

GNS 102: USE OF ENGLISH II

COURSE OUTLINES

1. Reading skills
2. Reading Strategies
3. Comprehension Skills
4. Grammatical features of selected registers of English
5. Developing writing skills
6. Forms of writing: formal letters and Curriculum vitae (CV)
7. Presentations

1.

Reading Skills

Learning is the acquisition of knowledge or skill through study/reading, experience, or being taught. Reading is a complex, cognitive (intellectual or mental) process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication and sharing information and ideas. It is a multifaceted process involving word recognition, comprehension, fluency and motivation. It is making meaning from print. It involves recognition of words. It is the skill or activity of getting information from books.

Types of Reading

The five main types of reading are the following: skimming, scanning, intensive, extensive and critical reading.

It is important for students to know their reading techniques and deduce when best to apply them, especially under exam conditions when there is time constraints and they must make decisions on time availability and the importance of the task at hand. They are explained below:

1. **Skimming:** Skimming is also referred to as gist reading. This is to know what a text is basically all about. A student does this when he goes through the title of a book, titles of chapters, pictures to know what the textbook is about.
2. **Scanning:** This is the act of quickly getting one's eyes to scuttle (move quickly) across sentence to get just a simple piece of information like dates, places, names or page numbers. It also involves paying attention to the introduction and conclusion of a print.
3. **Intensive (Vocabulary or Word Attack) Reading:** This consumes time more than skimming and scanning. This is done when a reader wants to chronologically and completely get the messages or events in a print. This helps students to acquire more vocabulary and their meanings in certain contexts. It also helps students to have long-term memory of the messages or events they have read. Engaging in intensive reading is not advisable just before an exam because it makes students forget things read immediately after the exam.
4. **Extensive or Comprehensive Reading:** Extensive reading is reading for pleasure. It involves the ability of the reader to predict the writer; it involves smooth understanding of a print. It happens when a text is not too difficult for such a reader. Consulting a dictionary many times to look up the meanings of many difficult words remove pleasure from extensive reading.

5. Critical Reading: This is the act of reading to see the relationship of ideas and use these ideas in reading with meaning and fluency. This involves questioning the opinions of a writer. A critical reader has the right to agree or disagree with a writer.

Purposes of Reading

Reading is one of the most important skills in students' lives. Without reading, students cannot acquire fundamental knowledge needed for their intellectual growth. Reading makes one exceptional in his/her field. The two purposes of reading are:

- i. reading for pleasure
- ii. reading for a specific purpose
- i. Reading for Pleasure: Reading for pleasure means reading to enjoy oneself. Picking a novel to read in order to entertain oneself is reading for pleasure.
- ii. Reading for a Specific Purpose: This type of reading is more goal-oriented; it is reading to achieve a specific outcome, e.g. to pass an exam. Inability to read effectively determines whether or not a student succeeds in completing his studies.

How to Achieve Effective Reading

Reading is necessary for students to be able to do the following:

- i. prepare for lectures.
- ii. participate in tutorials or group discussions.
- iii. do their assignments.

Many materials are to be read. Students can do the following to alleviate their burdens:

- i. Reading with a purpose
- ii. Being selective about what you read
- iii. Focusing on the question/task
- iv. Before reading, establishing what you already know
- v. Breaking reading into manageable sizes/segments
- iv. Keeping track of what you read.

Advantages of Reading

- i. Reading is an active mental process.
- ii. It is a fundamental skill builder.
- iii. It improves your vocabulary.
- iv. It improves memory.
- v. It improves creativity.
- vi. It improves reasoning skill.
- vii. It reduces stress.

Barriers to Effective Reading

- i. Noisy environment
- ii. Disabilities-blindness
- iii. Inability to understand a sentence
- iv. Inability to understand how sentences relate to one another
- v. Inability to understand how information fits together in meaningful way (organization)

- vi. Lack of interest or concentration
- vii. Vocalisation
- viii. Tracing the lines with finger
- ix. Poor linguistic background
- x. Body movement
- xi. Tiredness or sickness.

2.

Reading Strategies

SQRRR or **SQ3R** is a reading comprehension method named for its five steps: **survey, question, read, retrieve, and review**

I. Survey ('S')

The first step, survey or skim, advises that one should resist the temptation to read the book and instead first go through a chapter and note the headings, sub-headings and other outstanding features, such as figures, tables, and summary paragraphs. This survey step only takes 3–5 minutes, but it provides an outline or framework for what will be presented. The reader should identify ideas and formulate questions about the content of the chapter.

II. Question ('Q')

Generate questions about the content of the reading. For example, convert headings and sub-headings into questions, and then look for answers in the content of the text. Other more general questions may also be formulated:

- a. *What is this chapter about?*
- b. *What question is this chapter trying to answer?*
- c. *How does this information help me?*
- d. The Question step again only takes 3–5 minutes to complete, but it will motivate the reader to seek answers to the questions.

III. Read (R¹)

Use the background work done with "S" and "Q" in order to begin reading actively. This means reading in order to answer the questions raised under "Q". Passive reading, in contrast, results in merely reading without engaging with the study material.

IV. Retrieve (R²)

The second 'R' refers to the part known as "Retrieve." The reader should try to retrieve from memory what was learned in the same manner as telling someone else about the information. It is important that the reader use his/her own words in order to formulate and conceptualize the material. Try recalling and identifying major points (heading/subheadings) and answers to questions from the 'Q' step. This recital step may be done either in an oral or written format and is related to the benefits of retrieval (testing effect) in boosting long-term memory for the material.

V. Review (R³)

The final 'R' is 'Review'. Once you reach the end of the passage, say back to yourself what the point of the whole passage is – again, using your own words. You may then repeat the process on the second set of questions.

3.

Comprehension Skills

Comprehension is the ability to understand a given passage etc. The important thing that can facilitate understanding of a passage is the ability to identify the key or topic sentences in a passage. It is a sentence that states the main idea or message in a paragraph. It is a sentence that gives clues to what a writer is discussing in a paragraph. It is usually at the beginning of a paragraph but can sometimes be found in the middle or at the end of it.

Questions are set on facts from a passage, grammatical names and functions, word substitution and figures of speech such as; metaphor, irony, simile, personification etc.

Questions based on facts from a passage are the focus of this course. This category of questions tests understanding of the content of a passage. A reader can only use facts in the passage, not outside the passage to answer questions in this category. The tense of the verb in the questions should be used to answer them.

Summary Skills

Before writing a summary, a passage must be understood. As said under comprehension. Remember that to understand a passage, key or topic sentence should be identified and understood. It is a sentence that states the main idea or message in a paragraph. It is a sentence that gives clues to what a writer is discussing in a paragraph. It is usually at the beginning of a paragraph but can sometimes be found in the middle or at the end of it. Jot down the topic sentences after identifying and understanding them.

Features of a Good Summary

A good summary should

- i. be brief; while trying to be brief, important information should not be left out.
- ii. not include examples, illustrations, analogy (comparison of two situations), repetition, figurative use of language (for instance, 'He is dirty' instead of 'He is a pig') and use of link words (e.g. first, also, moreover etc.; rather numbers should be used).
- iii. be written in sentences; not phrases or words. You can also use preamble with words or phrases (note that answers written in words or phrases attract half of the allotted marks)

Examples

4.

Grammatical Features of Selected Registers of English

Language register in English is the scale of formality we use when we write and speak.

Register in linguistics is divided into five basic levels describing different types of register or formality definition in writing and speaking.

They are, high formal, formal, neutral, informal and vulgar.

These are also sometimes called address registers because we use them to address people in different situations in life as a speaker or writer.

The Six Basic English Language Register Definition Levels

- i. **High formal:** It is the level of language that you would use in spoken English on formal occasions to address the Queen, an archbishop, president or prime minister.
- ii. **Formal:** It is used to when you speak or write to your boss, a client or in a transactional letter. The formal language definition is also called the consultative register. You use it when, for example, you are referring to or talking to your doctor and using the polite address of Dr.
- iii. **Neutral:** It is the formal or conventional language level you would use in transactional situations. The subject matter could include business letters, report writing, business plans, marketing presentations or speaking to a client.
- iv. **Informal:** You use informal or casual register when you speak to or write emails and messages to friends, family or work colleagues.
- v. **Vulgar:** The vulgar definition is not the language of a smutty joke. This intimate register refers to the type of language we use when we talk to immediate family members, very close friends, a child or a family pet.
- vi. **Frozen or static register** is language that remains unchanged due to custom or etiquette, particularly in printed or often repeated form. Examples include biblical quotations, oaths of office, prayers or a pledge of allegiance.

Differences between Formal and Informal Registers.

Language register is controlled by using three language points. They are grammar, vocabulary and punctuation.

The table below shows you the key differences between the basic formal and informal registers.

	Formal Registers	Informal Registers
1.	Uncommon words e.g. court-martial	Common words, e.g., friend

2.	Full words e.g. I will go., as soon as possible	Abbreviations or contractions e.g. I'll go, asap
3.	Passive constructions, e.g. Democracy is loved by Nigerians.	Active constructions, e.g. Nigerians love democracy
4.	Indirect questions, e.g. May I know your name, Sir?	Direct questions, e.g. What is your name?

Every field has quite a number of registers, described as uncommon words in the table above. They include:

- i. Journalism
Announcement, report, current affairs, editor, publisher, opinion poll, correspondent, press conference, manuscript, proofread, commentator, social media, public opinion, press etc.
- ii. Politics
Democracy, military rule, civil, rule, tiers of government, minister, autocracy, power, political party, restructuring, devolution of powers, voter register, parliament etc.
- iii. Religion
Scripture, Prophet, secular, gospel, Quran, Bible, pagan, crusade etc.
- iv. Law
Bail, appeal, cross-examine, overrule, innocent, guilty, sentence, handcuff, acquit, cell etc.
- v. Advertising
Marketer, target, slogan, banner, target, jingle, promo, terms and conditions, asset, sale etc.

5.

Developing Effective Writing Skills

Writing is the inscription or recording of signs and symbols for the purpose of communication. It is the activity or occupation of composing text for publication or any other purpose. It is the act or process of producing and recording words in a form that can be read and understood. It is a method of representing language in visual or tactile form. Writing systems use symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals.

Types of Writing

1. Narrative/Literary/Creative Writing: This tells a story.
2. Persuasive Writing: It appeals to someone to do something for you.
3. Descriptive Writing: It describes a place, person or idea.
4. Expository Writing: This is used to explain, define or otherwise inform a reader about a specific subject.

Importance of Writing

1. Writing is critical to becoming a leader.
2. It is an essential job skill.

3. It is the primary basis upon which one's work, learning and intellect will be judged in institutions, the place of work and the community.
4. It equips us with communication and thinking skills.
5. It expresses who we are as people.
6. It makes our learning and thinking visible and permanent.
7. It fosters our ability to explain and refine our ideas to others and ourselves.
8. It preserves our ideas and memories.
9. It allows us to understand our lives.
10. It allows us to entertain others.

Purposes of Writing

One involves in writing to: (1) express oneself, (ii) inform, (iii) persuade and (4) create a literary work. They are explained below:

1. **Expressive Writing:** It is used to express opinions. E-mail, Facebook, Twitter, Instagram blocks and other social networking sites are used for this.
2. **Informative Writing:** It is used to educate or explain something to the audience, e.g. essays, research papers, presentations etc.
3. **Persuasive Writing:** It is a more serious writing on a debatable topic.
4. **Literary Work:** This is a form of creative writing as in fiction and nonfiction, e.g. novels, plays, poems.

Tips on how to Improve English Writing

1. **Keep all your Writings in One Place:** Buy a notebook or journal or start an electronic journal. By keeping all your writings in the same place, you would be able to see how you are improving and keep them organised.
2. **Practice Writing in English Daily:** The importance of writing daily is that you start to create a new habit. Writing every day in English would soon become natural and something you look forward to. You will not see a significant improvement if you are not dedicated to becoming a better writer in English. You cannot create awesome writings if you never try.
3. **Pick a topic and write:** Don't get carried away by figuring out what to write about. You can write about anything; you can write about what you do, see and hear. You can also write news or make up a story.
4. **Write more than one draft:** Draft means a preliminary version of a piece of writing. Sometimes, your best writing becomes better after you take a break and work on a second or third draft. When you revise or rewrite your work, you are often able to get your message across more clearly. You make think of things you did not think or write in the first draft and you can add it in a later draft.
5. **Use Online Resources to Correct your Grammar:** Use online resources to correct your grammar. You can also consult your dictionary to check your spelling and grammar in English.
6. **Think outside the Box or Lines:** Don't write about the same thing every day or you will get bored. Try writing the same story from different perspectives or tenses. Be creative. You can tell the stories of a terrorist from the perspectives of, the victims, governments and spectators.

7. **Have a friend/teacher/expert Edit your Writing:** Have somebody who knows English correct or edit your work. Having another person read your work helps generate more ideas to better your writing. You could have them edit everything or just a part that you don't get clearly. Often, having another set of eyes look at your writing helps to find mistakes that you have overlooked.
8. **Find the Best Place for you to write:** You should try writing in different places or at different times of the day. Maybe you have writer's block at night, try getting up 15 minutes earlier and writing in the morning. Also, if you have trouble writing where there is a lot of noise, try writing in a quiet and comfortable place.

(These tips are drawn from an online platform, english TONIGHT (2016): English-tonight.com/8-tips-to-improve-english-writing-skills/).

Obstacles to Writing and Solutions

1. **Writer's Block:** That is what you feel when you find it difficult to write. You don't just know what to write, you are not in the mood and you don't know when you are going to be in the mood. The solutions to these are:
 - i. **Make sure that you get adequate sleep and you don't over-stress yourself.**
 - ii. **Read Always:** You cannot produce without consuming. You need information to thrive. So, make sure you read always.
 - iii. **Exercise Regularly:** Sometimes, your problem is being inactive. The flow of blood through your brain can have a lot to do with how creative you are. So, make sure you do enough exercises. Exercise makes us healthy and physically fit. It puts us in the right frame of mind.
 - iv. **Don't Write:** Sometimes, you experience writer's block because you have been writing for so long that it is killing you. Try not to write for a whole day. Go out there, enjoy the world, see friends and have a lot of fun. You will be amazed at how refreshed and productive you can be at the end of the day.
2. **Lack of ideas:** You are very sure you can write that article but you do not have ideas or points to write on. It happens to everybody and the good news is that there is a solution to it:
 - i. **Observe Nature:** Taking a look at trees, flowers or any other object around you can give some of your best ideas.
 - ii. **Read any Good thing that Comes your Way:** Reading is a cure to lack of ideas. Read anything that comes your way with openness to new ideas that can contribute to what you want to write.
 - iii. **Research what you Write:** Use Google, social media sites and websites to ignite some of your own ideas.
3. **Lack of productivity:** This can be a huge problem on its own, especially if you live in an environment filled with children or a busy and unproductive environment. To solve this problem, shun a noisy environment.
4. **Lack of Confidence:** This is the most dangerous problem that can plague a writer. You will not go far unless you are confident of what you have to write. Fear is one major factor that causes lack of confidence. Do not be bombarded by 'what ifs'.

5. **Emotional Breakdowns:** This happens a lot when one has just experienced disappointment from people, especially the trusted one, when one's work/paper has just been condemned by a lecturer or supervisor or when one is not financially stable etc. Solutions to this are:
 - i. Realise that it just a feeling and not reality.
 - ii. Examine all criticisms but don't get attached to them.
 - iii. Surround yourself with good friends or lecturers who encourage you.
6. **Isolation:** No matter how important your work is, make sure you are not alone for too long. Take regular breaks to be with friends, listen to music, read, think and watch the Television.
7. **Use of Words:** A lot of us struggle with the use of words and we think we cannot succeed as a writer. Some of us are even ashamed because we think we do not qualify to be a writer. Solutions to these are:
 - i. Don't be afraid to speak/write where a lot of qualified people are. Try to make your mistakes soon so that people can correct you. Also, associate with people who are good at English and overtime you will notice a pattern and you will improve gradually.
 - ii. Spend more time reading and writing.
 - iii. Read quality books and spend more time writing.
8. **Lack of Rest:** Writing involves thinking and being focused and without rest, it is almost impossible to do these two things.
9. **Perfectionism:** Believing that your work must be perfect before releasing it can be your undoing because if it is perfect to you, it might not be perfect to your audience. The solution is to:
 - i. realise that your work is perfect as it is. The key is not to perfect something before releasing it. It is to release it and then perfect it. Release that work you are finding difficult to release to the public. Improve it based on the feedbacks you receive and you will be amazed at how effective that can be.

(Source: www.writersincharge.com/challenges-writers-face/)

Paragraphing

A paragraph is a group of sentences that presents a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph and maintain a consistent flow.

Also, a paragraph is a series of sentences that are organised and coherent and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organised into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Similarly, paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character or process, narrate a series of events, compare or contrast two or more things, classify items into categories, describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics and elements:

Characteristics of an Effective Paragraph

An effective paragraph

- i. presents a single idea.
- ii. begins with a topic sentence.
- iii. contains support in form of sentences that convey this single idea.
- iv. is strategically organised to maintain flow.
- v. maintains your essay's objective(s).
- vi. informs and entertains your reader about your paper's overall idea.

Essential Elements of a Paragraph

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence and sufficient development.

1. **Topic/key/ Sentence:** The topic sentence is the most important part of your paragraph; it tells the reader the general idea of your paragraph and should essentially make them to want to read more! The topic sentence helps to provide a general summary of your paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss. A well-organised paragraph supports or develops a single controlling idea, which is expressed in the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look up to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence-for example, a sentence linking the current paragraph to the previous one or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer-perhaps-directly-to a main point. The vast majority of your paragraphs, however should have a topic sentence.

2. **Sufficient Development/Paragraph Structure:** Now that your paragraph has a topic, it is essential that this topic be sufficiently developed. Do not limit yourself to a set of number sentences. Yes, your paragraph should not be too short or too long but it should be an appropriate length to flesh out the entirety of your paragraph's main idea. A reader should not be left with questions after a sufficiently developed paragraph. In order to achieve this, you provide examples, cite work(s), provide necessary definitions, describe, analyse, compare, narrate, contrast and organise your ideas. These form a paragraph structure:

- i. **Introduction:** The first section of a paragraph should include the topic sentence and any other sentence at the beginning of the paragraph that give background information to provide a transition.

ii. **Body:** The body follows the introduction; discusses the controlling idea using facts, arguments, analysis, examples and other information.

iii. **Conclusion:** The final section summarises the connections between or among the pieces of information discussed in the body of the paragraph's controlling idea.

3. **Unity:** In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point or argument that is being discussed. Therefore, the paragraph should not begin to stray and develop new ideas. If you begin to write sentence that wander from the paragraph's main idea, then it is time to start a new paragraph.

Note that all writers struggle with when to begin a new paragraph. Yet, in order to maintain coherence, writers must know when to make the transition to the next paragraph. If a new idea comes into your writing, you must begin a new paragraph. A new idea should only be presented in a new paragraph. If not, the coherence of the paragraph will suffer. New points should begin in the topic sentence of the next paragraph. You can also bring a new paragraph to contrast the ideas presented in the prior paragraph. Sometimes, you may have a paragraph that has become lengthy and needs to be broken apart to maintain the stamina of your work. Find a place where your support is fully developed and create another paragraph that will complete the ideas presented prior.

1. **Coherence:** This is more commonly referred to as the flow of your writing. When a paragraph flows, the reader will be able to understand the main idea that you have presented. How can you ensure that your paragraph maintains a flow? Well, after presenting your main idea in your topic sentence, each sentence following must build upon each other in an organised manner. After writing your paragraph, go back and read aloud what you have written to make sure your ideas are clearly presented. If they are, you have developed a coherent paragraph! In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps.

A number of other techniques that you can use to establish coherence in paragraphs are described below:

- i. Repeat key words or phrases particularly in paragraphs in which you define or identify an important idea or theory, be consistent with how you refer to it. This consistency or repetition will bind the sentence together and help your reader understand your definition or description.
- ii. Be consistent in point of view, verb tense and number. Consistency in the point of view, verb tense and number is a subtle but important aspect of coherence. If you shift from the more personal 'you' to the impersonal 'one', from past to present or from 'a man' to 'they', for example, you make your sentences less coherent. Such inconsistencies can also confuse your reader and make your argument more difficult to follow.
- iii. Use transition words or phrases between sentences and between paragraphs. Transitional expressions emphasise the relationships between ideas, so, they help the readers follow your train of thought or see connections that they might otherwise miss or misunderstand.

Some useful transitions include transitions to

- i. show addition, e.g. again, and, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too.
- ii. give examples, e.g. for example, for instance, in fact, specifically, that is, to illustrate.
- iii. compare, e.g. also, in the same manner, likewise, similarly
- iv. contrast, e.g. although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet.
- v. summarise or conclude, e.g. all in all, in conclusion, in other word, in short, in summary, on the whole, that is, therefore, to sum up
- vi. show time, e.g. after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while.
- vii. place or direction, e.g. above, below, beyond, close, elsewhere, farther on, here, nearby, opposite to the left (south etc.).
- viii. indicate logical relationship, e.g. accordingly, as a result, because, consequently, for this reason, hence, if otherwise, since, so, then, therefore, thus.

6.

Forms of Writing: Letter Writing (Formal Letter) and Curriculum Vitae

We live in a world of technology backed communication. E-mails, texts, etc. are most of our preferred modes of communication. However, letters still have a major use and importance in our society. Especially formal letters written to authorities or professional contacts, because they generally stay on record.

Formal Letters

A formal letter is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes, such as to inquire, accept, claim, apologise, apply etc., to authorities, dignitaries, colleagues, seniors, etc. and not to personal contacts, friends or family. A number of conventions must be adhered to while drafting formal letters. So, let us take a look at a sample format of a formal letter.

Formal Letter Writing Format

Sender's Address

The sender's address is usually put on the top right-hand corner of the page. The address should be complete and accurate in case the recipient of the letter wishes to get in touch with the sender for further communication.

Date

The sender's address is followed by the date just below it, i.e. on the right side of the page. This is the date on which the letter is being written. It is important in formal letters as they are often kept on record.

Receiver's Address

After leaving some space we print the receiver's address on the left side of the page. Whether to write "To" above the address depends on the writer's preference. Make sure you write the official title/name/position etc. of the receiver, as the first line of the address.

Greeting

This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam". If you know the name of the person the salutation may also be "Mr. XYZ" or "Ms. ABC". But remember you cannot address them only by their first name. It must be the full name or only their last name.

Subject

After the salutation/greeting comes the subject of the letter. In the centre of the line write 'Subject' followed by a colon. Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance.

Body of the Letter

This is the main content of the letter. It is either divided into three paras or two paras if the letter is briefer. The purpose of the letter should be made clear in the first paragraph itself. The tone of the content should be formal. Do not use any flowery language. Another point to keep in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language, no matter the subject of your letter.

Closing the Letter

At the end of your letter, we write a complimentary closing. The words "Yours Faithfully" or "Yours Sincerely" are printed on the right side of the paper. Generally, we use the latter if the writer knows the name of the person.

Signature

Here finally you sign your name. And then write your name in block letters beneath the [signature](#). This is how the recipient will know who is sending the letter.

Sample

Write a letter to the editor of a daily newspaper complaining about the construction work on your road in the middle of rainy season causing inconveniences to the people of your locality.

1, Ajala Street,
Ogo-Oluwa,
Osogbo,
Osun State,
Nigeria.

11th September, 2019.

The Editor-in-Chief,

The Punch,

1, Maitama Street,

Abuja, Nigeria.

Sir,

Construction Work in our Locality during Rainy Season

Through the medium of your esteemed and respected daily, I wish to inform the government authorities of the difficulties the residents of my locality are facing due to the construction and repair work currently happening in our area. Rainy season has started a few days ago and is compounding our problems.

The repair work has been ongoing for five weeks now and is falling way behind schedule. With the current weather conditions, we are having persistent problems of water logging and flooding in our area. Another worry is about the accidents that may occur due to the debris lying around the road. Diseases caused due to waterlogging are another one of our concerns.

Therefore, I wish to draw the attention of the concerned authorities with the help of your newspaper. Hopefully, you will be able to help us in drawing their attention and resolving this matter at the earliest.

Thank you.

Yours faithfully,

signature

Mr. A.B. Benson

What is a CV? Curriculum Vitae Definition and Examples

A CV (short for the Latin phrase curriculum vitae, which means “course of life”) is a detailed document highlighting your professional and academic history. You may be asked to submit a CV when applying for jobs in academia or a job outside the US.

CV vs. Resume

A CV and resume are similar in that they’re both documents that summarize your professional history, education, skills and achievements. They’re also both documents you might provide an employer for consideration for an open position.

It is important to note that in the United States and most of Europe, resumes and CVs are not interchangeable. A resume is a shorter-form document that provides a concise overview of your previous roles, skills and details about your education. (The French word résumé translates to “abstract” or “summary.”) A CV, on the other hand, is typically a longer, more detailed document focused largely on academic coursework and research.

There are a few exceptions, however. In India, South Africa and Australia, the terms CV and resume are interchangeable.

How to write a CV

Most CVs include the following information:

- Work experience
 - Achievements and awards
 - Scholarships or grants you’ve earned
 - Academic coursework
 - Research projects
 - Publications of your work
-
- Contact information
 - Academic history
 - Professional experience
 - Qualifications and skills
 - Awards and honors
 - Publications
 - Professional associations
 - Grants and fellowships
 - Licenses and certificates

- Volunteer work
- Personal information (Optional)
- Hobbies and interests (Optional)

Some employers, especially postsecondary institutions, may offer their own CV template and CV examples to help make sure you include all required information in the format they prefer. Before you submit your application, look for any special CV guidelines the employer has outlined. For example, some institutions may require you to list only relevant coursework, fieldwork, dissertations and professional references.

CV Example Template

1. Contact information

- Full name
- Address (including city, state and zip code)
- Phone number
- Email address

For example:

*Joe Smith
1234 Main Street, Atlanta, GA 30308
770-555-1234
joe.t.smith@email.com*

2. Academic history (in reverse-chronological order)

- Post-doctoral program
- Graduate school
- Undergraduate school
- High school

For example:

*Ph.D. in Sociology, 2018
University of Texas College of Liberal Arts, Austin, TX*

3. Professional experience

- Organization or institution
- Job title/position
- Dates employed

- Details about duties, experience and achievements

For example:

University of Southern California

Professor, Herman Ostrow School of Dentistry | 2012–2018

Taught multiple undergraduate and graduate courses in orthodontics.

Fostered student commitment to lifelong learning and excellence in dentistry.

Acted as student advisor to first-year dentistry school students.

4. Qualifications and skills

- Hard skills
- Soft skills
- Accreditations and certifications

For example:

Team leadership

Seminar instruction

Fluent in English, Spanish and French

Certification in Occupational Therapy

5. Awards and honors

- Award name
- Year awarded
- Organization that gave award
- Award details (how often the award is given, how many people receive the award, etc.)

For example:

Pulitzer Prize for Fiction, 2018

Columbia University

Awarded for excellence in fiction literature to one individual in the U.S. each year.

6. Publications and presentations

- Publication citation (including authors, date, summary, volume, page, DOI number)
- Presentation details (including title, date and place of presentation)

For example:

Yang, J., Sanchez, C., Patel, A., Johnson, L., (2017) “Study of cocoa product component theobromine and danger to canines.” Journal of Modern Veterinary Medicine. 272: 1234-56789.

7. Professional associations and affiliations

- Name of organization
- Geographic location or chapter
- Dates of active membership

For example:

American Cancer Society (2011–Present)

Society for Cancer Research (2013–Present)

Conclusion

If you're practiced in writing resumes, you may be tempted to shorten your CV to keep on one page. However, because CVs require so much information, they're typically multiple pages in length. In other words, don't cut crucial details to save space.

Before submitting your job application, be sure to thoroughly review your CV for any errors or inconsistencies. Consider asking a trusted colleague or professional mentor to review it as well—especially if they're experienced in the industry you're applying to. A second opinion can be useful in helping you craft a well-polished CV.