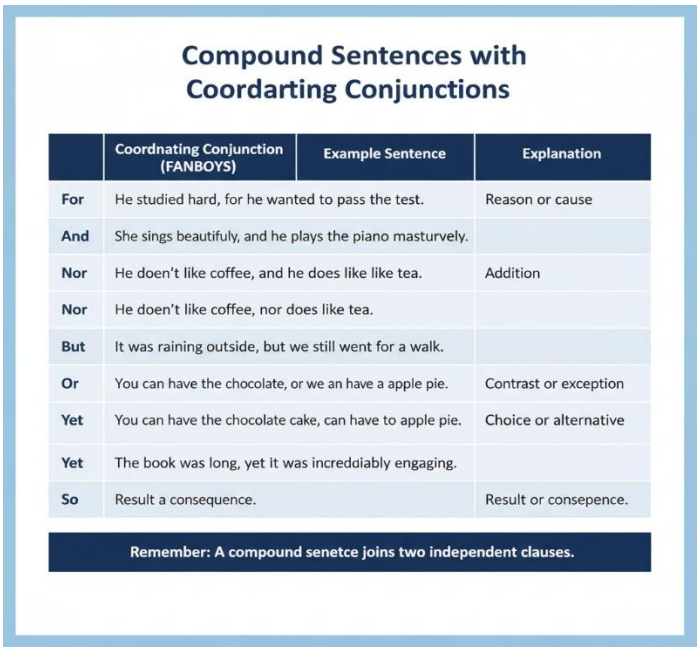

Compound Sentences with Coordarting Conjunctions

	Coordnating Conjunction (FANBOYS)	Example Sentence	Explanation
For	He studied hard, for he wanted to pass the test.		Reason or cause
And	She sings beautifuly, and he plays the piano masturvely.		
Nor	He doen't like coffee, and he does like like tea.		Addition
Nor	He doen't like coffee, nor does like tea.		
But	It was raining outside, but we still went for a walk.		
Or	You can have the chocolate, or we an have a apple pie.		Contrast or exception
Yet	You can have the chocolate cake, can have to apple pie.		Choice or alternative
Yet	The book was long, yet it was incredoiably engaging.		
So	Result a consequence.		Result or consepence.

Remember: A compound senetce joins two independent clauses.

Table 1.3 Examples of compound sentences with coordinating conjunctions

Fill in the blank: The word *but* is an example of a _____ conjunction.

1.3.3 Complex sentences

A **complex sentence** is a sentence that contains one independent clause and at least one dependent clause. A **dependent clause** is a group of words with a subject and verb that does not express a complete thought and relies on the independent clause for meaning. Subordinating conjunctions such as *because, although, since, when, if* introduce dependent clauses.

For example:

- She stayed at home because she was ill.
- Although he tried hard, he did not succeed.

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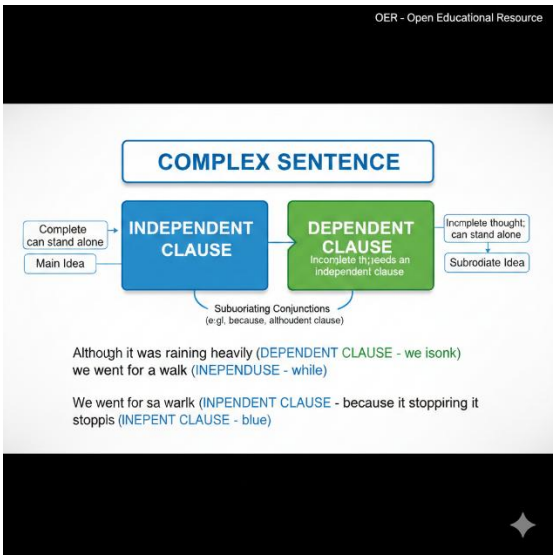

Figure 1.4 Structure of a complex sentence

Fill in the blank: A clause that cannot stand alone as a complete sentence is called a _____ clause.

1.3.4 Cohesion in writing

Cohesion refers to the way sentences and ideas are linked together to form a unified text. **Cohesion** is achieved through the use of linking devices such as conjunctions, transitional expressions, and pronouns that connect sentences smoothly. Cohesion ensures that writing flows logically and is easy to follow.

Examples of cohesive devices include:

- Conjunctions: *and, but, yet*
- Transitional expressions: *however, therefore, in addition*
- Pronouns: *this, that, these, those*

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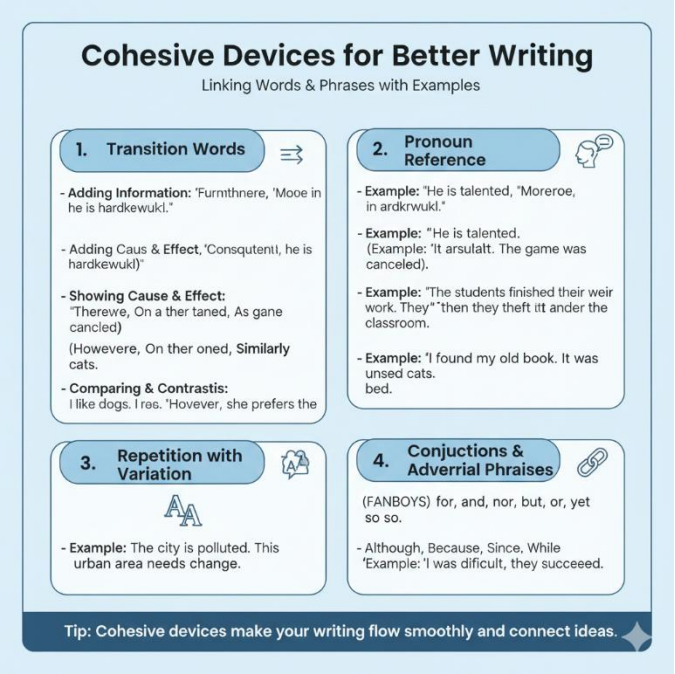

Box 1.3 Common cohesive devices in writing

Fill in the blank: Words such as *however* and *therefore* are examples of _____ expressions.

Pilot questions 1.3

1. What type of sentence contains only one independent clause?
2. Which conjunctions are used to join independent clauses in compound sentences?
3. What is the difference between an independent clause and a dependent clause?
4. Give one example of a subordinating conjunction used in complex sentences.
5. What term describes the linking of sentences and ideas to form a unified text?

1.4 Tone Marks and Their Application

Tone is an important aspect of spoken English, and it influences meaning, emotion, and clarity. In writing, tone marks are used to indicate stress, intonation, or emphasis, helping learners to connect written language with spoken communication. This Part will guide you through the definition, functions, and practical application of tone marks.

1.4.1 Definition of tone marks

Tone marks are symbols or notations used to show how words should be pronounced, particularly in terms of pitch, stress, or intonation. In English, tone marks are not as widely used as in some other languages, but they are often applied in phonetic transcription to help learners understand pronunciation. They serve as a bridge between written and spoken forms of the language.

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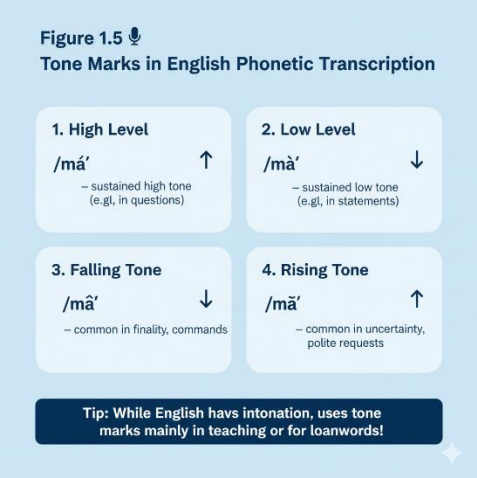

Figure 1.5

Fill in the blank: Symbols used to indicate stress or intonation in pronunciation are called _____.

1.4.2 Functions of tone marks

Tone marks serve several functions in English learning and communication. They help learners identify where stress should be placed in words, how intonation patterns rise or fall in sentences, and how meaning can change depending on tone.

- **Stress indication**: Tone marks show which syllable in a word should be stressed.
- **Intonation guidance**: They indicate whether the voice should rise or fall at the end of a sentence.
- **Meaning differentiation**: Tone marks can distinguish between statements, questions, and commands.

For example:

- The word *record* (noun) has stress on the first syllable.
- The word *record* (verb) has stress on the second syllable.

Function	Tone Type	Description	Example
Finality / Statements	**Falling (↘)**	Indicates that a thought is complete or a fact is being stated.	"I am going to the **store↘**."
Inquiry / Questions	**Rising (↗)**	Used for Yes/No questions or to show uncertainty/surprise.	"Are you **coming↗**?"
Uncertainty / Polite Request	**Fall-Rise (↘↗)**	Suggests hesitation, a "but..." coming, or a polite invitation.	"I *think* so... (↘↗)"

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Function	Tone Type	Description	Example
Meaning Differentiation	**Tone Placement**	Changing the tone on a specific word changes the focus of the sentence.	**I** (↘) didn't say he stole it. (Someone else did)
Emotional Expressiveness	**High/Low Pitch**	Higher pitch often indicates excitement or anger; lower pitch indicates boredom.	"**Wow**↗! That's amazing!"

Box 1.4 Functions of tone marks in English

Fill in the blank: Tone marks can show whether the voice should _____ or fall at the end of a sentence.

1.4.3 Practical application

Applying tone marks in practice involves recognising stress patterns in words, identifying intonation in sentences, and using these cues to improve spoken communication. Learners can practise by reading phonetic transcriptions, listening to recordings, and marking stress or intonation in their own notes.

Practical exercises may include:

- Identifying stressed syllables in multisyllabic words.
- Marking rising intonation in yes/no questions.
- Marking falling intonation in declarative sentences.

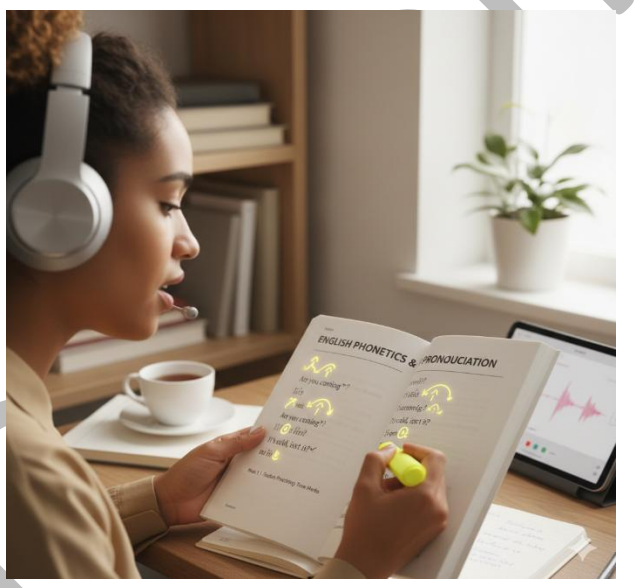

Plate 1.4 Student practicing tone marks in English pronunciation

Fill in the blank: In yes/no questions, intonation usually _____ at the end of the sentence.

Pilot questions 1.4

1. What are tone marks used to indicate in English?
2. Which syllable is stressed in the noun *record*?
3. Which syllable is stressed in the verb *record*?
4. What type of intonation is usually found in declarative sentences?
5. Give one practical way learners can apply tone marks in spoken English.

Series summary

This Series has introduced you to the foundations of English grammar and writing, which are essential for clear and effective communication. By focusing on the basic conventions of grammar, writing practice, sentence construction, and tone marks, the Series has provided you with the tools needed to build confidence in both written and spoken English.

We began by examining word classes, sentence elements, and rules of agreement, then moved on to punctuation, capitalisation, and common grammatical errors. Following that, we explored sentence construction techniques, including simple, compound, and complex sentences, as well as cohesion in writing. Finally, we studied tone marks, their functions, and practical applications in communication. In line with the Series Learning Outcomes, you should now be able to define and apply grammar conventions, use punctuation and capitalisation correctly, identify and correct errors, construct different sentence types, demonstrate cohesion in writing, and explain and apply tone marks effectively.

Glossary of terms

Adjunct: A word or phrase that adds extra detail to a sentence, such as time, place, or manner, but is not essential to its meaning.

Adjective: A word that describes or modifies a noun, giving more information about qualities such as size, colour, or number.

Adverb: A word that modifies a verb, an adjective, or another adverb, often showing how, when, or where something happens.

Agreement (Concord): The grammatical rule requiring that certain parts of a sentence, such as subject and verb, match in number, person, or gender.

Clause: A group of words containing a subject and a verb. An independent clause expresses a complete thought, while a dependent clause does not.

Cohesion: The way sentences and ideas are linked together in writing to form a unified and logical text.

Colon: A punctuation mark (:) used to introduce an explanation, list, or quotation.

Comma: A punctuation mark (,) used to separate items in a list or clauses in a sentence.

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Complement: A word or phrase that completes the meaning of a subject or object in a sentence.

Complex sentence: A sentence that contains one independent clause and at least one dependent clause.

Compound sentence: A sentence that contains two or more independent clauses joined by a coordinating conjunction or punctuation such as a semicolon.

Conjunction: A word used to connect words, phrases, or clauses. Coordinating conjunctions link clauses of equal importance, while subordinating conjunctions introduce dependent clauses.

Fragment: An incomplete sentence that lacks either a subject or a verb.

Independent clause: A group of words with a subject and verb that expresses a complete thought and can stand alone as a sentence.

Intonation: The rise and fall of the voice in speech, often used to show meaning or emotion.

Modifier: A word or phrase that provides additional information about another word, often an adjective or adverb.

Noun: A word that names a person, place, thing, or idea.

Object: The part of a sentence that receives the action of the verb.

Punctuation marks: Symbols used in writing to clarify meaning and indicate pauses or emphasis, such as full stops, commas, colons, semicolons, question marks, and exclamation marks.

Pronoun: A word that replaces a noun to avoid repetition, such as *he, she, it, they*.

Run-on sentence: A sentence in which two or more independent clauses are joined without proper punctuation or conjunctions.

Sentence elements: The functional parts of a sentence, including subject, predicate, object, complement, and adjunct.

Simple sentence: A sentence that contains only one independent clause.

Stress: The emphasis placed on a particular syllable in a word.

Subject: The part of a sentence that performs the action or is described.

Tone marks: Symbols or notations used to indicate stress, intonation, or emphasis in pronunciation.

Verb: A word that expresses an action or a state of being.

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Concept check questions [Series 1: Foundations of English Grammar and Writing]

Objective questions

1. Which word class modifies nouns by describing their qualities? (Linked to SLO 2.1)
2. A sentence that contains only one independent clause is called a _____ sentence. (Linked to SLO 2.4)
3. Which punctuation mark is used to introduce a list or explanation? (Linked to SLO 2.2)
4. What is the grammatical rule requiring subjects and verbs to match in number? (Linked to SLO 2.1)
5. Which type of intonation is usually found in declarative sentences? (Linked to SLO 2.6)

Short-answer questions

6. Define a pronoun and give one example. (Linked to SLO 2.1)
7. Explain the difference between a run-on sentence and a sentence fragment. (Linked to SLO 2.3)
8. Identify the subordinating conjunction in the sentence: *Although she was tired, she finished her homework.* (Linked to SLO 2.4)
9. Provide one example of a cohesive device used to link sentences. (Linked to SLO 2.5)
10. State the function of tone marks in phonetic transcription. (Linked to SLO 2.6)

Long-answer questions

11. Analyse the importance of punctuation and capitalisation in written communication, giving examples of how misuse can affect meaning. (Linked to SLO 2.2)
12. Construct three sentences: one simple, one compound, and one complex. Explain the differences in their structures. (Linked to SLO 2.4)
13. Evaluate how cohesion contributes to effective writing, and suggest strategies learners can use to improve cohesion in their own work. (Linked to SLO 2.5)
14. Discuss the role of tone marks in bridging written and spoken English, and illustrate with examples how stress and intonation can change meaning. (Linked to SLO 2.6)

Answers to Concept Check Questions [Series 1: Foundations of English Grammar and Writing]

Objective questions

1. Adjective
2. Simple sentence
3. Colon
4. Agreement (or concord)
5. Falling intonation

Short-answer questions

6. A pronoun is a word that replaces a noun to avoid repetition. Example: *she*.
7. A run-on sentence joins two independent clauses without proper punctuation or conjunctions, while a fragment is incomplete and lacks a subject or verb.
8. *Although*
9. Example: *however*
10. Tone marks indicate stress, intonation, or emphasis in pronunciation.

Long-answer questions

11. *Basic response*: Punctuation and capitalisation clarify meaning and structure in writing. Misuse, such as omitting commas or failing to capitalise proper nouns, can confuse readers. *Value-*

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added response: Beyond clarity, punctuation and capitalisation reflect professionalism and respect for conventions. For example, misplacing a comma can alter meaning entirely, as in "Let's eat, Grandma" versus "Let's eat Grandma."

12. *Basic response*:
    - Simple: *The dog barked.*
    - Compound: *The dog barked, and the cat ran away.*
    - Complex: *The dog barked because it saw a stranger. Value-added response*: Simple sentences express single ideas, compound sentences join equal ideas, and complex sentences show relationships of dependence. Writers use these structures strategically to vary rhythm and emphasis in texts.
13. *Basic response*: Cohesion links sentences and ideas, making writing logical and easy to follow. Strategies include using conjunctions, transitional expressions, and pronouns. *Value-added response*: Cohesion also enhances persuasiveness and reader engagement. Advanced strategies include thematic progression, lexical repetition, and parallel structures, which help maintain focus and coherence across longer texts.
14. *Basic response*: Tone marks guide pronunciation by showing stress and intonation. Stress can change meaning, as in *record* (noun) versus *record* (verb). *Value-added response*: Tone marks also help learners connect written English with spoken rhythm and melody. Intonation patterns can signal attitudes, emotions, or intentions, such as rising intonation in questions or falling intonation in commands, which enrich communication beyond literal words.

Answers to Pilot Questions [Series 1]

Pilot questions 1.1

1. Adjective
2. Object
3. Agreement (or concord)
4. Example: *John* can be replaced by *he*
5. Adjunct

Pilot questions 1.2

1. Semicolon
2. The first word of a sentence must be capitalised
3. Example: *London*
4. Run-on sentence
5. Sentence fragment

Pilot questions 1.3

1. Simple sentence
2. Coordinating conjunctions such as *and, but, or*
3. An independent clause expresses a complete thought, while a dependent clause does not
4. Example: *because*

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5. Cohesion

Pilot questions 1.4

1. Stress, intonation, or emphasis in pronunciation
2. First syllable
3. Second syllable
4. Falling intonation
5. Practising with phonetic transcription or recordings

References and Attributions [Series 1]

The following references and attributions cover the instructional content and illustration placeholders used in **Series 1: Foundations of English Grammar and Writing**. Entries are presented in APA style for clarity and consistency.

General references

- Crystal, D. (2004). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge University Press.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
- Open Educational Resources (OER Commons). (n.d.). English grammar resources. Retrieved from https://www.oercommons.org

Illustration references and attributions

- *Figure 1.1 Word classes in English grammar* Attribution: Suggested OER diagram of parts of speech. AI prompt (if generated): "Create a colourful diagram showing the eight word classes in English with examples under each."
- *Table 1.1 Examples of sentence elements* Attribution: Suggested OER table of sentence elements. AI prompt (if generated): "Generate a table with five rows showing examples of sentence elements in English sentences."
- *Box 1.1 Common subject-verb agreement rules* Attribution: Suggested OER summary of subject-verb agreement. AI prompt (if generated): "Create a text box summarising subject-verb agreement rules with examples in English grammar."
- *Figure 1.2 Common punctuation marks in English writing* Attribution: Suggested OER diagram of punctuation marks. AI prompt (if generated): "Create a diagram showing punctuation marks with examples of sentences using each."
- *Table 1.2 Examples of capitalisation rules* Attribution: Suggested OER table of capitalisation examples. AI prompt (if generated): "Generate a table with examples of correct and incorrect capitalisation in English sentences."

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- *Box 1.2 Examples of common grammatical errors* Attribution: Suggested OER examples of grammatical errors. AI prompt (if generated): “Create a text box showing examples of common grammatical errors in English with corrections.”
- *Figure 1.3 Structure of a simple sentence* Attribution: Suggested OER diagram of simple sentence structure. AI prompt (if generated): “Create a diagram showing subject and predicate in a simple English sentence.”
- *Table 1.3 Examples of compound sentences with coordinating conjunctions* Attribution: Suggested OER table of compound sentence examples. AI prompt (if generated): “Generate a table with examples of compound sentences using coordinating conjunctions in English.”
- *Figure 1.4 Structure of a complex sentence* Attribution: Suggested OER diagram of complex sentence structure. AI prompt (if generated): “Create a diagram showing independent and dependent clauses in a complex sentence.”
- *Box 1.3 Common cohesive devices in writing* Attribution: Suggested OER examples of cohesive devices. AI prompt (if generated): “Create a text box showing examples of cohesive devices in English writing with sample sentences.”
- *Figure 1.5 Tone marks in English phonetic transcription* Attribution: Suggested OER diagram of tone marks. AI prompt (if generated): “Create a diagram showing tone marks used in English phonetic transcription with sample words.”
- *Box 1.4 Functions of tone marks in English* Attribution: Suggested OER summary of tone mark functions. AI prompt (if generated): “Create a text box summarising the functions of tone marks in English with examples.”
- *Plate 1.1 Student practising tone marks in English pronunciation* Attribution: Suggested OER image of a student practising pronunciation. AI prompt (if generated): “Create an image of a student reading a textbook with tone marks highlighted in words.”

Course code: ENG101
Course title: A Survey of the English Language (2 Units C: LH 30)
Course credit load: 2 Units C: LH 30
Here are five series titles that fully cover the scope of the attached ENG 101 course content without going beyond it:
Series 1: Foundations of English Grammar and Writing
Series 2: Sentence Construction and Tone Application
Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics
Series 4: Mastering Communication Skills in English
Series 5: Integrated Practice in Spoken and Written English
Below are the part for Series 2
Part 1: Principles of Sentence Construction

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- **2.1.1 Sentence unity**: Ensuring each sentence expresses one clear idea.
- **2.1.2 Sentence coherence**: Logical arrangement of words and phrases.
- **2.1.3 Sentence variety**: Using different sentence structures for effective writing.

Part 2: Types of Sentences in English

- **2.2.1 Declarative sentences**: Statements of fact or opinion.
- **2.2.2 Interrogative sentences**: Asking questions.
- **2.2.3 Imperative sentences**: Giving commands or requests.
- **2.2.4 Exclamatory sentences**: Expressing strong emotions.

Part 3: Tone in Sentence Construction

- **2.3.1 Definition of tone**: The attitude or feeling conveyed in writing or speech.
- **2.3.2 Tone and meaning**: How tone changes interpretation of sentences.
- **2.3.3 Tone in formal and informal contexts**: Adjusting tone for audience and purpose.

Part 4 Application of Tone Marks in Communication

- **2.4.1 Stress patterns in words**: Identifying syllable emphasis.
- **2.4.2 Intonation in sentences**: Rising and falling tones in speech.
- **2.4.3 Practical exercises with tone marks**: Applying tone marks in spoken and written **practice.**

Introduction

In the last Series, we explored the foundations of English grammar and writing, focusing on word classes, sentence elements, rules of agreement, punctuation, and tone marks. Building on that knowledge, this Series will take you further into the practical aspects of sentence construction and tone application. These skills are vital because they determine not only how ideas are expressed but also how they are received and interpreted by others.

The aim of this Series is to strengthen your ability to construct different types of sentences with clarity and accuracy, while also applying tone effectively to suit meaning, context, and audience. By the end of the Series, you should be able to demonstrate confidence in both written and spoken communication through mastery of sentence structures and tone usage.

We shall commence this Series by examining the principles of sentence construction, including unity, coherence, and variety. Next, we will explore the different types of sentences in English, such as declarative, interrogative, imperative, and exclamatory forms. Following that, our focus will shift to tone in sentence construction, where we will consider how tone influences meaning and how it varies between formal and informal contexts. Finally, we will wrap up by applying tone marks in communication, practising stress patterns, intonation, and exercises that connect written symbols with spoken expression.

Series Learning Outcomes

Upon completing this Series, you should be able to:

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- **SLO 2.1** explain the principles of sentence construction, including unity, coherence, and variety,
- **SLO 2.2** classify sentences into declarative, interrogative, imperative, and exclamatory types,
- **SLO 2.3** analyse how tone influences meaning in sentence construction,
- **SLO 2.4** distinguish between formal and informal tone in different communication contexts, and
- **SLO 2.5** apply tone marks to demonstrate stress patterns and intonation in spoken and written English.

2.1 Principles of Sentence Construction

Constructing sentences effectively is central to mastering English communication. A sentence must not only be grammatically correct but also convey a clear and unified idea. In this Part, we will explore the principles of sentence construction, focusing on unity, coherence, and variety. These principles will help you write sentences that are accurate, logical, and engaging.

2.1.1 Sentence unity

Sentence unity means that a sentence should express one complete idea. Every word and phrase in the sentence must contribute to this central thought. When unity is lacking, sentences become confusing or misleading.

For example:

- Unified: *The teacher explained the lesson clearly.*
- Lacking unity: *The teacher explained the lesson clearly, and the students were noisy, and the chairs were broken.*

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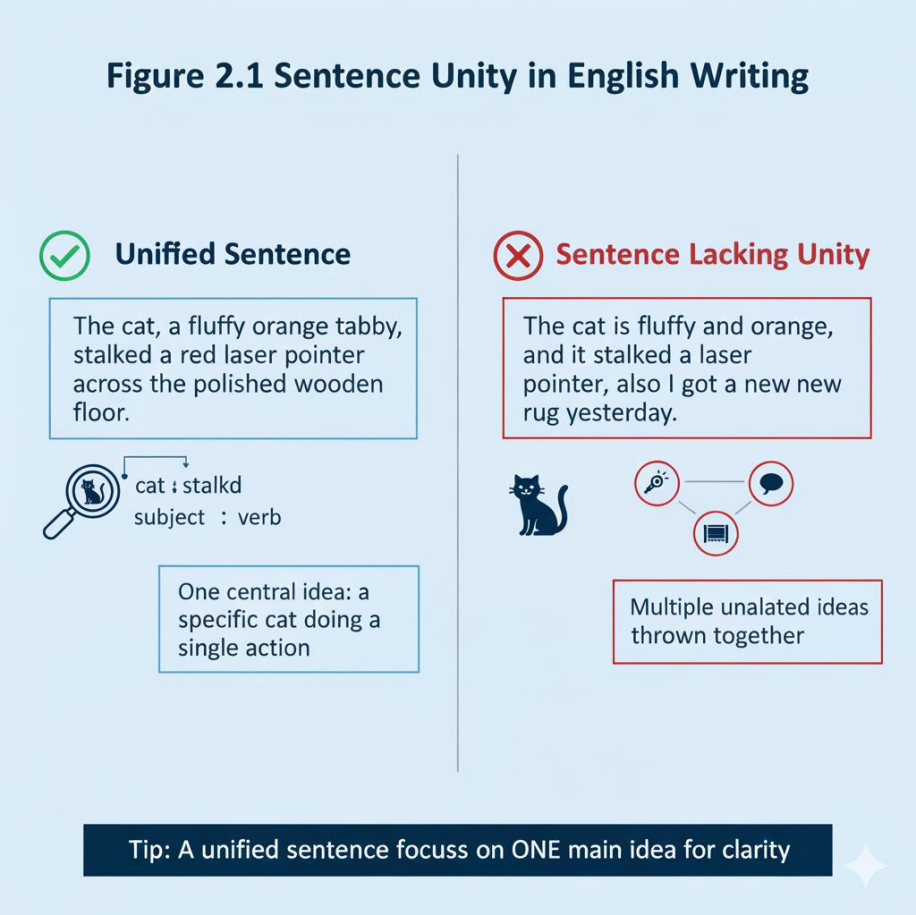

Figure 2.1

Fill in the blank: A sentence that expresses one complete idea is said to have _____.

2.1.2 Sentence coherence

Sentence coherence refers to the logical arrangement of words and ideas so that the sentence flows smoothly. Coherence ensures that readers can easily follow the meaning without confusion. This is achieved through correct word order, appropriate linking devices, and consistent tense usage.

For example:

- Coherent: *She packed her bag, locked the door, and left for school.*
- Incoherent: *She left for school, packed her bag, and locked the door.*

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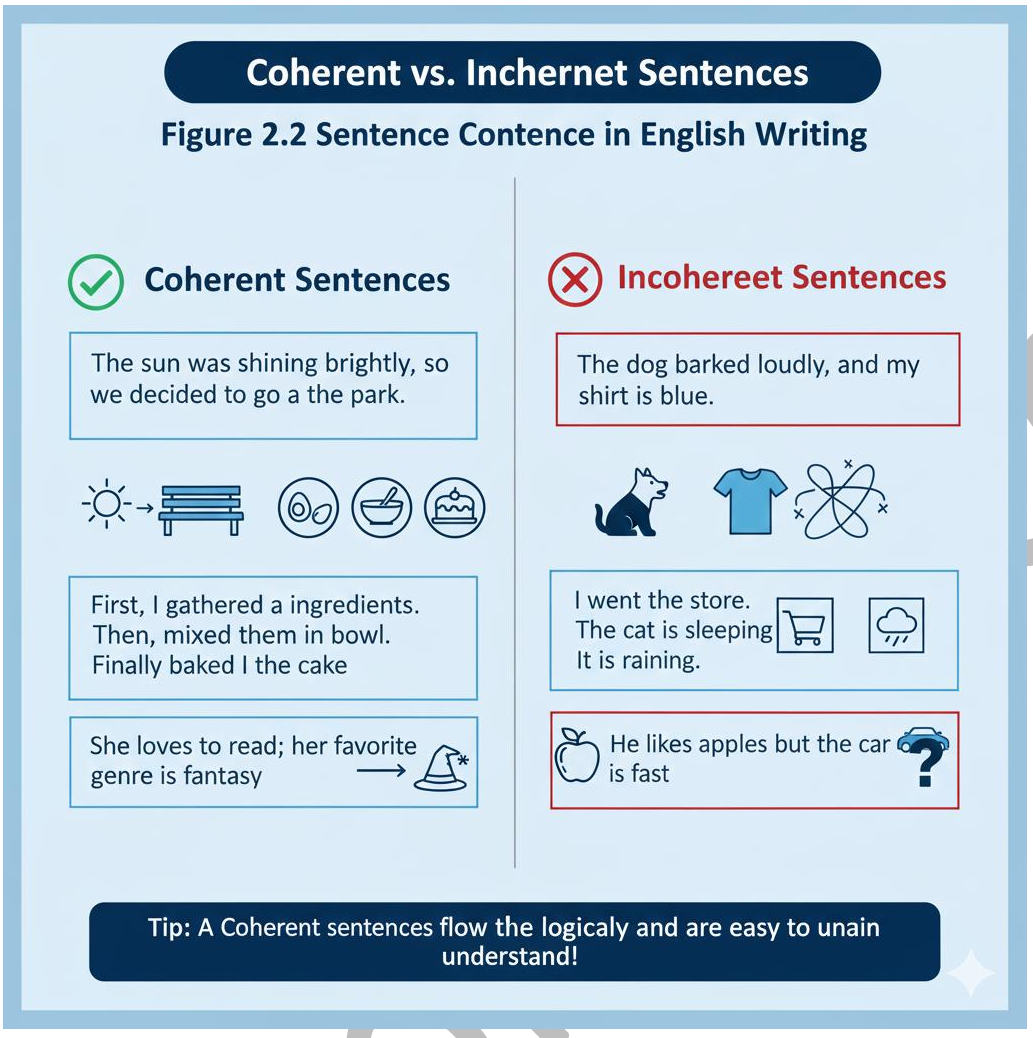

Table 2.1 Examples of coherent and incoherent sentences

Fill in the blank: The logical arrangement of words and ideas in a sentence is called _____.

2.1.3 Sentence variety

Sentence variety means using different sentence structures to make writing more interesting and engaging. Writers can vary sentences by length, type, and complexity. Variety prevents monotony and helps maintain the reader's attention.

For example:

- Short sentence: *She smiled.*
- Compound sentence: *She smiled, and he waved back.*
- Complex sentence: *She smiled because she was happy.*

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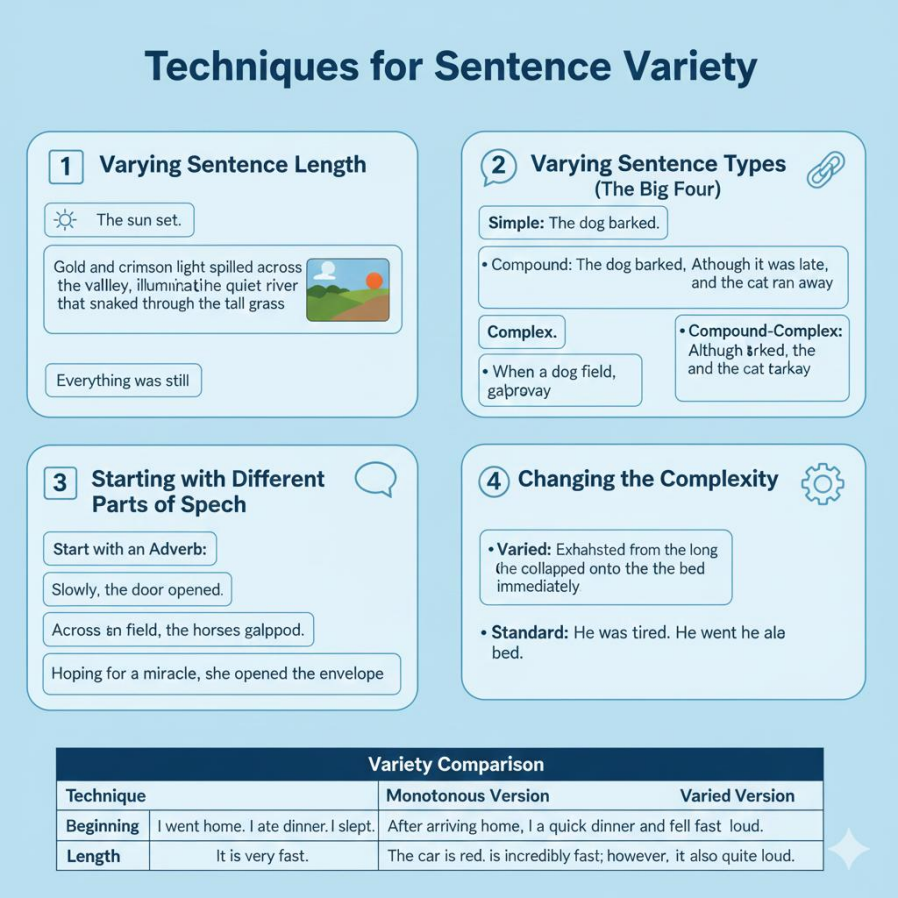

Box 2.1 Techniques for achieving sentence variety

Fill in the blank: Using different sentence structures to make writing engaging is called sentence _____.

Pilot questions 2.1

1. What does sentence unity mean?
2. Give one example of a coherent sentence.
3. What is the difference between a coherent and incoherent sentence?
4. Provide one technique for achieving sentence variety.
5. Why is sentence variety important in writing?

2.2 Types of Sentences in English

Sentences are the basic units of communication in English. They can be classified according to the purpose they serve, and each type has its own structure and function. In this Part, we will examine declarative, interrogative, imperative, and exclamatory sentences. Understanding these types will help you to express ideas more effectively and appropriately in different contexts.

2.2.1 Declarative sentences

A **declarative sentence** is a sentence that makes a statement or expresses an opinion. It provides information and ends with a full stop. Declarative sentences are the most common type in English writing.

For example:

- *The sun rises in the east.*
- *She enjoys reading novels.*

Figure 2.2

Fill in the blank: A sentence that makes a statement or expresses an opinion is called a _____ sentence.

2.2.2 Interrogative sentences

An **interrogative sentence** is a sentence that asks a question. It usually begins with a question word (who, what, where, when, why, how) or an auxiliary verb, and it ends with a question mark.

For example:

- *Where are you going?*
- *Did she finish her homework?*

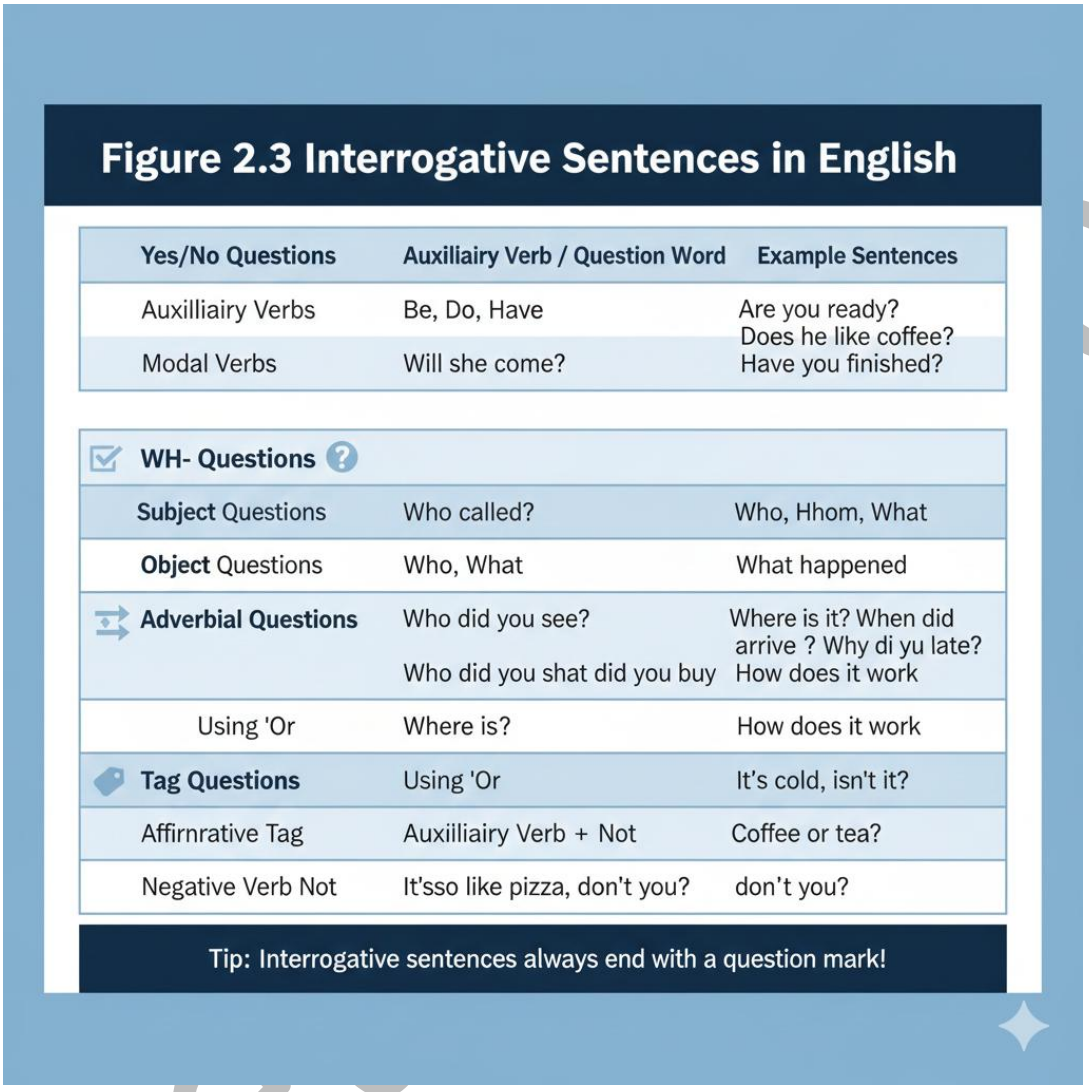

Figure 2.3 Interrogative Sentences in English

Yes/No Questions	Auxiliairy Verb / Question Word	Example Sentences
Auxilliairy Verbs	Be, Do, Have	Are you ready? Does he like coffee?
Modal Verbs	Will she come?	Have you finished?

WH- Questions		
Subject Questions	Who called?	Who, Hhom, What
Object Questions	Who, What	What happened
Adverbial Questions	Who did you see? Who did you shat did you buy	Where is it? When did arrive ? Why di yu late? How does it work
Using 'Or	Where is?	How does it work
Tag Questions	Using 'Or	It's cold, isn't it?
Affirnrative Tag	Auxiilliairy Verb + Not	Coffee or tea?
Negative Verb Not	It'sso like pizza, don't you?	don't you?

Tip: Interrogative sentences always end with a question mark!

Table 2.2 Examples of interrogative sentences

Fill in the blank: A sentence that asks a question usually ends with a _____ mark.

2.2.3 Imperative sentences

An **imperative sentence** is a sentence that gives a command, instruction, or request. It often begins with a verb and may end with either a full stop or an exclamation mark, depending on the tone.

For example:

- *Close the door.*
- *Please sit down.*

- *Stop talking immediately!*

Box 2.2 Examples of imperative sentences

Fill in the blank: A sentence that gives a command or request is called an _____ sentence.

2.2.4 Exclamatory sentences

An **exclamatory sentence** is a sentence that expresses strong emotion such as surprise, joy, anger, or excitement. It always ends with an exclamation mark.

For example:

- *What a beautiful day!*
- *I can't believe it!*

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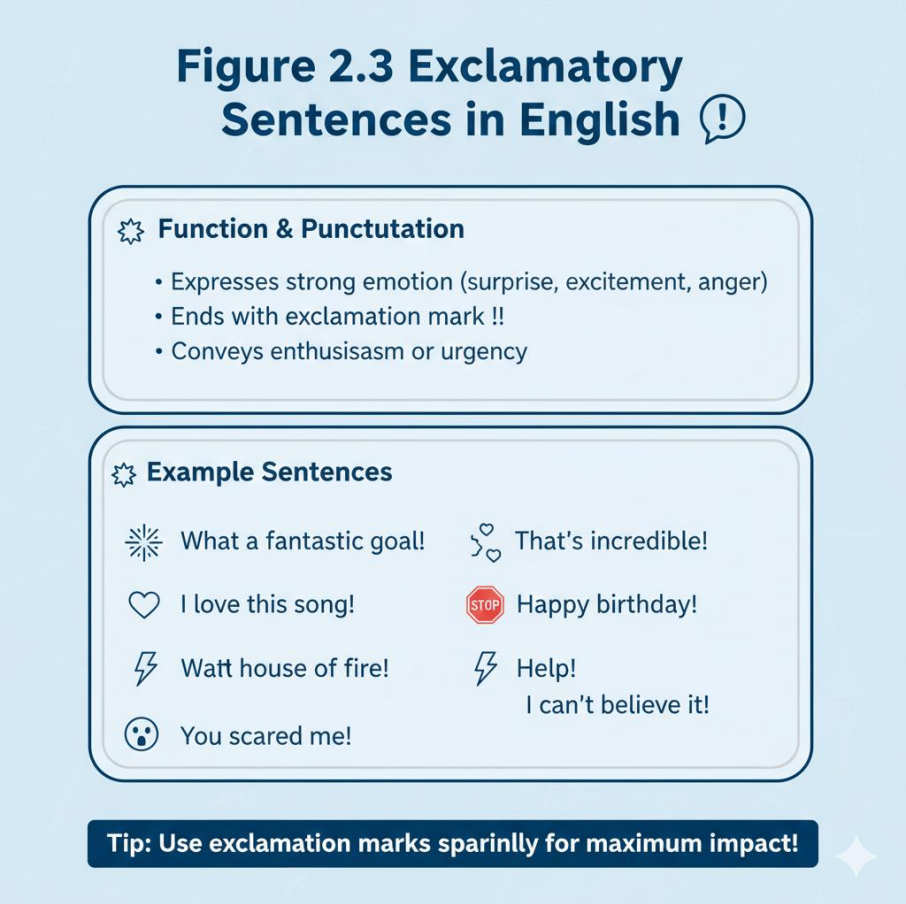

Figure 2.3

Fill in the blank: A sentence that expresses strong emotion always ends with an _____ mark.

Pilot questions 2.2

1. What type of sentence makes a statement or expresses an opinion?
2. Which punctuation mark is used at the end of an interrogative sentence?
3. Give one example of an imperative sentence.
4. What type of sentence expresses strong emotions?
5. Provide one example of a declarative sentence.

2.3 Tone in Sentence Construction

Tone plays a crucial role in how sentences are interpreted. It reflects the attitude or feeling of the writer or speaker and can change the meaning of a sentence even when the words remain the same. In this Part, we will explore the definition of tone, its impact on meaning, and how tone varies between formal and informal contexts.

2.3.1 Definition of tone

Tone is the attitude or emotional quality conveyed through words and sentence structure. In writing, tone is shaped by word choice, sentence length, and punctuation. In speech, tone is

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influenced by voice pitch, stress, and intonation. A sentence can sound polite, harsh, enthusiastic, or indifferent depending on the tone applied.

For example:

- Neutral tone: *I will attend the meeting.*
- Polite tone: *I would be glad to attend the meeting.*
- Harsh tone: *I will attend the meeting, whether you like it or not.*

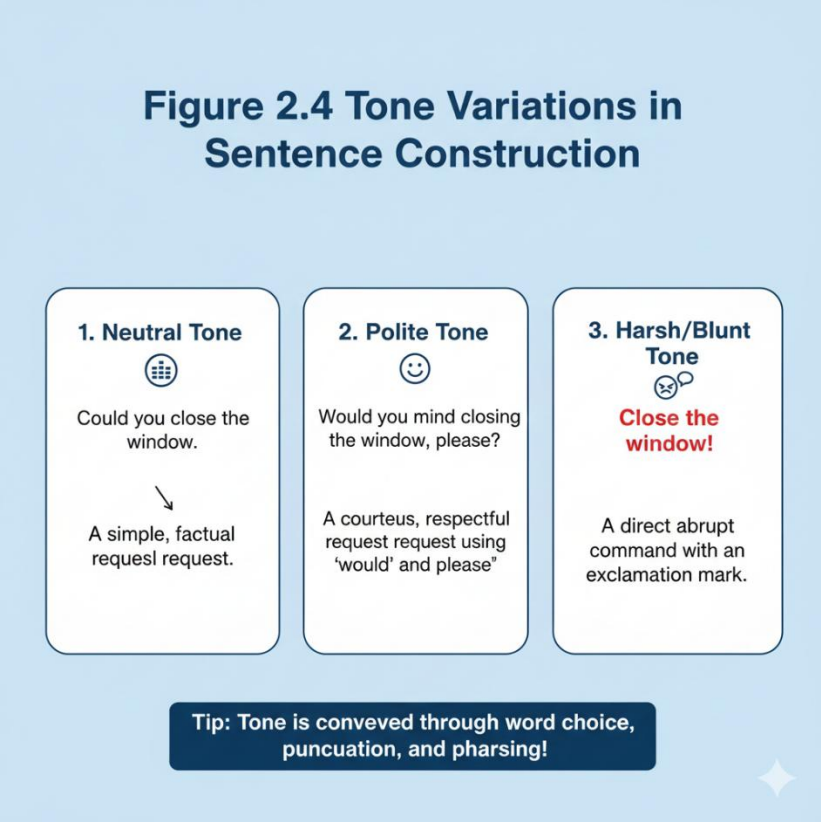

Figure 2.4

Fill in the blank: The attitude or emotional quality conveyed through words and sentence structure is called _____.

2.3.2 Tone and meaning

Tone directly influences how a message is understood. The same sentence can carry different meanings depending on the tone applied. For example, a rising intonation in speech may turn a statement into a question, while a change in word choice can make a sentence sound formal or casual.

For example:

- Statement: *You are coming.*
- Question (rising tone): *You are coming?*

- Formal tone: *You are requested to attend.*
- Informal tone: *You're coming, right?*

Sentence	Tone	Likely Interpretation
"I'm going to the meeting."	**Neutral**	A simple statement of fact or intent.
"I'm *going* to the meeting."	**Defensive**	Suggests someone doubted the speaker would attend.
"Could you close the door?"	**Polite**	A respectful request for assistance.
"Close the door."	**Authoritative**	A direct command or order.
"That's a great idea."	**Sincere**	Expressing genuine approval or excitement.
"That's a *great* idea."	**Sarcastic**	Implying the idea is actually poor or foolish.
"We need to talk."	**Serious/Ominous**	Signals a difficult or important conversation is coming.

Table 2.3 Examples of tone affecting meaning

Fill in the blank: A rising intonation at the end of a sentence can change a statement into a _____.

2.3.3 Tone in formal and informal contexts

Tone must be adjusted depending on the audience and purpose. **Formal tone** is used in academic writing, official communication, and professional contexts. It avoids contractions, slang, and overly casual expressions. **Informal tone** is used in everyday conversation, personal writing, or casual exchanges, and it often includes contractions, colloquial language, and a relaxed style.

For example:

- Formal: *We regret to inform you that your application was unsuccessful.*
- Informal: *Sorry, your application didn't go through.*

Feature	Formal Tone	Informal Tone
Goal	Professionalism & Clarity	Personal Connection & Ease
Contractions	Avoided (e.g., *do not, it is*)	Common (e.g., *don't, it's*)
Vocabulary	Sophisticated/Precise (*request*)	Conversational (*ask for*)

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Feature	Formal Tone	Informal Tone
Pronouns	Often 3rd person (*the author*)	1st & 2nd person (*I, you*)
Structure	Complex, varied sentences	Shorter, simpler sentences

Box 2.4 Differences between formal and informal tone

Fill in the blank: Academic writing usually requires a _____ tone.

Pilot questions 2.3

1. What is tone in sentence construction?
2. How can tone change the meaning of a sentence?
3. Give one example of a sentence in a formal tone.
4. Provide one example of a sentence in an informal tone.
5. Why is it important to adjust tone according to audience and purpose?

2.4 Application of Tone Marks in Communication

Tone marks are valuable tools for connecting written English with spoken expression. They guide learners in recognising stress patterns, intonation, and emphasis, which are essential for clear and effective communication. In this Part, we will explore stress in words, intonation in sentences, and practical exercises that help you apply tone marks in everyday use.

2.4.1 Stress patterns in words

Stress patterns refer to the emphasis placed on particular syllables within words. In English, stress can change the meaning of a word, especially when the same spelling functions as both a noun and a verb. Tone marks are often used in phonetic transcription to show which syllable should be stressed.

For example:

- Noun: *ˈrecord* (stress on the first syllable)
- Verb: *reˈcord* (stress on the second syllable)

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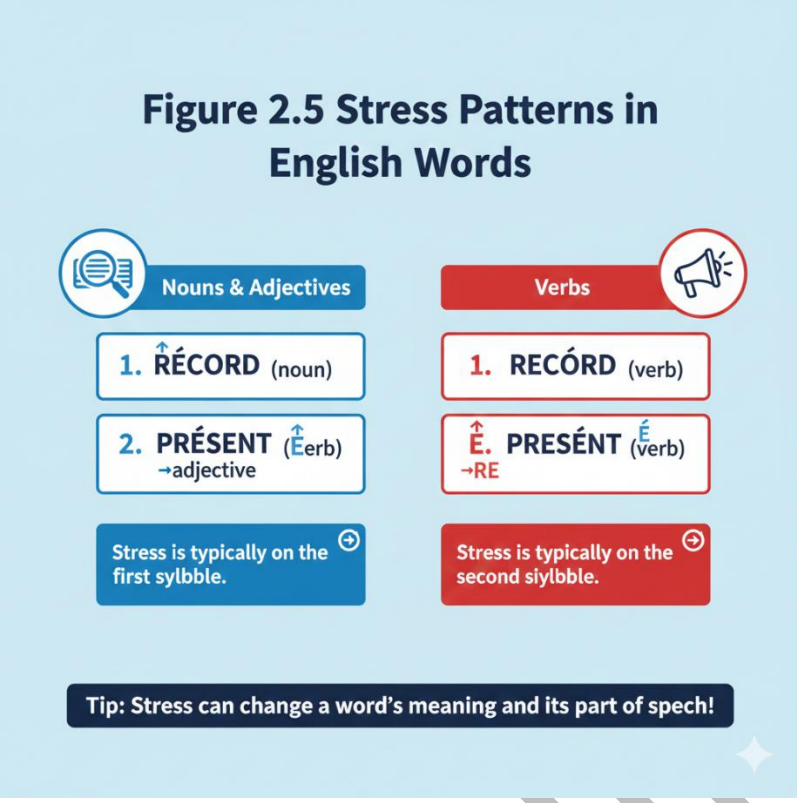

Figure 2.5

Fill in the blank: Stress patterns show which _____ in a word should be emphasised.

2.4.2 Intonation in sentences

Intonation is the rise and fall of the voice in speech. It helps to convey meaning, emotion, and intention. Tone marks can be used to indicate whether intonation should rise or fall at the end of a sentence.

- Rising intonation is common in yes/no questions: *Are you ready?*
- Falling intonation is typical in statements: *She is ready.*
- Mixed intonation can show uncertainty or emphasis: *She is ready…?*

Intonation Pattern	Use Case	Sample Sentence
Falling (↘)	**Statements & WH-Questions**: Used for facts, commands, or questions starting with Who, What, Where, etc.	"My name is **John↘**."

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Intonation Pattern	Use Case	Sample Sentence
		"Where is the **bus stop↘**?"
Rising (↗)	**Yes/No Questions**: Used when seeking confirmation or expressing surprise.	"Do you like **coffee↗**?" "Are you **sure↗**?"
Rising-Falling (↗↘)	**Lists**: Each item rises in pitch, while the final item falls to show completion.	"I bought apples (↗), grapes (↗), and **pears↘**."
Falling-Rising (↘↗)	**Uncertainty/Politeness**: Used to show hesitation or to make a request sound softer.	"I **think↘↗** so..." "Could you **help↘↗** me?"

Table 2.4 Examples of intonation patterns in sentences

Fill in the blank: Rising intonation is usually found in _____ questions.

2.4.3 Practical exercises with tone marks

Applying tone marks in practice helps learners improve pronunciation and communication skills. Exercises may include marking stressed syllables in words, identifying intonation in sentences, and practising aloud with phonetic transcriptions.

Practical activities:

- Read a list of multisyllabic words and mark the stressed syllables.
- Practise yes/no questions with rising intonation.
- Practise declarative sentences with falling intonation.
- Record yourself reading sentences with tone marks and compare with native speakers.

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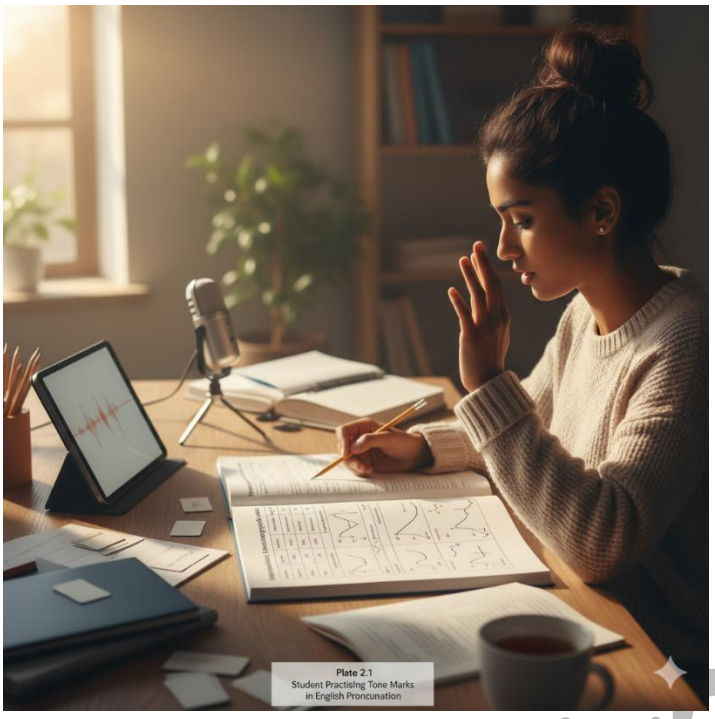

Plate 2.1

Fill in the blank: Practising tone marks aloud helps improve _____ skills.

Pilot questions 2.4

1. What do stress patterns indicate in words?
2. Which type of intonation is common in yes/no questions?
3. Give one example of a word where stress changes meaning.
4. Provide one example of a sentence with falling intonation.
5. Why are practical exercises important when learning tone marks?

Series summary

This Series has focused on sentence construction and tone application, building on the foundations of grammar introduced earlier. Its purpose has been to help you develop clarity, accuracy, and expressiveness in both written and spoken English. By examining how sentences are formed and how tone shapes meaning, you have gained practical skills that are directly relevant to effective communication in academic, professional, and everyday contexts.

We began by exploring the principles of sentence construction, including unity, coherence, and variety. Then we examined the four main types of sentences in English: declarative, interrogative, imperative, and exclamatory. Following that, we considered tone in sentence construction, looking at how tone influences meaning and how it differs between formal and informal contexts. Finally, we applied tone marks to communication, practising stress patterns, intonation, and exercises that connect written symbols with spoken expression. In line with the Series Learning Outcomes, you should now be able to explain sentence construction principles,

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classify sentence types, analyse how tone affects meaning, distinguish between formal and informal tone, and apply tone marks to demonstrate stress and intonation effectively.

Glossary of terms

Declarative sentence: A sentence that makes a statement or expresses an opinion, usually ending with a full stop.

Exclamatory sentence: A sentence that expresses strong emotion such as surprise, joy, or anger, and always ends with an exclamation mark.

Formal tone: A style of communication used in academic, professional, or official contexts, avoiding contractions, slang, and casual expressions.

Imperative sentence: A sentence that gives a command, instruction, or request, often beginning with a verb and ending with a full stop or exclamation mark.

Informal tone: A relaxed style of communication used in everyday conversation, often including contractions, colloquial language, and casual expressions.

Intonation: The rise and fall of the voice in speech, which helps to convey meaning, emotion, or intention.

Interrogative sentence: A sentence that asks a question, usually beginning with a question word or auxiliary verb and ending with a question mark.

Sentence coherence: The logical arrangement of words and ideas in a sentence so that meaning flows smoothly.

Sentence unity: The principle that a sentence should express one complete idea, with all parts contributing to that central thought.

Sentence variety: The use of different sentence structures, lengths, and types to make writing more engaging and avoid monotony.

Stress patterns: The emphasis placed on particular syllables in words, which can change meaning depending on where the stress falls.

Tone: The attitude or emotional quality conveyed through words, sentence structure, or speech, influencing how a message is interpreted.

Tone marks: Symbols or notations used in phonetic transcription to indicate stress, intonation, or emphasis in pronunciation.

Concept Check Questions [Series 2r: Sentence Construction and Tone Application]

Objective questions

1. Which principle ensures that a sentence expresses one complete idea? (Linked to SLO 2.1)
2. A sentence that asks a question is called an _____ sentence. (Linked to SLO 2.2)
3. Which type of tone is required in academic writing? (Linked to SLO 2.4)
4. Rising intonation is commonly found in _____ questions. (Linked to SLO 2.5)

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5. A sentence that expresses strong emotion always ends with an _____ mark. (Linked to SLO 2.2)

Short-answer questions

6. Define sentence coherence and provide one example. (Linked to SLO 2.1)

7. Give one example of a declarative sentence. (Linked to SLO 2.2)

8. Explain how tone can change the meaning of the sentence *You are coming.* (Linked to SLO 2.3)

9. Provide one example of a sentence in a formal tone and one in an informal tone. (Linked to SLO 2.4)

10. State the function of tone marks in phonetic transcription. (Linked to SLO 2.5)

Long-answer questions

11. Analyse the importance of sentence unity, coherence, and variety in effective writing, giving examples of each. (Linked to SLO 2.1)

12. Construct four sentences: declarative, interrogative, imperative, and exclamatory. Explain how each serves a different communicative purpose. (Linked to SLO 2.2)

13. Evaluate how tone influences meaning in sentence construction, and suggest strategies for adjusting tone according to audience and purpose. (Linked to SLO 2.3, SLO 2.4)

14. Discuss the role of tone marks in communication, illustrating with examples how stress and intonation can change meaning. (Linked to SLO 2.5)

Answers to Concept Check Questions [Series 2]

Objective questions

1. Sentence unity
2. Interrogative sentence
3. Formal tone
4. Yes/no questions
5. Exclamation mark

Short-answer questions

6. Sentence coherence is the logical arrangement of words and ideas so that meaning flows smoothly. Example: *She packed her bag, locked the door, and left for school.*

7. Example: *The sun rises in the east.*

8. With a neutral tone, it is a statement. With rising intonation, it becomes a question.

9. Formal: *We regret to inform you that your application was unsuccessful.* Informal: *Sorry, your application didn't go through.*

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10. Tone marks indicate stress, intonation, or emphasis in pronunciation.

Long-answer questions

11. *Basic response*: Sentence unity ensures one clear idea, coherence ensures logical flow, and variety keeps writing engaging. *Value-added response*: Beyond clarity, these principles enhance persuasiveness and reader engagement. For example, unity prevents confusion, coherence supports logical argumentation, and variety maintains rhythm and interest in longer texts.

12. *Basic response*:

- Declarative: *She is reading a book.*
- Interrogative: *Is she reading a book?*
- Imperative: *Read the book.*
- Exclamatory: *What an interesting book! Value-added response*: Each type serves a distinct purpose: declaratives inform, interrogatives seek information, imperatives direct action, and exclamatories express emotion. Writers use them strategically to achieve different communicative goals.

13. *Basic response*: Tone influences meaning by shaping how words are interpreted. Strategies include choosing appropriate vocabulary and adjusting formality. *Value-added response*: Tone also conveys attitudes and relationships. Advanced strategies include varying sentence length for emphasis, using modal verbs to soften or strengthen tone, and adapting tone to cultural expectations in communication.

14. *Basic response*: Tone marks guide pronunciation by showing stress and intonation. Stress can change meaning, as in *record* (noun) versus *record* (verb). *Value-added response*: Tone marks also help learners connect written English with spoken rhythm. Intonation patterns can signal attitudes, emotions, or intentions, such as rising intonation in questions or falling intonation in commands, enriching communication beyond literal words.

Answers to Pilot Questions [Series 2]

Pilot questions 2.1

1. Sentence unity means a sentence expresses one complete idea.
2. *She packed her bag, locked the door, and left for school.*
3. A coherent sentence flows logically, while an incoherent one has ideas arranged in a confusing order.
4. Varying sentence length, type, or complexity.
5. It keeps writing engaging and prevents monotony.

Pilot questions 2.2

1. Declarative sentence.
2. Question mark.

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3. *Close the door.*
4. Exclamatory sentence.
5. *The sun rises in the east.*

Pilot questions 2.3

1. Tone is the attitude or emotional quality conveyed through words and sentence structure.
2. Tone can make a sentence sound like a statement, a question, or carry different attitudes.
3. *We regret to inform you that your application was unsuccessful.*
4. *Sorry, your application didn't go through.*
5. Because tone ensures communication is appropriate for the audience and purpose.

Pilot questions 2.4

1. Stress patterns indicate which syllable in a word should be emphasised.
2. Yes/no questions.
3. *Record* (noun, stress on first syllable) and *record* (verb, stress on second syllable).
4. *She is ready.*
5. They help learners practise pronunciation and improve communication skills.

References and Attributions [Series 2]

The following references and attributions cover the instructional content and illustration placeholders used in **Series 2: Sentence Construction and Tone Application**. Entries are presented in APA style for clarity and consistency.

General references

- Crystal, D. (2004). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge University Press.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
- Open Educational Resources (OER Commons). (n.d.). English grammar resources. Retrieved from https://www.oercommons.org

Illustration references and attributions

- *Figure 2.1 Sentence unity in English writing* Attribution: Suggested OER diagram of unified versus non-unified sentences. AI prompt (if generated): "Create a diagram showing examples of unified and non-unified sentences in English."
- *Table 2.1 Examples of coherent and incoherent sentences* Attribution: Suggested OER table comparing coherent and incoherent sentences. AI prompt (if generated): "Generate a table showing examples of coherent and incoherent sentences in English."

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- *Box 2.1 Techniques for achieving sentence variety* Attribution: Suggested OER summary of sentence variety techniques. AI prompt (if generated): “Create a text box summarising techniques for sentence variety with examples in English writing.”
- *Figure 2.2 Declarative sentences in English* Attribution: Suggested OER diagram of declarative sentence examples. AI prompt (if generated): “Create a diagram showing examples of declarative sentences with their punctuation.”
- *Table 2.2 Examples of interrogative sentences* Attribution: Suggested OER table of interrogative sentence examples. AI prompt (if generated): “Generate a table with examples of interrogative sentences in English using question words and auxiliary verbs.”
- *Box 2.2 Examples of imperative sentences* Attribution: Suggested OER examples of imperative sentences. AI prompt (if generated): “Create a text box showing examples of imperative sentences in English with varying tones.”
- *Figure 2.3 Exclamatory sentences in English* Attribution: Suggested OER diagram of exclamatory sentence examples. AI prompt (if generated): “Create a diagram showing examples of exclamatory sentences with exclamation marks.”
- *Figure 2.4 Tone variations in sentence construction* Attribution: Suggested OER diagram of tone variations. AI prompt (if generated): “Create a diagram showing three sentences with different tones (neutral, polite, harsh).”
- *Table 2.3 Examples of tone affecting meaning* Attribution: Suggested OER table of tone and meaning examples. AI prompt (if generated): “Generate a table showing sentences with different tones and how meaning changes.”
- *Box 2.4 Differences between formal and informal tone* Attribution: Suggested OER comparison of formal and informal tone. AI prompt (if generated): “Create a text box comparing formal and informal tone in English with examples.”
- *Figure 2.5 Stress patterns in English words* Attribution: Suggested OER diagram of stress patterns. AI prompt (if generated): “Create a diagram showing stress patterns in English words such as record (noun) and record (verb).”
- *Table 2.4 Examples of intonation patterns in sentences* Attribution: Suggested OER table of intonation patterns. AI prompt (if generated): “Generate a table showing examples of rising, falling, and mixed intonation in English sentences.”
- *Plate 2.1 Student practising tone marks in English pronunciation* Attribution: Suggested OER image of a student practising tone marks. AI prompt (if generated): “Create an image of a student using a phonetic transcription chart to practise tone marks.”

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Course code: ENG101
Course title: A Survey of the English Language (2 Units C: LH 30)
Course credit load: 2 Units C: LH 30

Series 1: Foundations of English Grammar and Writing
Series 2: Sentence Construction and Tone Application
Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics
Series 4: Mastering Communication Skills in English
Series 5: Integrated Practice in Spoken and Written English

Below are the part for Series 3
Part 1: Morphology: The Structure of Words

- **3.1.1 Definition of morphology**
- **3.1.2 Morphemes: roots, prefixes, and suffixes**
- **3.1.3 Word formation processes (compounding, derivation, inflection)**

Part 2: Phonology: The Sound System of English

- **3.2.1 Definition of phonology**
- **3.2.2 Phonemes and allophones**
- **3.2.3 Phonological rules and patterns**
- **3.2.4 Suprasegmental features (stress, rhythm, intonation)**

Part 3: Stylistics: Language and Style

- **3.3.1 Definition of stylistics**
- **3.3.2 Stylistic choices in spoken and written texts**
- **3.3.3 Register, tone, and context in stylistics**

Part 4: Semantics: Meaning in Language

- **4.4.1 Definition of semantics**
- **4.4.2 Types of meaning (denotative, connotative, figurative)**
- **4.4.3 Semantic relations (synonymy, antonymy, polysemy, homonymy)**
- **4.4.4 Ambiguity and context in meaning**

Introduction

Language is more than just words and sentences; it is a system of structures, sounds, styles, and meanings that work together to create communication. To truly understand how English functions, it is important to look beyond grammar and explore the deeper layers of language. This Series will guide you through morphology, phonology, stylistics, and semantics, helping you appreciate how words are formed, how sounds are organised, how style shapes expression, and how meaning is conveyed. These areas are essential for anyone seeking a fuller grasp of the English language.

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The aim of this Series is to introduce you to the study of word structure, sound systems, stylistic choices, and meaning in English, and to equip you with the skills needed to analyse and apply these elements in both spoken and written communication.

We shall commence this Series by exploring morphology, focusing on morphemes and word formation processes. Next, we will move on to phonology, where we will examine phonemes, phonological rules, and suprasegmental features such as stress and intonation. Following that, our attention will turn to stylistics, considering how language choices reflect tone, register, and context in communication. Finally, we will wrap up with semantics, studying different types of meaning, semantic relations, and the role of context in resolving ambiguity. By the end of this Series, you will have a clearer understanding of how these four dimensions of language interact to shape effective communication.

Series Learning Outcomes

By the end of this Series, you will be able to:

- **SLO 3.1:** Define morphology and analyse word formation processes.
- **SLO 3.2:** Distinguish phonemes and allophones, and evaluate phonological rules and suprasegmental features.
- **SLO 3.3:** Apply stylistic analysis to spoken and written texts, considering register, tone, and context.
- **SLO 3.4:** Examine types of meaning and semantic relations, and explain how context resolves ambiguity.

3.1 Morphology: The Structure of Words

Morphology is the study of how words are formed and structured. It helps us understand the building blocks of language and how smaller units of meaning combine to create complete words. By exploring morphology, you will gain insight into how English words are organised and how their forms change to express different meanings.

3.1.1 Definition of morphology

Morphology is the branch of linguistics that studies the internal structure of words. It focuses on how words are composed of smaller meaningful units called **morphemes**. A **morpheme** is the smallest unit of meaning in a language, and it cannot be broken down further without losing its meaning.

Fill in the blank: The smallest unit of meaning in a language is called a _____.

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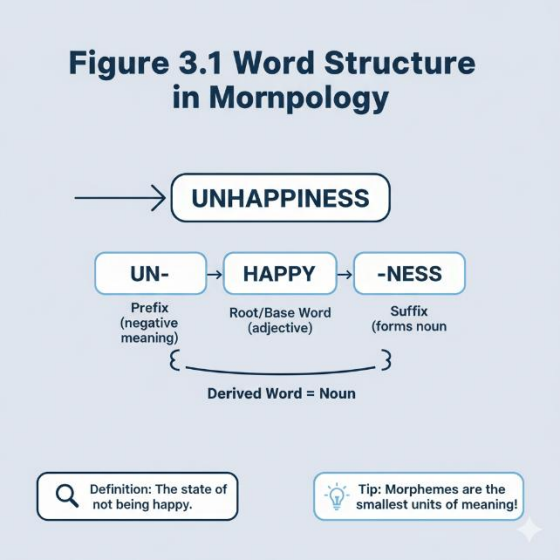

Figure 3.1

3.1.2 Morphemes: roots, prefixes, and suffixes

Roots are the central part of a word that carries its core meaning. **Prefixes** are morphemes added to the beginning of a root, while **suffixes** are morphemes added to the end. These affixes modify or extend the meaning of the root.

For example:

- Root: *play*
- Prefix: *re-* (as in *replay*)
- Suffix: *-er* (as in *player*)

Fill in the blank: A morpheme added to the beginning of a root word is called a _____.

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Figure 3.2 English Roots, Prefixes, and Suffixes

Root Word Base meaning	Prefix + Root Added before root	Root + Suffix Added after root
FORM (Shape)	re **FORM** = transform	**FORM** +ation = formatic
FORM		formation
FORM (Shape)	= Carryt	portable =
PORT (Carry)	ex +**PORT** = export	**FORM** +able =
weight **LESS**	ajuctlesss	**LESS** ness helpphness
LESS (Rsught)	in +AUD+ible =	**LESS** +ience
AUD (Hear)	chronic	**AURON** +ology
CHRON (rough)	Time	chronoology

Tip: Understanding morphemes helps unlock new vocabulary!

Table 3.1 Examples of roots, prefixes, and suffixes

3.1.3 Word formation processes (compounding, derivation, inflection)

Words in English are created through different processes. **Compounding** combines two or more words to form a new one (e.g., *toothbrush*). **Derivation** involves adding prefixes or suffixes to change the meaning or grammatical category of a word (e.g., *happy* → *unhappy*). **Inflection** modifies a word to express grammatical features such as tense, number, or case (e.g., *walk* → *walked*).

Fill in the blank: The process of adding prefixes or suffixes to change the meaning of a word is called _____.

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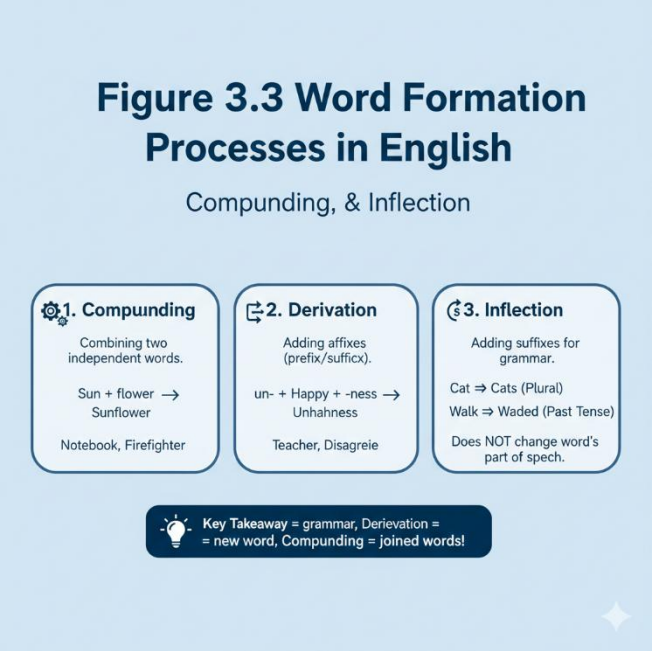

Box 3.1 Word formation processes in English

Pilot questions 3.1

1. What does morphology study?
2. What is the smallest unit of meaning in a language?
3. Give one example of a prefix and its root.
4. What is the difference between derivation and inflection?
5. Provide one example of a compound word.

3.2 Phonology: The Sound System of English

Phonology is the study of the sound system of a language. It focuses on how sounds function, interact, and are organised to convey meaning. By learning phonology, you will understand how English sounds are classified, how they combine, and how features such as stress and intonation shape communication.

3.2.1 Definition of phonology

Phonology is the branch of linguistics concerned with the systematic organisation of sounds in a language. Unlike phonetics, which studies the physical properties of sounds, phonology examines how sounds function within a language system.

Fill in the blank: The study of the systematic organisation of sounds in a language is called _____.

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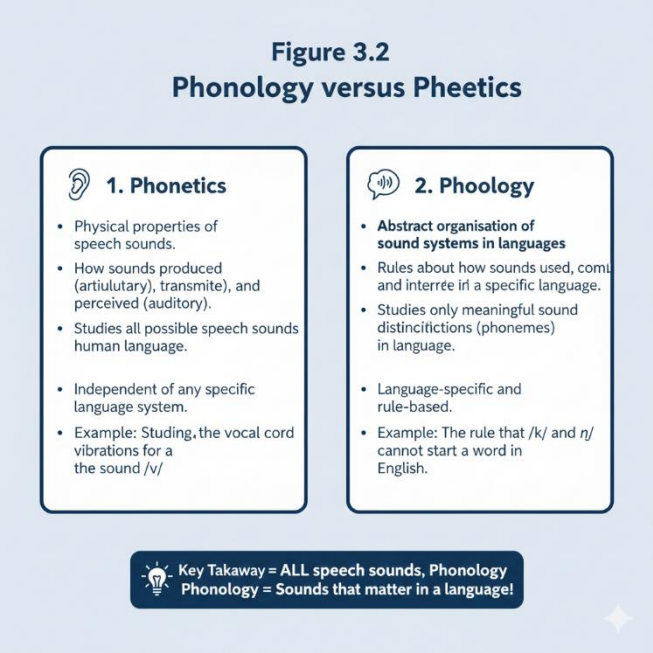

Figure 3.2

3.2.2 Phonemes and allophones

A **phoneme** is the smallest unit of sound that can change meaning in a word. For example, /p/ and /b/ distinguish *pat* from *bat*. An **allophone** is a variation of a phoneme that does not change meaning. For instance, the /p/ sound in *pin* (aspirated) and *spin* (unaspirated) are allophones of the same phoneme.

Fill in the blank: A sound variation that does not change meaning is called an _____.

Phoneme	Allophone	Condition/Environment	Examples
/p/	**[pʰ]** (Aspirated)	At the beginning of a stressed syllable.	**P**it, **P**ot, **P**oke
	[p] (Unaspirated)	After an /s/ in the same syllable.	S**p**it, S**p**ot, S**p**oke
/t/	**[tʰ]** (Aspirated)	At the beginning of a stressed syllable.	**T**op, **T**ake
	[ɾ] (Tap/Flap)	Between two vowels, the second being unstressed.	Wa**t**er, Be**tt**er
/k/	**[kʰ]** (Aspirated)	At the beginning of a stressed syllable.	**C**at, **K**ite
	[k] (Unaspirated)	After an /s/ in the same syllable.	S**k**ate, S**k**ull

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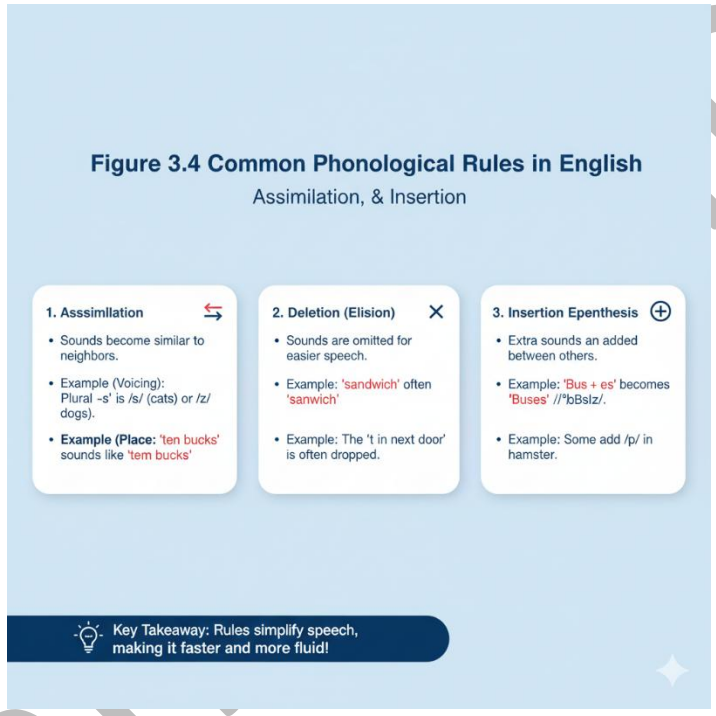
Phoneme	Allophone	Condition/Environment	Examples
/l/	[l] (Clear L)	Before a vowel or /j/.	**L**eaf, **L**ife
	[ɫ] (Dark L)	After a vowel or at the end of a syllable.	Fee**l**, Ba**ll**

Table 3.2 Examples of phonemes and allophones

3.2.3 Phonological rules and patterns

Phonological rules describe how sounds change in specific contexts. These rules explain why certain sounds are pronounced differently depending on their position in a word or sentence. For example, the plural morpheme *-s* is pronounced /s/ in *cats*, /z/ in *dogs*, and /ɪz/ in *horses*.

Fill in the blank: Rules that explain how sounds change in specific contexts are called _____ rules.



Box 3.2 Examples of phonological rules in English

3.2.4 Suprasegmental features (stress, rhythm, intonation)

Suprasegmental features are sound features that extend beyond individual phonemes. They include **stress** (emphasis on syllables), **rhythm** (the pattern of stressed and unstressed syllables), and **intonation** (the rise and fall of pitch in speech). These features are crucial for natural and expressive communication.

For example:

- Stress: *PREsent* (noun) vs *preSENT* (verb)
- Rhythm: Alternating stressed and unstressed syllables in poetry.
- Intonation: Rising pitch in questions, falling pitch in statements.

Fill in the blank: Stress, rhythm, and intonation are examples of _____ features.

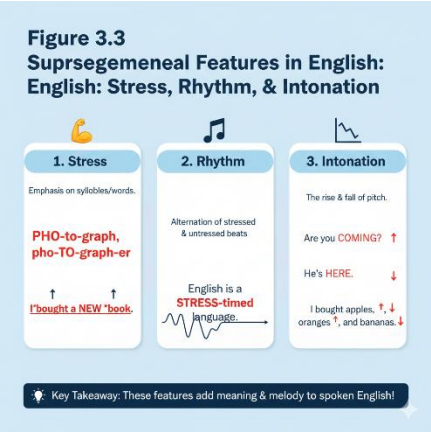


Figure 3.2

Pilot questions 3.2

1. What is the difference between phonology and phonetics?
2. What is the smallest unit of sound that can change meaning in a word?
3. Give one example of a phoneme and its allophone.
4. What do phonological rules explain?
5. Name three suprasegmental features in English.

3.3 Stylistics: Language and Style

Stylistics is the study of how language is used in different contexts to achieve specific effects. It examines the choices speakers and writers make, and how these choices influence meaning, tone, and audience perception. By learning stylistics, you will be able to analyse texts more critically and apply stylistic techniques to your own communication.

3.3.1 Definition of stylistics

Stylistics is the branch of linguistics that studies the style of language in use. It focuses on how linguistic features such as vocabulary, sentence structure, and figurative language contribute to the overall effect of a text. Stylistics bridges the gap between linguistics and literary analysis, helping us understand how language creates impact.

Fill in the blank: The study of how language style influences meaning and effect is called _____.

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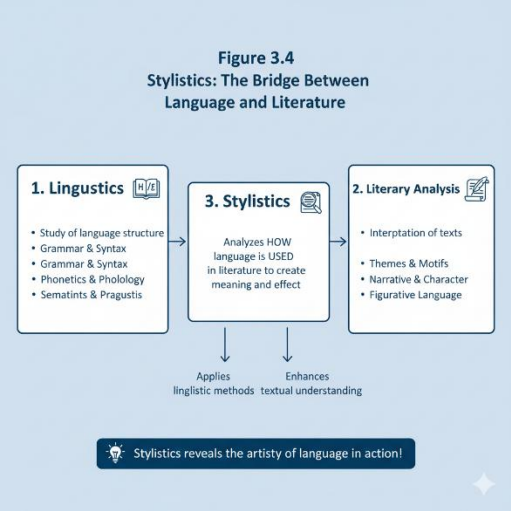

Figure 3.3

3.3.2 Stylistic choices in spoken and written texts

Stylistic choices refer to the deliberate selection of words, sentence structures, and rhetorical devices to achieve a particular effect. In spoken texts, choices may include tone of voice, pauses, and emphasis. In written texts, they may include figurative language, sentence length, and punctuation.

For example:

- Spoken: *I really, really need your help!* (emphasis through repetition)
- Written: *The storm raged like a wild beast.* (figurative language through simile)

Fill in the blank: The deliberate selection of words and structures to achieve a particular effect is called a stylistic _____.

Feature	Spoken Communication	Written Communication
Formality	Generally **informal**; permits slang and colloquialisms.	Generally **formal**; adheres to standard grammar and etiquette.
Planning	**Spontaneous**; often contains "false starts," repetitions, and pauses.	**Planned**; involves drafting, revising, and editing for clarity.
Sentence Structure	Shorter, simpler sentences; often fragmented or run-on.	Longer, more complex sentences with formal punctuation.
Vocabulary	Common use of **fillers** (e.g., *um, uh, like*) and **contractions**.	Precise, varied vocabulary; avoid fillers and excessive contractions.

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Feature	Spoken Communication	Written Communication
Context	Highly **context-dependent**; relies on tone, gestures, and shared space.	**Self-contained**; must provide all necessary background and references.
Permanence	**Transient**; exists only in the moment (unless recorded).	**Permanent**; provides a record that can be retrieved and reviewed.

Caption: Table 3.3 Examples of stylistic choices in spoken and written texts

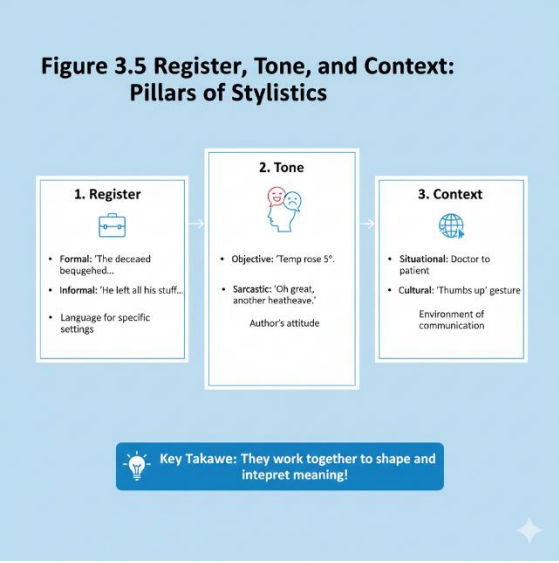
3.3.3 Register, tone, and context in stylistics

Register refers to the level of formality in language, ranging from casual conversation to formal academic writing. **Tone** is the attitude conveyed by the writer or speaker, while **context** is the situation in which communication takes place. Together, these elements determine how language is interpreted.

For example:

- Formal register: *We regret to inform you that your application was unsuccessful.*
- Informal register: *Sorry, you didn't get the job.*
- Tone: Respectful, humorous, or critical depending on word choice.
- Context: A job rejection letter versus a casual chat with a friend.

Fill in the blank: The level of formality in language use is referred to as _____.



Box 3.3 Register, tone, and context in stylistics

Pilot questions 3.3

1. What does stylistics study?
2. Give one example of a stylistic choice in spoken language.
3. Provide one example of a stylistic choice in written language.
4. What is register in stylistics?
5. Why is context important in interpreting stylistic choices?

3.4 Semantics: Meaning in Language

Semantics is the study of meaning in language. It explores how words, phrases, and sentences convey meaning, and how context influences interpretation. By learning semantics, you will be able to analyse how meaning is constructed, how words relate to one another, and how ambiguity is resolved in communication.

3.4.1 Definition of semantics

Semantics is the branch of linguistics that deals with meaning. It examines how words and sentences signify concepts, ideas, and relationships. Unlike stylistics, which focuses on language use and effect, semantics is concerned with the literal and implied meanings of expressions.

Fill in the blank: The branch of linguistics that deals with meaning is called _____.

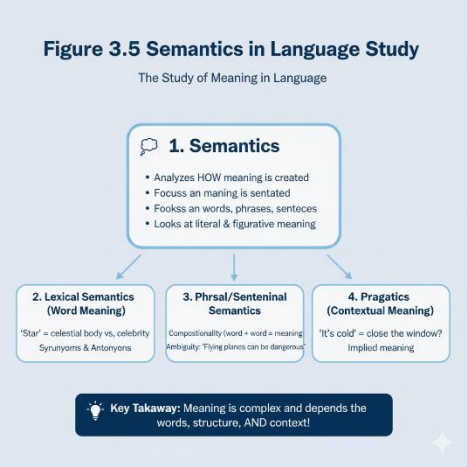


Figure 3.4

3.4.2 Types of meaning (denotative, connotative, figurative)

Denotative meaning is the literal, dictionary definition of a word. **Connotative meaning** refers to the emotional or cultural associations a word carries. **Figurative meaning** arises when words are used in non-literal ways, such as metaphors or similes.

For example:

- Denotative: *Rose* = a type of flower.
- Connotative: *Rose* = symbol of love or romance.
- Figurative: *She is the rose of the family.* (metaphor)

Fill in the blank: The literal, dictionary definition of a word is its _____ meaning.

Type of Meaning	Definition	Primary Use	Example Word: "Home"
Denotative	The literal, dictionary definition of a word.	Factual reports, instructions, and technical writing.	A physical structure or dwelling where one lives.
Connotative	The emotional or cultural associations attached to a word beyond its literal definition.	Creative writing, advertising, and persuasive speech.	A place of warmth, comfort, safety, and family.
Figurative	Using words in a non-literal way to create a special effect or feeling (metaphors, similes, etc.).	Poetry, literature, and expressive idioms.	"My heart is my home" (meaning where my love lies).

Table 3.4 Types of meaning in semantics

3.4.3 Semantic relations (synonymy, antonymy, polysemy, homonymy)

Synonymy refers to words with similar meanings (e.g., *big* and *large*). **Antonymy** refers to words with opposite meanings (e.g., *hot* and *cold*). **Polysemy** occurs when a word has multiple related meanings (e.g., *bank* as a financial institution or river edge). **Homonymy** occurs when a word has multiple unrelated meanings but shares the same form (e.g., *bat* the animal and *bat* used in sports).

Fill in the blank: Words with opposite meanings are called _____.

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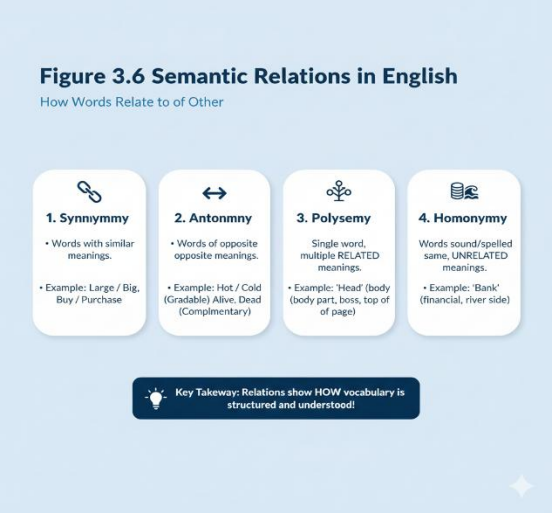

Box 3.4 Semantic relations in English

3.4.4 Ambiguity and context in meaning

Ambiguity occurs when a word or sentence can be interpreted in more than one way. **Context** helps resolve ambiguity by providing clues about intended meaning. For example, the word *bank* could mean a financial institution or the side of a river, but the surrounding words clarify which meaning is intended.

Fill in the blank: When a word or sentence can be interpreted in more than one way, it is said to be _____.

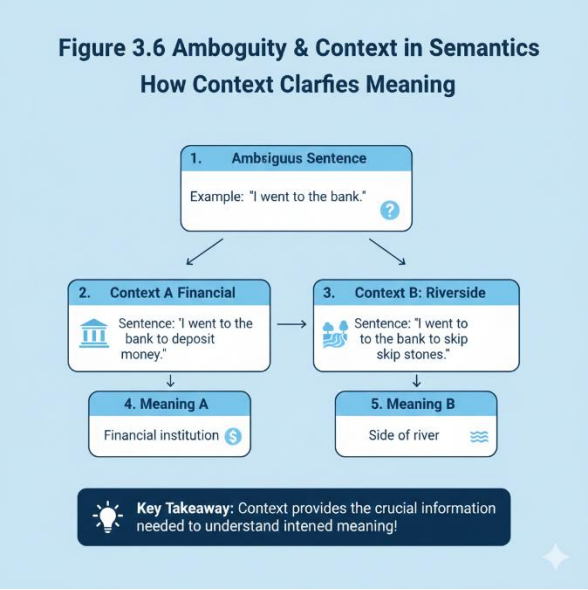

Figure 3.4

Pilot questions 3.4

1. What does semantics study?
2. What is denotative meaning?
3. Give one example of connotative meaning.
4. What is the difference between polysemy and homonymy?
5. How does context help resolve ambiguity?

Series summary

This Series has explored the deeper structures of language, focusing on how words, sounds, style, and meaning interact to shape communication. Its purpose has been to help you move beyond grammar into the study of morphology, phonology, stylistics, and semantics, all of which are central to understanding how English functions in both spoken and written contexts.

We began with morphology, examining morphemes, roots, affixes, and word formation processes. Then we turned to phonology, where we studied phonemes, allophones, phonological rules, and suprasegmental features such as stress and intonation. Following that, we considered stylistics, looking at stylistic choices in spoken and written texts, and the role of register, tone, and context. Finally, we explored semantics, focusing on types of meaning, semantic relations, and how ambiguity is resolved through context. In line with the Series Learning Outcomes, you should now be able to define and analyse word structures, explain how sounds function in English, evaluate stylistic choices across contexts, and apply semantic principles to interpret meaning accurately.

Glossary of terms

Allophone: A variation of a phoneme that does not change the meaning of a word, such as the aspirated /p/ in *pin* and the unaspirated /p/ in *spin*.

Ambiguity: A situation where a word or sentence can be interpreted in more than one way, often clarified by context.

Antonymy: The relationship between words that have opposite meanings, such as *hot* and *cold*.

Compounding: A word formation process that combines two or more words to create a new one, for example *toothbrush*.

Connotative meaning: The emotional or cultural associations that a word carries beyond its literal definition, such as *home* suggesting comfort and family.

Derivation: A word formation process where prefixes or suffixes are added to change the meaning or grammatical category of a word, such as *happy* → *unhappy*.

Denotative meaning: The literal, dictionary definition of a word, such as *rose* meaning a type of flower.

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Figurative meaning: A non-literal meaning created through devices such as metaphors or similes, for example *time is a thief*.

Homonymy: When a single word form has multiple unrelated meanings, such as *bat* (animal) and *bat* (sports equipment).

Intonation: The rise and fall of pitch in speech, often used to signal questions, statements, or emotions.

Morphology: The study of the internal structure of words and how they are formed from smaller units of meaning.

Morpheme: The smallest unit of meaning in a language, such as *un-* in *unhappy* or *-s* in *cats*.

Phoneme: The smallest unit of sound that can change meaning in a word, such as /p/ and /b/ in *pat* and *bat*.

Phonological rules: Rules that explain how sounds change depending on their position or context, such as the plural *-s* being pronounced differently in *cats*, *dogs*, and *horses*.

Phonology: The study of the sound system of a language, focusing on how sounds function and interact.

Polysemy: When a word has multiple related meanings, such as *bank* meaning both a financial institution and the side of a river.

Register: The level of formality in language use, ranging from casual conversation to formal academic writing.

Roots: The central part of a word that carries its core meaning, such as *play* in *player*.

Stress: The emphasis placed on a particular syllable in a word, which can change meaning, as in *PREsent* (noun) versus *preSENT* (verb).

Stylistics: The study of how language style influences meaning and effect in different contexts.

Suffixes: Morphemes added to the end of a root word to modify its meaning, such as *-er* in *player*.

Suprasegmental features: Sound features that extend beyond individual phonemes, including stress, rhythm, and intonation.

Synonymy: The relationship between words with similar meanings, such as *big* and *large*.

Tone: The attitude or feeling conveyed through language, shaped by word choice, sentence structure, and context.

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Word formation processes: The methods by which new words are created, including compounding, derivation, and inflection.

Concept Check Questions [Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics]

Objective questions

1. The smallest unit of meaning in a language is called a _____. (Linked to SLO 3.1)
2. Which term refers to the smallest unit of sound that can change meaning in a word? (Linked to SLO 3.2)
3. Stress, rhythm, and intonation are examples of _____ features. (Linked to SLO 3.2)
4. The level of formality in language use is referred to as _____. (Linked to SLO 3.3)
5. Words with opposite meanings are called _____. (Linked to SLO 3.4)

Short-answer questions

6. Define morphology and give one example of a morpheme. (Linked to SLO 3.1)
7. Provide one example of a phoneme and its allophone. (Linked to SLO 3.2)
8. Explain one stylistic choice in spoken language and one in written language. (Linked to SLO 3.3)
9. Distinguish between polysemy and homonymy with examples. (Linked to SLO 3.4)
10. How does context help resolve ambiguity in meaning? (Linked to SLO 3.4)

Long-answer questions

11. Analyse the processes of word formation in English, giving examples of compounding, derivation, and inflection. (Linked to SLO 3.1)
12. Evaluate the role of phonological rules in English pronunciation, illustrating with examples of assimilation or plural endings. (Linked to SLO 3.2)
13. Discuss how register, tone, and context influence stylistic choices in communication, providing examples from both formal and informal settings. (Linked to SLO 3.3)
14. Examine the different types of meaning in semantics and explain how they contribute to effective communication. (Linked to SLO 3.4)

Answers to Concept Check Questions [Series 3]

Objective questions

1. Morpheme
2. Phoneme
3. Suprasegmental
4. Register
5. Antonyms

Short-answer questions

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6. Morphology is the study of word structure. Example: *un-* in *unhappy*.
7. Phoneme: /p/; Allophone: aspirated /p/ in *pin* and unaspirated /p/ in *spin*.
8. Spoken: repetition for emphasis (*I really, really need help!*). Written: figurative language (*The storm raged like a wild beast*).
9. Polysemy: *bank* (financial institution, river edge). Homonymy: *bat* (animal, sports equipment).
10. Context provides clues to intended meaning, e.g., *bank* in "I deposited money at the bank" refers to a financial institution.

Long-answer questions

11. *Basic response*: Word formation includes compounding (*toothbrush*), derivation (*happy → unhappy*), and inflection (*walk → walked*). *Value-added response*: These processes enrich vocabulary and allow flexibility in communication. Compounding creates new concepts, derivation changes word classes, and inflection ensures grammatical accuracy in tense, number, and case.
12. *Basic response*: Phonological rules explain sound changes, e.g., plural *-s* pronounced /s/ in *cats*, /z/ in *dogs*, /ɪz/ in *horses*. *Value-added response*: Such rules reflect assimilation and ease of pronunciation. They show how English adapts sounds for fluency, revealing patterns that learners can use to improve pronunciation and listening skills.
13. *Basic response*: Register, tone, and context shape communication. Formal register uses precise vocabulary, while informal register uses casual expressions. *Value-added response*: These elements influence audience perception. For example, tone can soften criticism, context determines appropriateness, and register signals social relationships. Analysing them helps in tailoring communication effectively across settings.
14. *Basic response*: Types of meaning include denotative (literal), connotative (emotional associations), and figurative (non-literal). *Value-added response*: Together, they enrich communication. Denotative meaning ensures clarity, connotative meaning adds depth, and figurative meaning enhances creativity. Effective communicators use all three to convey precise and impactful messages.

Answers to Pilot Questions [Series 3]

Pilot questions 3.1

1. Morphology studies the internal structure of words.
2. Morpheme.
3. Prefix: *re-*; Root: *play*.
4. Derivation changes meaning or word class, while inflection shows grammatical features such as tense or number.
5. *Toothbrush*.

Pilot questions 3.2

1. Phonology studies sound systems, while phonetics studies physical properties of sounds.
2. Phoneme.

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3. Phoneme: /p/; Allophone: aspirated /p/ in *pin* and unaspirated /p/ in *spin*.
4. Phonological rules explain how sounds change in specific contexts.
5. Stress, rhythm, and intonation.

Pilot questions 3.3

1. Stylistics studies language style and its effect in communication.
2. Example: repetition for emphasis in spoken language (*I really, really need your help!*).
3. Example: figurative language in written text (*The storm raged like a wild beast*).
4. Register refers to the level of formality in language use.
5. Context determines how stylistic choices are interpreted and ensures meaning is understood correctly.

Pilot questions 3.4

1. Semantics studies meaning in language.
2. Denotative meaning is the literal, dictionary definition of a word.
3. Example: *home* connotatively suggests comfort and family.
4. Polysemy involves related meanings (e.g., *bank* as financial institution and river edge), while homonymy involves unrelated meanings (e.g., *bat* the animal and *bat* used in sports).
5. Context provides clues that clarify which meaning is intended, resolving ambiguity.

References and Attributions [Series 3]

The following references and attributions cover the instructional content and illustration placeholders used in **Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics**. Entries are presented in APA style for clarity and consistency.

General references

- Crystal, D. (2004). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
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- Open Educational Resources (OER Commons). (n.d.). Linguistics and English language resources. Retrieved from https://www.oercommons.org

Illustration references and attributions

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- *Figure 3.1 Word structure in morphology* Attribution: Suggested OER diagram of morpheme breakdown. AI prompt (if generated): "Create a diagram showing the word 'unhappiness' broken into morphemes: un-, happy, -ness."
- *Table 3.1 Examples of roots, prefixes, and suffixes* Attribution: Suggested OER table of roots, prefixes, and suffixes. AI prompt (if generated): "Generate a table showing examples of roots, prefixes, and suffixes in English words."
- *Box 3.1 Word formation processes in English* Attribution: Suggested OER summary of compounding, derivation, and inflection. AI prompt (if generated): "Create a text box summarising word formation processes in English with examples."
- *Figure 3.2 Phonology versus phonetics* Attribution: Suggested OER diagram comparing phonology and phonetics. AI prompt (if generated): "Create a diagram comparing phonetics (physical sounds) and phonology (sound system organisation)."
- *Table 3.2 Examples of phonemes and allophones* Attribution: Suggested OER table of phonemes and allophones. AI prompt (if generated): "Generate a table showing phonemes and their allophones with English word examples."
- *Box 3.2 Examples of phonological rules in English* Attribution: Suggested OER summary of phonological rules. AI prompt (if generated): "Create a text box summarising phonological rules in English with examples."
- *Figure 3.3 Suprasegmental features in English* Attribution: Suggested OER diagram of stress, rhythm, and intonation. AI prompt (if generated): "Create a diagram illustrating stress, rhythm, and intonation in English sentences."
- *Figure 3.4 Stylistics as a field of study* Attribution: Suggested OER diagram of stylistics bridging linguistics and literary analysis. AI prompt (if generated): "Create a diagram showing stylistics as a bridge between linguistics and literary analysis."
- *Table 3.3 Examples of stylistic choices in spoken and written texts* Attribution: Suggested OER table comparing stylistic choices. AI prompt (if generated): "Generate a table comparing stylistic choices in spoken and written texts with examples."
- *Box 3.3 Register, tone, and context in stylistics* Attribution: Suggested OER summary of register, tone, and context. AI prompt (if generated): "Create a text box explaining register, tone, and context in stylistics with examples."
- *Figure 3.5 Semantics in language study* Attribution: Suggested OER diagram of semantics. AI prompt (if generated): "Create a diagram showing semantics as the study of meaning in words, phrases, and sentences."
- *Table 3.4 Types of meaning in semantics* Attribution: Suggested OER table comparing types of meaning. AI prompt (if generated): "Generate a table comparing denotative, connotative, and figurative meanings with examples."
- *Box 3.4 Semantic relations in English* Attribution: Suggested OER summary of synonymy, antonymy, polysemy, and homonymy. AI prompt (if generated): "Create a text box summarising semantic relations in English with examples."
- *Figure 3.6 Ambiguity and context in semantics* Attribution: Suggested OER diagram of ambiguity resolution. AI prompt (if generated): "Create a diagram showing how context resolves ambiguity in sentences, e.g., bank (river vs financial)."

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Course code: ENG101
Course title: A Survey of the English Language (2 Units C: LH 30)
Course credit load: 2 Units C: LH 30

Series 1: Foundations of English Grammar and Writing
Series 2: Sentence Construction and Tone Application
Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics
Series 4: Mastering Communication Skills in English
Series 5: Integrated Practice in Spoken and Written English

Below are the parts for Series 4
Part 1: Fundamentals of Effective Communication

- **4.1.1 Definition and importance of communication skills**
- **4.1.2 Elements of the communication process (sender, message, channel, receiver, feedback)**
- **4.1.3 Barriers to effective communication and strategies to overcome them**

Part 2: Oral Communication Skills

- **4.2.1 Principles of clear speech and pronunciation**
- **4.2.2 Active listening and questioning techniques**
- **4.2.3 Public speaking and presentation skills**

Part 3: Written Communication Skills

- **4.3.1 Characteristics of effective writing**
- **4.3.2 Structure and organisation of written texts**
- **4.3.3 Formal and informal writing styles**

Part 4: Interpersonal and Group Communication

- **4.4.1 Verbal and non-verbal communication in interpersonal contexts**
- **4.4.2 Teamwork and collaborative communication**
- **4.4.3 Conflict resolution and negotiation skills**

Part 5: Communication in Professional and Academic Settings

- **4.5.1 Academic communication: essays, reports, and research presentations**
- **4.5.2 Professional communication: emails, memos, and meetings**
- **4.5.3 Cross-cultural communication and global English**

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Introduction

In everyday life, whether in classrooms, workplaces, or social settings, effective communication is the key to building relationships and achieving goals. A well-delivered speech, a clearly written report, or even a polite conversation can make the difference between success and misunderstanding. This Series is designed to help you master communication skills in English, equipping you with the tools to express yourself confidently and appropriately in different contexts.

The aim of this Series is to strengthen your oral, written, interpersonal, and professional communication skills, enabling you to apply them effectively in academic, social, and workplace situations.

We shall commence this Series by exploring the fundamentals of effective communication, including the communication process and barriers. Next, we will move on to oral communication skills, focusing on clear speech, active listening, and public speaking. Following that, we will examine written communication skills, considering how to structure texts and adapt style for different purposes. Afterwards, we will continue with interpersonal and group communication, looking at teamwork, non-verbal cues, and conflict resolution. Finally, we will wrap up by addressing communication in professional and academic settings, covering essays, reports, emails, and cross-cultural communication. By the end of this Series, you will be able to apply these skills with confidence in diverse situations.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define the elements of the communication process and explain their roles in effective communication,
- **SLO 4.2** analyse common barriers to communication and propose strategies to overcome them,
- **SLO 4.3** demonstrate oral communication skills by applying clear speech, active listening, and questioning techniques,
- **SLO 4.4** apply principles of public speaking to deliver structured and engaging presentations,
- **SLO 4.5** describe the characteristics of effective writing and organise written texts logically,
- **SLO 4.6** distinguish between formal and informal writing styles and apply each appropriately,
- **SLO 4.7** evaluate interpersonal communication by identifying verbal and non-verbal cues in different contexts,
- **SLO 4.8** demonstrate collaborative communication skills in group discussions and teamwork activities,

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- **SLO 4.9** apply conflict resolution and negotiation strategies in interpersonal or group settings,
- **SLO 4.10** produce academic texts such as essays and reports using appropriate structure and style,
- **SLO 4.11** compose professional communications including emails and memos with clarity and precision, and
- **SLO 4.12** analyse cross-cultural communication issues and adapt language use for global English contexts.

4.1 Fundamentals of Effective Communication

Communication is the foundation of human interaction. It allows us to share ideas, express emotions, and build relationships. Effective communication ensures that messages are delivered clearly and understood accurately. In this Part, we will explore the definition of communication skills, the elements of the communication process, and common barriers that can hinder communication.

4.1.1 Definition and importance of communication skills

Communication skills are the abilities that enable individuals to convey information, ideas, and feelings effectively. These skills include speaking, listening, writing, and non-verbal behaviours such as gestures, facial expressions, and body language. Strong communication skills are essential in academic, professional, and social contexts because they foster understanding, reduce conflict, and enhance collaboration.

Fill in the blank: The abilities that enable individuals to convey information and ideas effectively are called _____ skills.

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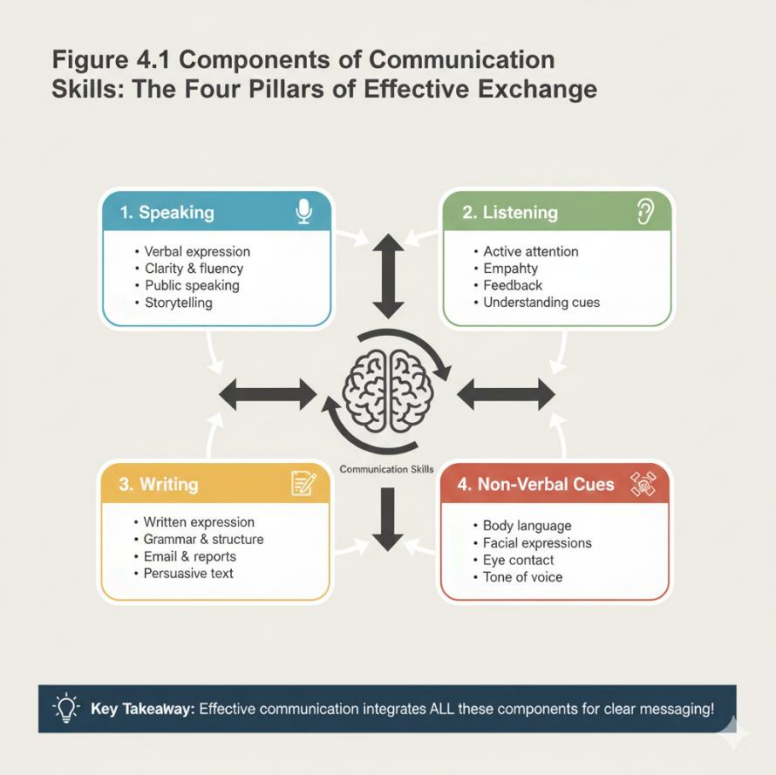

Figure 4.1 Illustration of communication skills in action.

4.1.2 Elements of the communication process (sender, message, channel, receiver, feedback)

The **communication process** refers to the steps through which information is exchanged. It involves several elements:

- **Sender**: The person who initiates the message.
- **Message**: The information or idea being communicated.
- **Channel**: The medium through which the message is sent (e.g., speech, writing, email).
- **Receiver**: The person who interprets the message.
- **Feedback**: The response given by the receiver to show understanding or reaction.

Fill in the blank: The person who initiates the message in the communication process is called the _____.

Element	Definition	Example (Workplace Scenario)
Sender	The person who initiates the message and encodes the idea.	A Manager who needs to announce a new policy.

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Element	Definition	Example (Workplace Scenario)
Message	The actual information, idea, or feeling being conveyed.	The specific details of the "Work from Home" policy.
Channel	The medium or method used to transmit the message.	An email, a face-to-face meeting, or a video call.
Receiver	The person (or group) who receives and decodes the message.	The employees who read the email or attend the meeting.
Feedback	The receiver's response, which confirms if the message was understood.	An employee replying to the email with a follow-up question.
Noise	Any interference that distorts or blocks the message.	A poor internet connection or a loud construction site nearby.

Table 4.1 Elements of the communication process

4.1.3 Barriers to effective communication and strategies to overcome them

Barriers to communication are obstacles that prevent messages from being delivered or understood correctly. Common barriers include:

- **Physical barriers**: Noise, distance, or poor technology.
- **Psychological barriers**: Stress, emotions, or lack of attention.
- **Language barriers**: Use of jargon, unfamiliar vocabulary, or different languages.
- **Cultural barriers**: Differences in values, beliefs, or customs.

Strategies to overcome these barriers include using clear language, practising active listening, adapting to cultural differences, and ensuring appropriate channels are used.

Fill in the blank: Noise, distance, or poor technology are examples of _____ barriers to communication.

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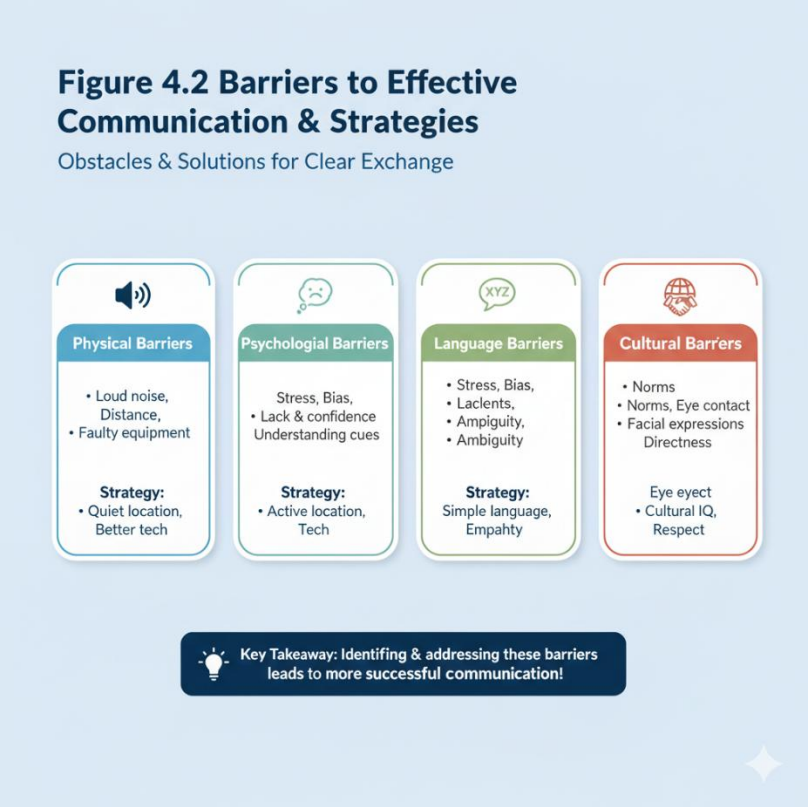

Box 4.1 Common barriers to communication and solutions

Pilot questions 4.1

1. What are communication skills?
2. Name the five elements of the communication process.
3. Who is the person that initiates a message in communication?
4. Give one example of a physical barrier to communication.
5. Suggest one strategy to overcome cultural barriers in communication.

4.2 Oral Communication Skills

Oral communication is one of the most direct and impactful ways of sharing ideas. It involves spoken words, tone, and non-verbal cues that together shape how messages are received. In this Part, we will focus on the principles of clear speech, active listening, and public speaking, all of which are essential for effective oral communication.

4.2.1 Principles of clear speech and pronunciation

Clear speech refers to speaking in a way that is easily understood by others. It involves correct **pronunciation**, which is the way words are spoken, including sounds, stress, and intonation. Clear speech also requires appropriate pace, volume, and articulation. By practising these principles, speakers can reduce misunderstandings and build confidence in their delivery.

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Fill in the blank: The way words are spoken, including sounds, stress, and intonation, is called _____.

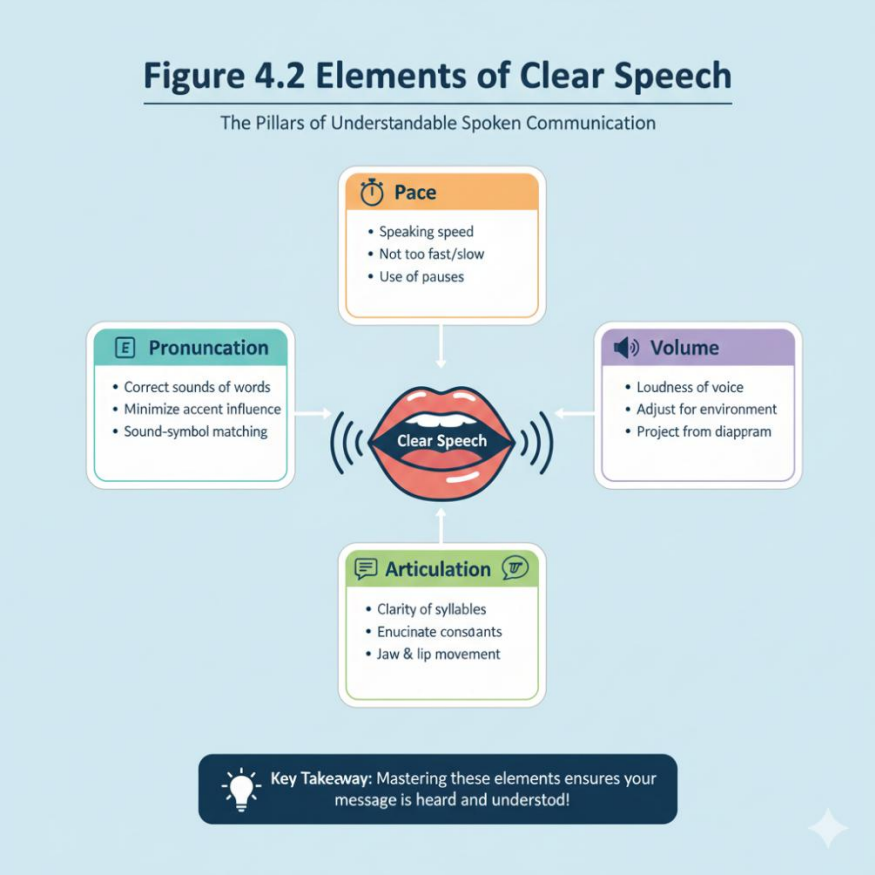

Figure 4.2 Elements of clear speech

4.2.2 Active listening and questioning techniques

Active listening is the skill of fully concentrating on what is being said, rather than passively hearing words. It involves giving feedback, asking clarifying questions, and showing attentiveness through non-verbal cues such as nodding. **Questioning techniques** help deepen understanding and encourage dialogue. Open-ended questions invite detailed responses, while closed questions seek specific information.

Fill in the blank: Fully concentrating on what is being said, rather than passively hearing words, is called _____ listening.

Category	Technique	Purpose	Example
Active Listening	**Paraphrasing**	To show understanding by restating the message in your own words.	*"So, if I understand correctly, you're concerned about the project timeline?"*

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Category	Technique	Purpose	Example
Active Listening	**Non-verbal Cues**	To encourage the speaker without interrupting.	Maintaining eye contact, nodding, and leaning forward.
Active Listening	**Reflecting Feelings**	To acknowledge the emotional state of the speaker.	*"It sounds like you're feeling a bit overwhelmed by the current workload."*
Questioning	**Open-Ended Questions**	To encourage a detailed response and gather more info.	*"How do you think we should approach this problem?"*
Questioning	**Closed Questions**	To get a specific, "Yes/No," or factual answer quickly.	*"Have you finished the report yet?"*
Questioning	**Probing Questions**	To dig deeper into a specific point mentioned.	*"You mentioned a technical issue; can you tell me more about that?"*

Table 4.2 Active listening and questioning techniques

4.2.3 Public speaking and presentation skills

Public speaking is the act of addressing an audience to inform, persuade, or entertain. Effective public speaking requires preparation, organisation, and confidence. **Presentation skills** include structuring content logically, using visual aids, and engaging the audience through eye contact and body language. Practising these skills helps speakers deliver messages clearly and persuasively.

Fill in the blank: The act of addressing an audience to inform, persuade, or entertain is called _____ speaking.

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Box 4.2 Tips for effective public speaking

Pilot questions 4.2

1. What is clear speech?
2. Define pronunciation.
3. What is active listening?
4. Give one example of an open-ended question.
5. Name two strategies for effective public speaking.

4.3 Written Communication Skills

Written communication is a vital skill in both academic and professional contexts. It allows ideas to be recorded, shared, and preserved with clarity and precision. In this Part, we will explore the characteristics of effective writing, the structure and organisation of written texts, and the distinction between formal and informal writing styles.

4.3.1 Characteristics of effective writing

Effective writing refers to written communication that is clear, concise, and purposeful. It uses appropriate vocabulary, correct grammar, and logical flow to ensure that the reader understands

the intended message. Effective writing also considers the audience, adapting tone and style to suit the context.

Fill in the blank: Written communication that is clear, concise, and purposeful is called _____ writing.

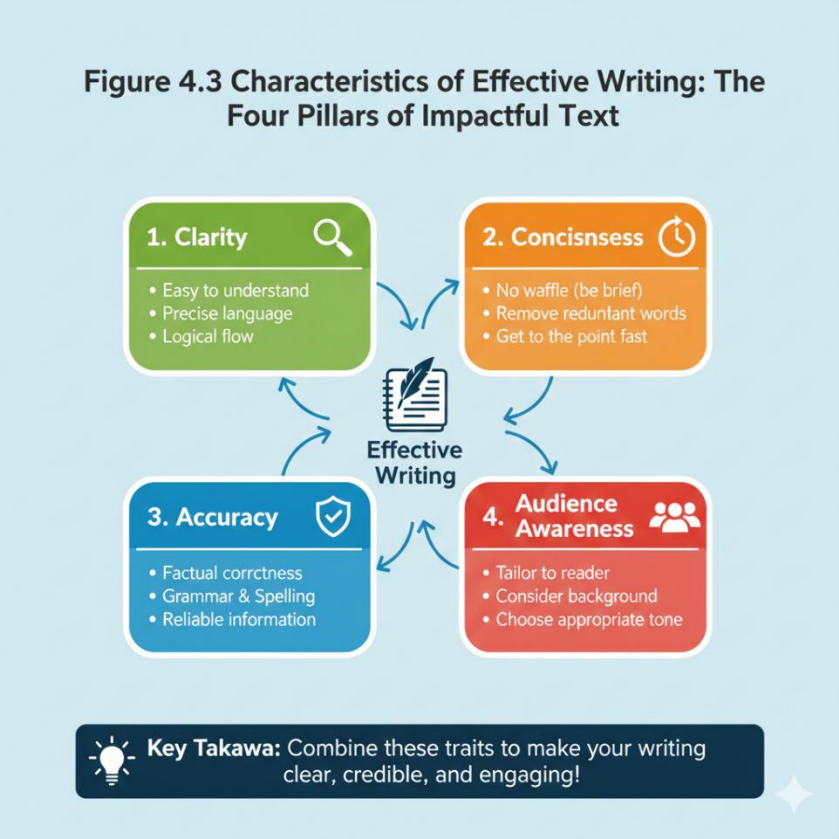

Figure 4.3 Characteristics of effective writing

4.3.2 Structure and organisation of written texts

The **structure** of a written text refers to how ideas are arranged, while **organisation** ensures that these ideas flow logically. A well-structured text typically includes an introduction, body, and conclusion. Paragraphs should be coherent, each focusing on a single idea, and linked with transitions to guide the reader smoothly from one point to another.

Fill in the blank: The arrangement of ideas in a written text is referred to as its _____.

Section	Function	Key Components
Introduction	To hook the reader, provide context, and state the main purpose or argument.	**Hook:** An engaging opening sentence.

Section	Function	Key Components
		Background: Necessary context. **Thesis Statement:** The central claim or goal.
Body	To develop the main ideas in detail using evidence, analysis, and logical transitions.	**Topic Sentences:** The main idea of each paragraph. **Supporting Evidence:** Data, quotes, or examples. **Analysis:** Explaining how evidence supports the thesis.
Conclusion	To summarize the main points, restate the thesis in a new way, and provide a sense of closure.	**Summary:** Recapping key arguments. **Restated Thesis:** Reaffirming the main point.

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Section	Function	Key Components
		Final Thought: A "call to action" or a broader reflection.

Table 4.3 Structure of a written text

4.3.3 Formal and informal writing styles

Formal writing style is used in academic and professional contexts. It employs precise vocabulary, complete sentences, and avoids contractions or slang. **Informal writing style** is more relaxed, often used in personal communication, and may include colloquial expressions or conversational tone. Choosing the appropriate style depends on the purpose and audience of the communication.

Fill in the blank: A writing style that uses precise vocabulary and avoids slang is called _____ writing.

Feature	Formal Writing	Informal Writing
Tone	Professional, serious, and objective.	Personal, casual, and subjective.
Sentence Structure	Long, complex, and grammatically precise.	Short, simple, and may include fragments.
Vocabulary	Specific, technical, or "sophisticated."	Common, everyday words and slang.
Contractions	**Avoided** (e.g., "do not," "cannot").	**Common** (e.g., "don't," "can't").
Pronouns	Usually 3rd person (*"The author," "It"*).	1st and 2nd person (*"I," "Me," "You"*).
Voice	Often uses passive voice for objectivity.	Prefers active voice for directness.

Box 4.3 Differences between formal and informal writing

Pilot questions 4.3

1. What is effective writing?
2. Name two characteristics of effective writing.
3. What are the three main parts of a well-structured text?
4. Define formal writing style.

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5. Give one example of informal writing.

4.4 Interpersonal and Group Communication

Interpersonal and group communication are essential for building relationships, fostering collaboration, and resolving conflicts. While interpersonal communication focuses on exchanges between individuals, group communication involves interactions within teams or larger settings. In this Part, we will explore verbal and non-verbal communication, teamwork and collaboration, and strategies for conflict resolution and negotiation.

4.4.1 Verbal and non-verbal communication in interpersonal contexts

Verbal communication refers to the use of spoken or written words to convey meaning. **Non-verbal communication** includes gestures, facial expressions, posture, and tone of voice, which often reinforce or contradict verbal messages. Together, these forms of communication shape how messages are interpreted in interpersonal contexts.

Fill in the blank: Gestures, facial expressions, and posture are examples of _____ communication.

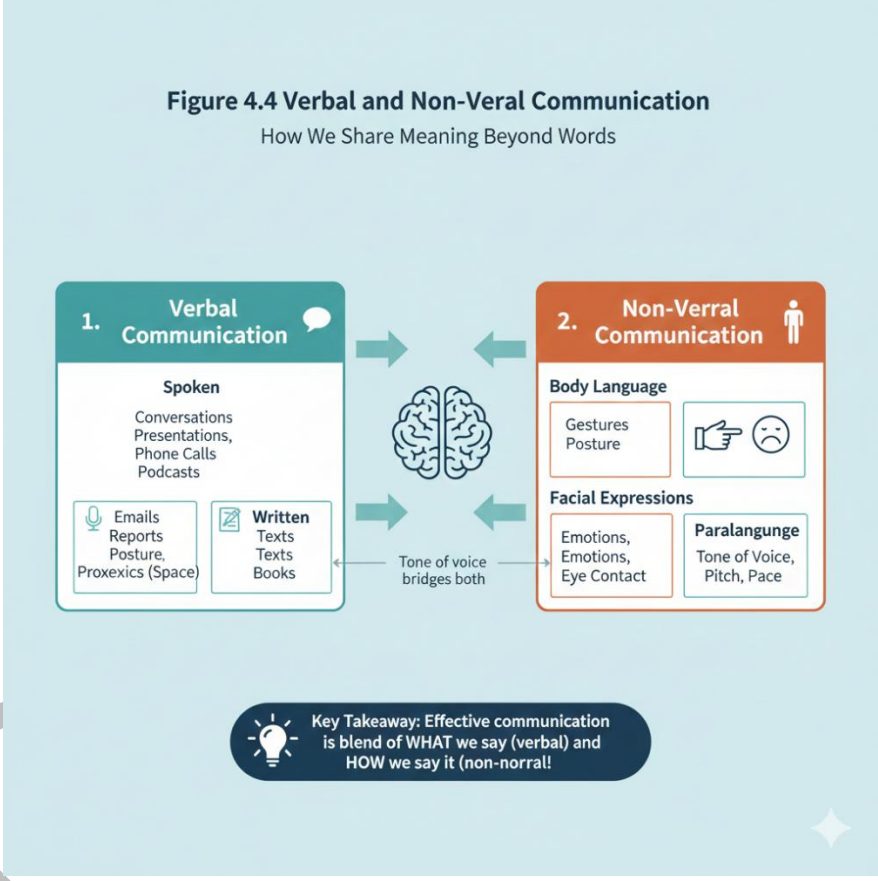

Figure 4.4 Verbal and non-verbal communication

4.4.2 Teamwork and collaborative communication

Teamwork involves individuals working together towards a shared goal. Effective teamwork depends on **collaborative communication**, which means sharing ideas openly, listening to others, and respecting diverse perspectives. Collaborative communication builds trust, reduces misunderstandings, and ensures that all members contribute meaningfully to group tasks.

Fill in the blank: Working together towards a shared goal is referred to as _____.

Principle	Description	Impact on Teamwork
Openness	Sharing information, ideas, and feelings honestly and transparently without hidden agendas.	Builds trust and ensures everyone has the necessary context to make decisions.
Mutual Respect	Valuing the diverse perspectives, skills, and backgrounds of all team members.	Creates a safe environment for innovation and reduces interpersonal conflict.
Active Listening	Fully concentrating on what is being said rather than just passively "hearing" the speaker.	Minimizes misunderstandings and validates the contributions of others.
Shared Responsibility	Viewing successes and failures as a collective outcome rather than individual achievements.	Encourages accountability and fosters a "we" rather than "me" mindset.
Constructive Feedback	Providing specific, actionable, and kind critiques focused on the work rather than the person.	Promotes continuous growth and identifies areas for improvement early.
Empathy	Seeking to understand the emotions and viewpoints of colleagues.	Strengthens relationships and helps navigate high-pressure situations.

Table 4.4 Principles of collaborative communication

4.4.3 Conflict resolution and negotiation skills

Conflict resolution refers to strategies used to address disagreements constructively. It involves identifying the source of conflict, listening to all parties, and finding mutually acceptable solutions. **Negotiation skills** are the abilities to reach agreements through discussion and compromise. Both are vital in group communication, as they help maintain harmony and ensure progress towards shared objectives.

Fill in the blank: Strategies used to address disagreements constructively are called _____ resolution.

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Box 4.4 Conflict resolution and negotiation strategies

Pilot questions 4.4

1. What is verbal communication?
2. Give two examples of non-verbal communication.
3. Define teamwork.
4. What is collaborative communication?
5. Suggest one strategy for resolving conflict in a group.

4.5 Communication in Professional and Academic Settings

Professional and academic communication requires clarity, precision, and appropriateness. Unlike casual exchanges, these contexts demand structured language and adherence to conventions. In this Part, we will explore academic communication, professional communication, and cross-cultural communication, highlighting the skills needed to succeed in each area.

4.5.1 Academic communication: essays, reports, and research presentations

Academic communication refers to the structured use of language in educational contexts. It includes essays, reports, and research presentations. Essays typically present arguments supported by evidence, reports provide factual information in a structured format, and research

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presentations communicate findings to an audience. Academic communication requires critical thinking, logical organisation, and adherence to referencing standards.

Fill in the blank: Structured use of language in educational contexts is called _____ communication.

Format	Primary Purpose	Key Features	Audience Expectation
Essay	To develop an argument or analyze a concept through a central thesis.	Linear structure (Intro, Body, Conclusion); focus on flow and persuasive language.	Depth of thought, logical reasoning, and formal tone.
Report	To present factual information, findings, or data for a specific objective.	Categorized by headings and subheadings; often includes an executive summary and recommendations.	Clarity, conciseness, and actionable data or conclusions.
Research Presentation	To communicate key findings and engage an audience visually and verbally.	Use of visual aids (slides); bullet points; oral delivery and interactive Q&A.	High-level overview, engaging delivery, and visual clarity.

Table 4.5 Academic communication formats

4.5.2 Professional communication: emails, memos, and meetings

Professional communication refers to the exchange of information in workplace settings. It includes emails, memos, and meetings. Emails should be concise, polite, and clear, while memos are brief documents used to inform or instruct within organisations. Meetings require effective verbal and non-verbal communication, as well as active listening and participation. Professional communication ensures efficiency and builds credibility in the workplace.

Fill in the blank: Brief documents used to inform or instruct within organisations are called _____.

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Box 4.5 Professional communication formats

4.5.3 Cross-cultural communication and global English

Cross-cultural communication is the exchange of information between people from different cultural backgrounds. It requires sensitivity to cultural norms, values, and expectations. **Global English** refers to the use of English as a common language across cultures, often adapted to suit diverse audiences. Effective cross-cultural communication involves avoiding jargon, respecting differences, and using clear, inclusive language.

Fill in the blank: The use of English as a common language across cultures is referred to as _____ English.

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Figure 4.5 Cross-cultural communication and global English

Pilot questions 4.5

1. What is academic communication?
2. Name two formats of academic communication.
3. What are memos used for in professional communication?
4. Define cross-cultural communication.
5. What is global English?

Series summary

This Series has focused on helping you master communication skills in English, highlighting their importance in academic, professional, and social contexts. Its purpose has been to equip you with practical strategies for expressing ideas clearly, listening attentively, and adapting language use to different situations.

We began with the fundamentals of effective communication, examining the communication process and barriers. Then we explored oral communication skills, including clear speech, active listening, and public speaking. Following that, we studied written communication skills, looking at effective writing, text organisation, and the distinction between formal and informal styles. We continued with interpersonal and group communication, considering verbal and non-verbal cues, teamwork, and conflict resolution. Finally, we addressed communication in professional and academic settings, covering essays, reports, emails, meetings, and cross-cultural communication. In line with the Series Learning Outcomes, you should now be able to define and apply

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principles of effective communication, demonstrate oral and written skills, evaluate interpersonal exchanges, and produce professional and academic texts with confidence.

Glossary of terms

Academic communication: The structured use of language in educational contexts, including essays, reports, and research presentations.

Active listening: Fully concentrating on what is being said, showing attentiveness through feedback, questions, and non-verbal cues.

Articulation: The clear and precise pronunciation of words when speaking.

Channel: The medium through which a message is sent, such as speech, writing, or email.

Clear speech: Speaking in a way that is easily understood, involving correct pronunciation, pace, volume, and articulation.

Collaborative communication: Sharing ideas openly and respectfully within a group to achieve a common goal.

Communication process: The steps through which information is exchanged, involving sender, message, channel, receiver, and feedback.

Communication skills: Abilities that enable individuals to convey information, ideas, and feelings effectively through speaking, listening, writing, and non-verbal behaviours.

Conflict resolution: Strategies used to address disagreements constructively and find mutually acceptable solutions.

Cross-cultural communication: The exchange of information between people from different cultural backgrounds, requiring sensitivity to cultural norms and values.

Effective writing: Written communication that is clear, concise, accurate, and purposeful, adapted to suit the audience.

Feedback: The response given by the receiver to show understanding or reaction to a message.

Formal writing style: A precise and structured way of writing used in academic and professional contexts, avoiding slang and contractions.

Global English: The use of English as a common language across cultures, often adapted to diverse audiences.

Informal writing style: A relaxed way of writing, often used in personal communication, which may include colloquial expressions.

Message: The information or idea being communicated from sender to receiver.

Memos: Brief documents used within organisations to inform or instruct.

Negotiation skills: Abilities used to reach agreements through discussion and compromise.

Non-verbal communication: Communication without words, using gestures, facial expressions, posture, and tone of voice.

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Oral communication: The use of spoken words to convey information, ideas, or feelings.

Pronunciation: The way words are spoken, including sounds, stress, and intonation.

Professional communication: The exchange of information in workplace settings, including emails, memos, and meetings.

Public speaking: The act of addressing an audience to inform, persuade, or entertain.

Receiver: The person who interprets the message in the communication process.

Register: The level of formality in language use, ranging from casual to formal.

Sender: The person who initiates the message in the communication process.

Structure: The arrangement of ideas in a written text, typically including an introduction, body, and conclusion.

Teamwork: Individuals working together towards a shared goal, often requiring collaborative communication.

Verbal communication: The use of spoken or written words to convey meaning.

Concept Check Questions [Series 4: Mastering Communication Skills in English]

Objective questions

1. The person who initiates a message in the communication process is called the _____. (Linked to SLO 4.1)
2. Which term refers to fully concentrating on what is being said, rather than passively hearing words? (Linked to SLO 4.3)
3. The act of addressing an audience to inform, persuade, or entertain is called _____. (Linked to SLO 4.4)
4. A writing style that uses precise vocabulary and avoids slang is called _____ writing. (Linked to SLO 4.6)
5. The use of English as a common language across cultures is referred to as _____ English. (Linked to SLO 4.12)

Short-answer questions

6. Define communication skills and give one example. (Linked to SLO 4.1)
7. List the five elements of the communication process. (Linked to SLO 4.1)
8. Provide one example of an open-ended question used in active listening. (Linked to SLO 4.3)
9. Explain one difference between formal and informal writing styles. (Linked to SLO 4.6)
10. Suggest one strategy for resolving conflict in a group. (Linked to SLO 4.9)

Long-answer questions

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11. Analyse the principles of clear speech and explain how they contribute to effective oral communication. (Linked to SLO 4.3)

12. Evaluate the importance of structuring written texts with introduction, body, and conclusion, giving examples. (Linked to SLO 4.5)

13. Discuss how teamwork and collaborative communication enhance group performance, providing practical examples. (Linked to SLO 4.8)

14. Examine the role of cross-cultural communication in global contexts and explain how global English supports it. (Linked to SLO 4.12)

Answers to Concept Check Questions [Series 4]

Objective questions

1. Sender
2. Active listening
3. Public speaking
4. Formal writing
5. Global English

Short-answer questions

6. Communication skills are abilities to convey information effectively. Example: listening attentively.

7. Sender, message, channel, receiver, feedback.

8. Example: "Can you tell me more about your experience?"

9. Formal writing uses precise vocabulary and avoids slang, while informal writing may include colloquial expressions.

10. Active listening and compromise are strategies for resolving conflict.

Long-answer questions

11. *Basic response*: Clear speech involves correct pronunciation, appropriate pace, volume, and articulation. These ensure messages are understood. *Value-added response*: Clear speech also builds credibility and confidence. It reduces misunderstandings and helps speakers adapt to diverse audiences, making oral communication more effective in professional and academic contexts.

12. *Basic response*: Written texts should have an introduction, body, and conclusion to organise ideas logically. *Value-added response*: A clear structure guides the reader, strengthens arguments, and improves readability. For example, an essay introduction sets context, the body develops points with evidence, and the conclusion reinforces the main message.

13. *Basic response*: Teamwork and collaborative communication involve openness, respect, and shared responsibility, which improve group outcomes. *Value-added response*: Collaborative

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communication fosters innovation and inclusivity. For instance, in project teams, active listening and idea-sharing lead to creative solutions and stronger group cohesion.

14. *Basic response*: Cross-cultural communication requires sensitivity to cultural norms, while global English provides a shared medium. *Value-added response*: In international business or academia, adapting language use and avoiding jargon ensures inclusivity. Global English bridges cultural differences, enabling collaboration across diverse contexts

Answers to Pilot Questions [Series 4]

Pilot questions 4.1

1. Communication skills are abilities to convey information, ideas, and feelings effectively.
2. Sender, message, channel, receiver, feedback.
3. Sender.
4. Noise.
5. Adapting to cultural differences.

Pilot questions 4.2

1. Clear speech is speaking in a way that is easily understood.
2. Pronunciation is the way words are spoken, including sounds, stress, and intonation.
3. Active listening.
4. Example: “Can you explain more about your point?”
5. Preparation and use of visual aids.

Pilot questions 4.3

1. Effective writing is written communication that is clear, concise, and purposeful.
2. Clarity and conciseness.
3. Introduction, body, conclusion.
4. Formal writing style is precise and avoids slang.
5. Example: “See you later!” in a personal message.

Pilot questions 4.4

1. Verbal communication is the use of spoken or written words to convey meaning.
2. Gestures and facial expressions.
3. Teamwork is individuals working together towards a shared goal.
4. Collaborative communication is sharing ideas openly and respectfully within a group.
5. Active listening.

Pilot questions 4.5

1. Academic communication is the structured use of language in educational contexts.
2. Essays and reports.
3. Memos are used to inform or instruct within organisations.
4. Cross-cultural communication is the exchange of information between people from different cultural backgrounds.

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5. Global English.

References and Attributions [Series 4]

The following references and attributions cover the instructional content and illustration placeholders used in **Series 4: Mastering Communication Skills in English**. Entries are presented in APA style for clarity and consistency.

General references

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- OER Commons. (n.d.). Communication skills resources. Retrieved from https://www.oercommons.org

Illustration references and attributions

- *Figure 4.1 Components of communication skills* Attribution: Suggested OER diagram of communication skills. AI prompt: "Create a diagram showing communication skills as speaking, listening, writing, and non-verbal behaviours."
- *Table 4.1 Elements of the communication process* Attribution: Suggested OER table of communication process elements. AI prompt: "Generate a table listing the elements of the communication process with definitions and examples."
- *Box 4.1 Common barriers to communication and solutions* Attribution: Suggested OER summary of barriers and strategies. AI prompt: "Create a text box summarising barriers to communication and strategies to overcome them."
- *Figure 4.2 Elements of clear speech* Attribution: Suggested OER diagram of clear speech principles. AI prompt: "Create a diagram showing pronunciation, pace, volume, and articulation as elements of clear speech."
- *Table 4.2 Active listening and questioning techniques* Attribution: Suggested OER table comparing listening behaviours and questioning techniques. AI prompt: "Generate a table comparing active listening behaviours and questioning techniques with examples."
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- *Figure 4.3 Characteristics of effective writing* Attribution: Suggested OER diagram of effective writing features. AI prompt: "Create a diagram showing clarity, conciseness, accuracy, and audience awareness as characteristics of effective writing."

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- *Table 4.3 Structure of a written text* Attribution: Suggested OER table of text structure. AI prompt: “Generate a table showing the structure of a written text with introduction, body, and conclusion explained.”
- *Box 4.3 Differences between formal and informal writing styles* Attribution: Suggested OER summary of writing styles. AI prompt: “Create a text box comparing formal and informal writing styles with examples.”
- *Figure 4.4 Verbal and non-verbal communication* Attribution: Suggested OER diagram comparing verbal and non-verbal communication. AI prompt: “Create a diagram showing verbal communication (spoken, written) and non-verbal communication (gestures, facial expressions, posture).”
- *Table 4.4 Principles of collaborative communication* Attribution: Suggested OER table of collaborative communication principles. AI prompt: “Generate a table listing principles of collaborative communication with brief explanations.”
- *Box 4.4 Conflict resolution and negotiation strategies* Attribution: Suggested OER summary of conflict resolution techniques. AI prompt: “Create a text box summarising conflict resolution and negotiation strategies with examples.”
- *Table 4.5 Academic communication formats* Attribution: Suggested OER table comparing essays, reports, and presentations. AI prompt: “Generate a table comparing essays, reports, and research presentations with purposes and features.”
- *Box 4.5 Professional communication formats* Attribution: Suggested OER summary of emails, memos, and meetings. AI prompt: “Create a text box summarising professional communication formats such as emails, memos, and meetings.”
- *Figure 4.5 Cross-cultural communication and global English* Attribution: Suggested OER diagram of cross-cultural communication. AI prompt: “Create a diagram showing cross-cultural communication with global English as a central connecting element.”

Course code: ENG101
Course title: A Survey of the English Language (2 Units C: LH 30)
Course credit load: 2 Units C: LH 30

Series 1: Foundations of English Grammar and Writing
Series 2: Sentence Construction and Tone Application
Series 3: Exploring Morphology, Phonology, Stylistics, and Semantics
Series 4: Mastering Communication Skills in English
Series 5: Integrated Practice in Spoken and Written English

Below are the parts for Series 5
Part 1: Integrated listening and speaking practice

- **5.1.1 Listening for comprehension and detail**

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- **5.1.2 Responding appropriately in spoken exchanges**
- **5.1.3 Practising pronunciation and fluency through dialogue**

Part 2: Reading and writing integration

- **5.2.1 Reading for main ideas and supporting details**
- **5.2.2 Summarising and paraphrasing texts**
- **5.2.3 Writing responses and short essays based on readings**

Part 3: Combining oral and written communication

- **5.3.1 Preparing oral presentations from written notes**
- **5.3.2 Using written outlines to support group discussions**
- **5.3.3 Translating spoken ideas into written reports**

Part 4: Applied practice in academic and professional contexts

- **5.4.1 Integrated tasks: presentations with handouts**
- **5.4.2 Simulated workplace communication (emails, meetings, reports)**
- **5.4.3 Academic tasks (research summaries, seminar discussions)**

Part 5: Evaluation and reflection on integrated skills

- **5.5.1 Self-assessment of spoken and written performance**
- **5.5.2 Peer feedback and collaborative improvement**
- **5.5.3 Strategies for lifelong communication development**

Introduction

In the last Series, we explored how to master communication skills in English, focusing on oral, written, interpersonal, and professional contexts. Building on that foundation, this Series takes you a step further by integrating spoken and written practice. In real-life situations, communication rarely occurs in isolation; spoken and written forms often complement each other. This Series is designed to help you practise these skills together, preparing you for academic tasks, workplace demands, and everyday interactions.

The aim of this Series is to strengthen your ability to combine spoken and written English effectively, enabling you to apply integrated skills in practical, academic, and professional contexts.

We shall commence this Series by engaging in integrated listening and speaking practice, focusing on comprehension, appropriate responses, and fluency. Next, we will move on to reading and writing integration, where you will practise summarising, paraphrasing, and writing responses based on texts. Following that, we will combine oral and written communication by preparing presentations, supporting discussions with written outlines, and translating spoken ideas into reports. Afterwards, we will continue with applied practice in academic and professional contexts, including presentations with handouts, workplace simulations, and

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seminar discussions. Finally, we will wrap up by evaluating and reflecting on integrated skills, using self-assessment, peer feedback, and strategies for lifelong communication development.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** Demonstrate integrated listening and speaking skills by applying comprehension, appropriate responses, and fluency.
- **SLO 5.2** Apply reading strategies to identify main ideas and supporting details, and practise summarising and paraphrasing.
- **SLO 5.3** Prepare oral presentations supported by written notes, outlines, and reports.
- **SLO 5.4** Practise integrated communication in academic and professional contexts, including workplace simulations and seminar discussions.
- **SLO 5.5** Evaluate personal communication performance through self-assessment and peer feedback, and apply strategies for lifelong development.

5.1 Integrated Listening and Speaking Practice

Listening and speaking are inseparable skills in communication. Effective listening ensures that you understand messages accurately, while speaking allows you to respond appropriately and express ideas clearly. In this Part, we will practise listening for comprehension, responding in spoken exchanges, and improving pronunciation and fluency through dialogue.

5.1.1 Listening for comprehension and detail

Listening for comprehension means focusing on the overall meaning of what is being said, while **listening for detail** involves paying attention to specific information such as names, dates, or instructions. Both are essential for effective communication, especially in academic and professional contexts. Good listening requires concentration, note-taking, and the ability to distinguish main ideas from supporting details.

Fill in the blank: Paying attention to specific information such as names or dates is called listening for _____.

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Figure 5.1 Types of listening

5.1.2 Responding appropriately in spoken exchanges

Spoken exchanges are interactive conversations where participants take turns speaking and listening. Responding appropriately involves using polite expressions, clarifying when necessary, and showing attentiveness. Effective responses demonstrate understanding and keep the conversation flowing. For example, acknowledging what the other person has said before adding your own point shows respect and engagement.

Fill in the blank: Interactive conversations where participants take turns speaking and listening are called _____ exchanges.

Category	Purpose	Examples	Why it works
Polite Expressions	To maintain a positive social atmosphere and show respect.	*"I appreciate your perspective on this."*	Softens the delivery of ideas and acknowledges the other person's status or effort.

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Category	Purpose	Examples	Why it works
		"Would you mind elaborating on that?"	
Clarifying Questions	To ensure accuracy and clear up any potential confusion.	*"Just to be clear, are you saying...?"* *"Could you help me understand how that would work?"*	Prevents assumptions and shows that you are processing the information deeply.
Attentive Responses	To signal that you are mentally present and following the logic.	*"That makes a lot of sense."* *"I see where you're coming from."*	Validates the speaker and encourages them to continue sharing their thoughts.
Bridging Phrases	To transition smoothly between different points or speakers.	*"Building on what you just said..."* *"That ties into a point I wanted to raise..."*	Creates a cohesive dialogue rather than a series of disconnected statements.

Table 5.1 Examples of appropriate responses in spoken exchanges

5.1.3 Practising pronunciation and fluency through dialogue

Pronunciation is the way words are spoken, including sounds, stress, and intonation. **Fluency** refers to speaking smoothly and confidently without unnecessary pauses. Practising dialogue

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helps improve both pronunciation and fluency, as it provides opportunities to rehearse sounds, rhythm, and natural speech patterns. Role-play activities, reading aloud, and paired conversations are effective methods for developing these skills.

Fill in the blank: Speaking smoothly and confidently without unnecessary pauses is referred to as _____.

Box 5.1 Strategies for improving pronunciation and fluency

Pilot questions 5.1

1. What is listening for comprehension?
2. What is listening for detail?
3. Define spoken exchanges.
4. Give one example of an appropriate response in a spoken exchange.
5. What is fluency in speaking?

5.2 Reading and Writing Integration

Reading and writing are closely connected skills. Reading provides input that informs and inspires writing, while writing allows you to respond to and build upon what you have read. In this Part, we will practise reading for main ideas and supporting details, summarising and paraphrasing texts, and writing responses and short essays based on readings.

5.2.1 Reading for main ideas and supporting details

Main ideas are the central points or arguments in a text, while **supporting details** are examples, explanations, or evidence that reinforce those points. Identifying main ideas helps you grasp the overall meaning, whereas recognising supporting details ensures you understand the depth and accuracy of the text. Effective reading involves distinguishing between the two and noting how they work together.

Fill in the blank: The central points or arguments in a text are called _____ ideas.

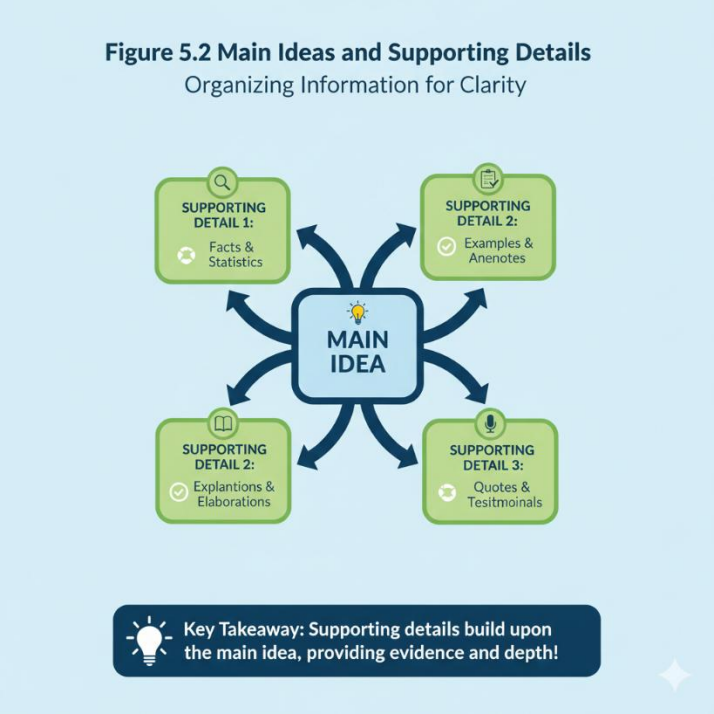


Figure 5.2 Main ideas and supporting details

5.2.2 Summarising and paraphrasing texts

Summarising means condensing a text into a shorter version that captures only the essential points. **Paraphrasing** involves restating information in your own words while keeping the original meaning intact. Both skills demonstrate comprehension and help avoid plagiarism. Summarising is useful for quick reviews, while paraphrasing is valuable when integrating sources into your own writing.

Fill in the blank: Restating information in your own words while keeping the original meaning intact is called _____.

Feature	Summarising	Paraphrasing
Definition	Providing a brief overview of the main points of a text in your own words.	Restating a specific passage or idea from a source in your own words.

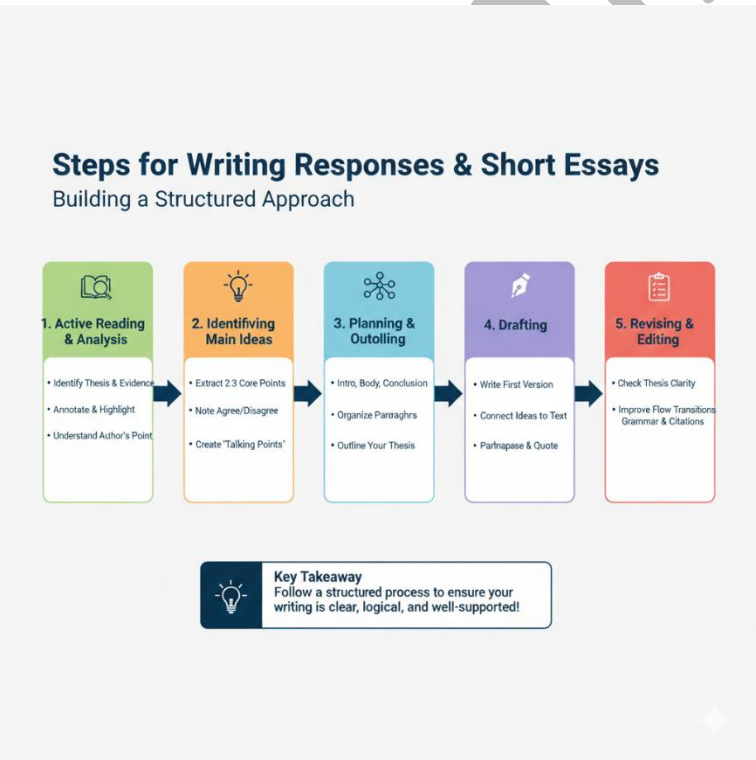
Feature	Summarising	Paraphrasing
Length	Much shorter than the original text.	Approximately the same length as the original text.
Purpose	To give the reader a "big picture" view or to condense large amounts of information.	To clarify complex language or integrate a specific point into your own argument while maintaining detail.
Level of Detail	Focuses only on the **broadest main ideas**; omits specific examples and minor details.	Focuses on **all details** and nuances of the specific segment being rewritten.

Table 5.2 Differences between summarising and paraphrasing

5.2.3 Writing responses and short essays based on readings

Writing responses are short pieces that reflect your understanding or opinion about a text. **Short essays** are more structured, usually including an introduction, body, and conclusion, and they require you to develop arguments supported by evidence from readings. Writing based on readings helps you practise critical thinking, organise ideas, and express them clearly in written form.

Fill in the blank: A structured piece of writing that includes an introduction, body, and conclusion is called a short _____.



Box 5.2 Steps for writing responses and short essays

Pilot questions 5.2

1. What are main ideas in a text?
2. What are supporting details?
3. Define summarising.
4. Define paraphrasing.
5. What is the basic structure of a short essay?

5.3 Combining Oral and Written Communication

Oral and written communication often work hand in hand. In academic and professional contexts, you may need to prepare written notes to support a presentation, use outlines to guide group discussions, or convert spoken ideas into written reports. This Part will help you practise integrating both forms of communication to strengthen your overall effectiveness.

5.3.1 Preparing oral presentations from written notes

Oral presentations are spoken deliveries of information to an audience, often supported by written notes. Written notes provide structure, ensure accuracy, and help speakers stay focused. Preparing notes involves identifying key points, arranging them logically, and highlighting supporting evidence. This integration allows speakers to communicate confidently while maintaining clarity.

Fill in the blank: Spoken deliveries of information to an audience, often supported by written notes, are called oral _____.

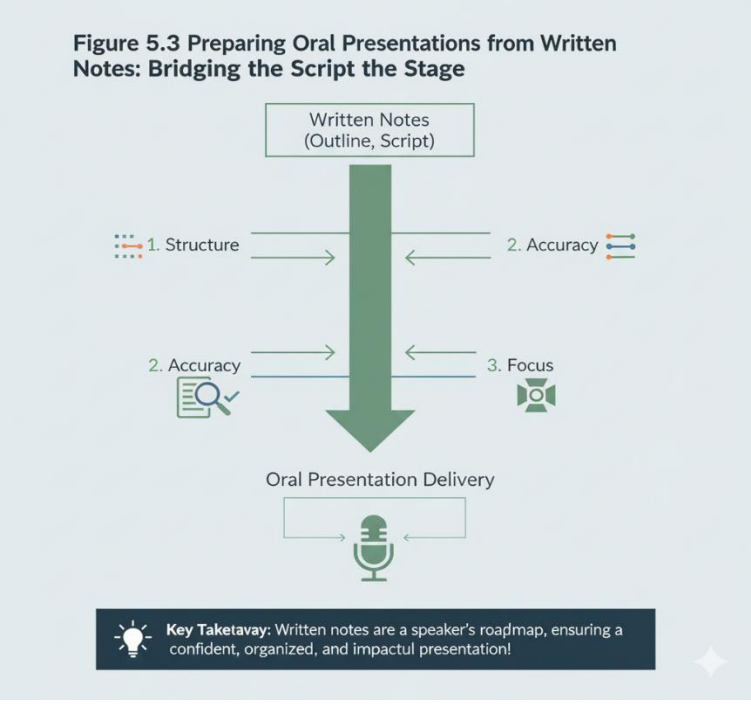


Figure 5.3 Preparing oral presentations from written notes

5.3.2 Using written outlines to support group discussions

Written outlines are structured plans that list main points and supporting ideas. In group discussions, outlines help participants stay on topic, organise contributions, and ensure that all relevant issues are addressed. They also serve as a reference for recording decisions and assigning responsibilities. Using outlines strengthens collaborative communication and prevents confusion.

Fill in the blank: Structured plans that list main points and supporting ideas are called written _____.

Benefit	Explanation	Impact on Team Success
Organization	Provides a logical sequence for topics to be addressed.	Prevents the discussion from jumping randomly between ideas, saving time.
Focus	Keeps the group centered on the specific goals of the meeting.	Minimizes "tangents" or irrelevant side-conversations that derail progress.
Clarity	Ensures everyone has a shared understanding of the agenda and terminology.	Reduces misunderstandings and ensures all members are literally "on the same page."
Accountability	Clearly defines who is responsible for which talking points or action items.	Makes it easy to track progress and ensures that tasks are not overlooked.
Inclusivity	Gives quieter members a visual cue of when to contribute their specific expertise.	Balances the "speaking time" so that the loudest voices don't dominate the entire session.

Table 5.3 Benefits of using written outlines in group discussions

5.3.3 Translating spoken ideas into written reports

Written reports are formal documents that present information clearly and systematically. Translating spoken ideas into reports involves listening carefully, noting key points, and organising them into sections such as introduction, findings, and conclusion. This skill is especially useful in professional settings where meetings or discussions must be documented for future reference.

Fill in the blank: Formal documents that present information clearly and systematically are called written _____.

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Box 5.3 Steps for translating spoken ideas into written

Pilot questions 5.3

1. What are oral presentations?
2. What is the purpose of written notes in oral presentations?
3. Define written outlines.
4. Give one benefit of using written outlines in group discussions.
5. What is a written report?

5.4 Applied Practice in Academic and Professional Contexts

Academic and professional settings often require integrated communication skills. You may need to combine oral and written forms in tasks such as presentations, workplace communication, or academic seminars. This Part will help you practise applying your skills in realistic contexts, preparing you for both study and career environments.

5.4.1 Integrated tasks: presentations with handouts

Presentations with handouts involve delivering information orally while providing written materials to support the audience's understanding. Handouts summarise key points, offer references, and allow participants to follow along or review later. This integration ensures clarity and reinforces learning. Preparing effective handouts requires concise writing, logical organisation, and alignment with the spoken presentation.

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Fill in the blank: Delivering information orally while providing written materials to support understanding is called a presentation with _____.

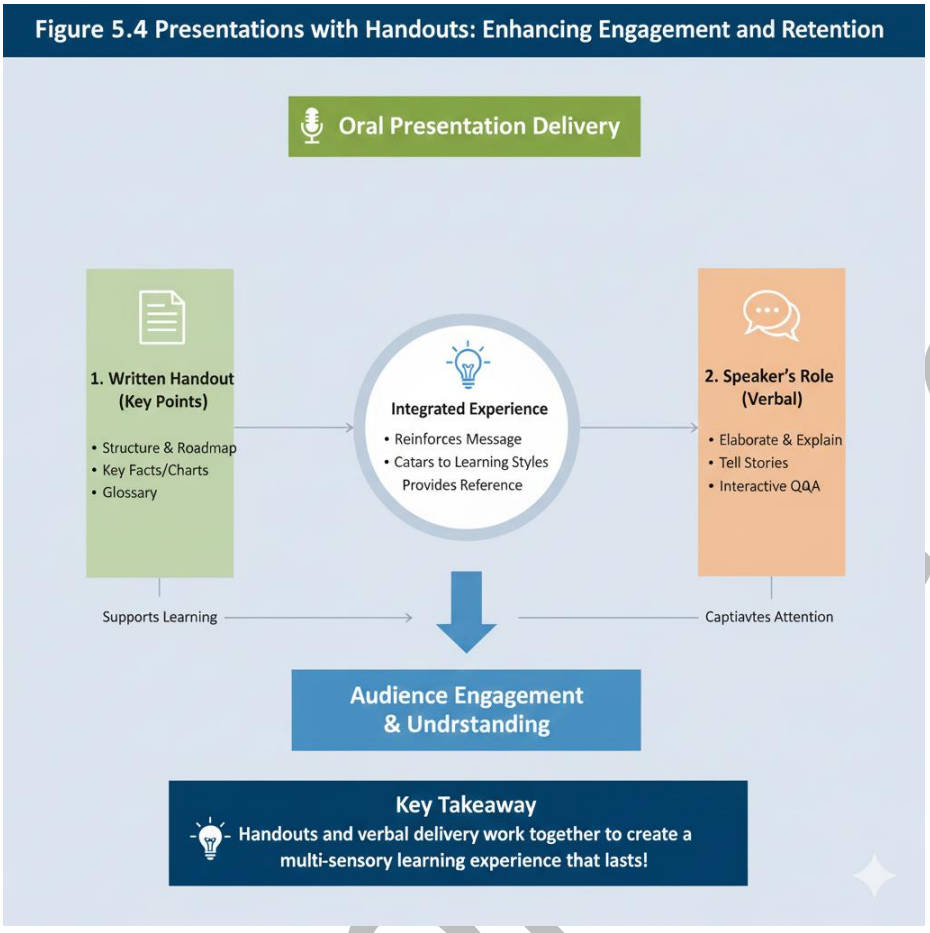

Figure 5.4 Presentations with handouts

5.4.2 Simulated workplace communication (emails, meetings, reports)

Workplace communication refers to the exchange of information in professional settings. It often combines oral and written forms, such as meetings supported by reports or emails summarising discussions. Simulated practice helps learners rehearse these scenarios, focusing on clarity, professionalism, and efficiency. Practising workplace communication prepares you to handle real tasks confidently.

Fill in the blank: The exchange of information in professional settings is referred to as _____ communication.

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Table 5.4 Examples of integrated workplace communication

5.4.3 Academic tasks (research summaries, seminar discussions)

Academic tasks often require combining oral and written communication. For example, a research summary may be presented orally in a seminar while also submitted in written form. Seminar discussions involve speaking to share ideas and writing notes to record key points. Practising these tasks helps learners develop confidence in presenting academic work and ensures accuracy in documentation.

Fill in the blank: Presenting a research summary orally in a seminar while also submitting it in written form is an example of an _____ task.

Integrated Task	Input Skill	Output Skill	Goal
Literature Review	Reading	Writing	Establish a theoretical foundation.
Peer Review	Reading/Listening	Speaking/Writing	Provide constructive feedback.
Lab Report	Observation	Writing	Document empirical findings.

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Integrated Task	Input Skill	Output Skill	Goal
Defense/Viva	Critical Thinking	Speaking	Justify research and methodology.

Box 5.4 Examples of integrated academic tasks

Pilot questions 5.4

1. What is a presentation with handouts?
2. What is workplace communication?
3. Give one example of integrated workplace communication.
4. Define academic tasks in the context of integrated communication.
5. Give one example of an integrated academic task.

5.5 Evaluation and Reflection on Integrated Skills

Evaluation and reflection are essential for continuous improvement in communication. By assessing your spoken and written performance, seeking feedback, and planning for lifelong development, you can strengthen your ability to integrate skills effectively. This Part will guide you through self-assessment, peer feedback, and strategies for ongoing growth.

5.5.1 Self-assessment of spoken and written performance

Self-assessment is the process of evaluating your own abilities and progress. It involves reflecting on strengths, identifying areas for improvement, and setting realistic goals. In spoken communication, you might assess clarity, fluency, and confidence, while in written communication, you could evaluate organisation, grammar, and style. Honest self-assessment helps you take responsibility for your learning.

Fill in the blank: The process of evaluating your own abilities and progress is called _____ assessment.

[Insert Figure here] Short description: Diagram showing self-assessment cycle (reflect, identify strengths, set goals, improve). Caption: Figure 5.5 Self-assessment cycle AI prompt suggestion: “Create a diagram showing the self-assessment cycle: reflect, identify strengths, set goals, improve.” Search string: “self-assessment cycle diagram OER”

5.5.2 Peer feedback and collaborative improvement

Peer feedback refers to constructive comments from classmates or colleagues about your performance. It provides an external perspective, highlighting strengths you may overlook and areas needing attention. Collaborative improvement occurs when peers work together to practise and refine skills, supporting each other’s growth. This process builds confidence and fosters teamwork.

Fill in the blank: Constructive comments from classmates or colleagues about your performance are called peer _____.

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[Insert Table here] Caption: Table 5.5 Benefits of peer feedback and collaborative improvement Short description: Table listing benefits such as external perspective, confidence building, teamwork, and skill refinement. AI prompt suggestion: “Generate a table listing benefits of peer feedback and collaborative improvement with explanations.” Search string: “peer feedback collaborative improvement table OER”

5.5.3 Strategies for lifelong communication development

Lifelong communication development means continuously improving your communication skills throughout your personal and professional life. Strategies include regular practice, seeking feedback, engaging in diverse communication contexts, and reflecting on experiences. Lifelong development ensures that your skills remain relevant and adaptable in changing environments.

Fill in the blank: Continuously improving your communication skills throughout life is called lifelong _____ development.

[Insert Box here] Caption: Box 5.5 Strategies for lifelong communication development Short description: Box summarising strategies such as regular practice, feedback, diverse contexts, and reflection. AI prompt suggestion: “Create a text box summarising strategies for lifelong communication development.” Search string: “lifelong communication development strategies OER”

Pilot questions 5.5

1. What is self-assessment?
2. Name two aspects of spoken communication you can evaluate in self-assessment.
3. What is peer feedback?
4. Give one benefit of collaborative improvement.
5. Define lifelong communication development.

Series summary

This Series has been designed to help you integrate spoken and written English in practical, academic, and professional contexts. Its purpose has been to strengthen your ability to use both forms of communication together, recognising that in real-life situations they often complement one another.

We began with integrated listening and speaking practice, focusing on comprehension, appropriate responses, and fluency. Then we moved on to reading and writing integration, where you practised identifying main ideas, summarising, paraphrasing, and producing short essays. Following that, we combined oral and written communication through presentations, outlines, and reports. We continued with applied practice in academic and professional contexts, including workplace simulations and seminar discussions. Finally, we concluded with evaluation and reflection, emphasising self-assessment, peer feedback, and lifelong development. In line with the Series Learning Outcomes, you should now be able to demonstrate integrated listening and speaking skills, apply reading and writing strategies, combine oral and written communication effectively, practise these skills in academic and professional settings, and evaluate your progress for continuous improvement.

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Glossary of terms

Academic tasks: Activities in educational settings that combine oral and written communication, such as research summaries and seminar discussions.

Fluency: The ability to speak smoothly and confidently without unnecessary pauses.

Handouts: Written materials provided during a presentation to support the audience's understanding and allow later review.

Listening for comprehension: Focusing on the overall meaning of what is being said.

Listening for detail: Paying attention to specific information such as names, dates, or instructions.

Lifelong communication development: Continuously improving communication skills throughout personal and professional life.

Main ideas: The central points or arguments in a text.

Paraphrasing: Restating information in your own words while keeping the original meaning intact.

Peer feedback: Constructive comments from classmates or colleagues about your performance.

Pronunciation: The way words are spoken, including sounds, stress, and intonation.

Self-assessment: The process of evaluating your own abilities and progress.

Short essay: A structured piece of writing that includes an introduction, body, and conclusion.

Spoken exchanges: Interactive conversations where participants take turns speaking and listening.

Summarising: Condensing a text into a shorter version that captures only the essential points.

Supporting details: Examples, explanations, or evidence that reinforce the main ideas in a text.

Written outlines: Structured plans that list main points and supporting ideas, often used to guide group discussions.

Written reports: Formal documents that present information clearly and systematically, often based on spoken discussions or meetings.

Concept Check Questions [Series 5: Integrated Practice in Spoken and Written English]

Objective questions

1. Listening for overall meaning in spoken communication is called listening for _____. (Linked to SLO 5.1)
2. The ability to speak smoothly and confidently without unnecessary pauses is known as _____. (Linked to SLO 5.1)
3. Restating information in your own words while keeping the original meaning intact is called _____. (Linked to SLO 5.2)

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4. A structured piece of writing that includes an introduction, body, and conclusion is a short _____. (Linked to SLO 5.2)
5. Constructive comments from classmates or colleagues about your performance are referred to as peer _____. (Linked to SLO 5.5)

Short-answer questions

6. Define spoken exchanges and give one example. (Linked to SLO 5.1)
7. List two differences between summarising and paraphrasing. (Linked to SLO 5.2)
8. Explain one benefit of using written outlines in group discussions. (Linked to SLO 5.3)
9. Give one example of integrated workplace communication. (Linked to SLO 5.4)
10. State one strategy for lifelong communication development. (Linked to SLO 5.5)

Long-answer questions

11. Analyse the importance of listening for comprehension and detail in academic and professional contexts. (Linked to SLO 5.1)
12. Evaluate the role of summarising and paraphrasing in producing effective written responses. (Linked to SLO 5.2)
13. Discuss how oral presentations supported by written notes enhance communication effectiveness. (Linked to SLO 5.3)
14. Examine the value of integrated practice in workplace and academic tasks, giving practical examples. (Linked to SLO 5.4)
15. Reflect on the role of self-assessment and peer feedback in lifelong communication development. (Linked to SLO 5.5)

Answers to Concept Check Questions [Series 5]

Objective questions

1. Comprehension
2. Fluency
3. Paraphrasing
4. Essay
5. Feedback

Short-answer questions

6. Spoken exchanges are interactive conversations where participants take turns speaking and listening. Example: a classroom discussion.
7. Summarising condenses a text into essential points, while paraphrasing restates information in your own words.

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8. Written outlines provide organisation and focus, ensuring all relevant issues are addressed in discussions.

9. Example: A meeting supported by a written report.

10. Regular practice and reflection are strategies for lifelong communication development.

Long-answer questions

11. *Basic response*: Listening for comprehension helps grasp overall meaning, while listening for detail ensures accuracy. *Value-added response*: In academic lectures, comprehension aids understanding of themes, while detail ensures correct note-taking. In professional contexts, comprehension supports decision-making, and detail ensures instructions are followed precisely.

12. *Basic response*: Summarising and paraphrasing show understanding and help avoid plagiarism. *Value-added response*: Summarising is useful for quick reviews, while paraphrasing integrates sources into writing. Together, they strengthen academic integrity and critical thinking.

13. *Basic response*: Oral presentations supported by written notes provide structure and accuracy. *Value-added response*: Notes help speakers stay focused, reduce anxiety, and ensure clarity. They also allow audiences to follow along, making communication more effective.

14. *Basic response*: Integrated practice in workplace and academic tasks combines oral and written communication for clarity. *Value-added response*: Examples include presentations with handouts, seminar discussions with written summaries, and workplace meetings documented in reports. These practices ensure accountability and enhance collaboration.

15. *Basic response*: Self-assessment and peer feedback help identify strengths and areas for improvement. *Value-added response*: Together, they foster continuous growth, build confidence, and encourage collaborative learning. Lifelong communication development is supported by reflection and external perspectives.

Answers to Pilot Questions [Series 5]

Pilot questions 5.1

1. Listening for comprehension is focusing on the overall meaning of what is being said.
2. Listening for detail is paying attention to specific information such as names, dates, or instructions.
3. Spoken exchanges are interactive conversations where participants take turns speaking and listening.
4. Example: “I see what you mean, could you explain further?”
5. Fluency in speaking is the ability to speak smoothly and confidently without unnecessary pauses.

Pilot questions 5.2

1. Main ideas are the central points or arguments in a text.
2. Supporting details are examples, explanations, or evidence that reinforce the main ideas.
3. Summarising is condensing a text into a shorter version that captures only the essential points.

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4. Paraphrasing is restating information in your own words while keeping the original meaning intact.
5. The basic structure of a short essay is introduction, body, and conclusion.

Pilot questions 5.3

1. Oral presentations are spoken deliveries of information to an audience.
2. Written notes provide structure, accuracy, and focus in oral presentations.
3. Written outlines are structured plans that list main points and supporting ideas.
4. They help organise contributions and keep group discussions focused.
5. A written report is a formal document that presents information clearly and systematically.

Pilot questions 5.4

1. A presentation with handouts is delivering information orally while providing written materials to support understanding.
2. Workplace communication is the exchange of information in professional settings.
3. Example: A meeting supported by a written report.
4. Academic tasks are activities in educational settings that combine oral and written communication.
5. Example: Presenting a research summary orally in a seminar while also submitting it in written form.

Pilot questions 5.5

1. Self-assessment is the process of evaluating your own abilities and progress.
2. Clarity and fluency are aspects of spoken communication you can evaluate.
3. Peer feedback is constructive comments from classmates or colleagues about your performance.
4. It builds confidence and fosters teamwork.
5. Lifelong communication development is continuously improving communication skills throughout life.

References and Attributions [Series 5]

The following references and attributions cover the instructional content and illustration placeholders used in **Series 5: Integrated Practice in Spoken and Written English**. Entries are presented in APA style for clarity and consistency.

General references

- Brown, H. D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
- Cameron, D. (2001). *Working with spoken discourse*. SAGE Publications.
- Guffey, M. E., & Loewy, D. (2017). *Essentials of business communication* (10th ed.). Cengage Learning.
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- Richards, J. C., & Rodgers, T. S. (201

Illustration references and attributions

- *Figure 5.1 Types of listening*
  Attribution: Suggested OER diagram of listening for comprehension and detail.
  AI prompt: "Create a diagram showing listening for comprehension (main ideas) and listening for detail (specific information)."
- *Table 5.1 Examples of appropriate responses in spoken exchanges*
  Attribution: Suggested OER table of polite expressions, clarifying questions, and attentive responses.
  AI prompt: "Generate a table listing examples of appropriate responses in spoken exchanges with explanations."
- *Box 5.1 Strategies for improving pronunciation and fluency*
  Attribution: Suggested OER summary of strategies for pronunciation and fluency practice.
  AI prompt: "Create a text box summarising strategies for improving pronunciation and fluency through dialogue."
- *Figure 5.2 Main ideas and supporting details*
  Attribution: Suggested OER diagram of main ideas and supporting details.
  AI prompt: "Create a diagram showing main ideas at the centre with supporting details branching out."
- *Table 5.2 Differences between summarising and paraphrasing*
  Attribution: Suggested OER table comparing summarising and paraphrasing.
  AI prompt: "Generate a table comparing summarising and paraphrasing with definitions, purposes, and examples."
- *Box 5.2 Steps for writing responses and short essays*
  Attribution: Suggested OER summary of steps for writing responses and essays.
  AI prompt: "Create a text box summarising steps for writing responses and short essays based on readings."
- *Figure 5.3 Preparing oral presentations from written notes*
  Attribution: Suggested OER diagram of oral presentations supported by written notes.
  AI prompt: "Create a diagram showing how written notes support oral presentations with structure, accuracy, and focus."
- *Table 5.3 Benefits of using written outlines in group discussions*
  Attribution: Suggested OER table of benefits of written outlines.
  AI prompt: "Generate a table listing benefits of using written outlines in group discussions with explanations."

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- *Box 5.3 Steps for translating spoken ideas into written reports*
  Attribution: Suggested OER summary of report-writing steps.
  AI prompt: “Create a text box summarising steps for translating spoken ideas into written reports.”
- *Figure 5.4 Presentations with handouts*
  Attribution: Suggested OER diagram of oral presentations with written handouts.
  AI prompt: “Create a diagram showing integration of oral presentation with written handouts.”
- *Table 5.4 Examples of integrated workplace communication*
  Attribution: Suggested OER table of workplace communication examples.
  AI prompt: “Generate a table showing examples of integrated workplace communication with explanations.”
- *Box 5.4 Examples of integrated academic tasks*
  Attribution: Suggested OER summary of academic tasks combining oral and written communication.
  AI prompt: “Create a text box summarising examples of integrated academic tasks.”
- *Figure 5.5 Self-assessment cycle*
  Attribution: Suggested OER diagram of self-assessment cycle.
  AI prompt: “Create a diagram showing the self-assessment cycle: reflect, identify strengths, set goals, improve.”
- *Table 5.5 Benefits of peer feedback and collaborative improvement*
  Attribution: Suggested OER table of peer feedback benefits.
  AI prompt: “Generate a table listing benefits of peer feedback and collaborative improvement with explanations.”
- *Box 5.5 Strategies for lifelong communication development*
  Attribution: Suggested OER summary of lifelong communication strategies.
  AI prompt: “Create a text box summarising strategies for lifelong communication development.”

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