

English Correspondence (İngilizce Yazışma)

Yrd. Doç. Dr. Ahmet Arif AYDIN

Verbs (Fiiller)

Verbs name **an action** or describe **a state of being**. Every sentence must have a verb.

(1) *Action verbs*

- ❖ *Action verbs* tell **what the subject does**.
- ❖ The action can be **visible** (*jump, laugh, walk, run*) or **mental** (*think, learn, study*).
- ❖ The cat **broke** Louise's china. Louise **considered** buying a new china cabinet.

An action verb can be *transitive* or *intransitive*.

- ❖ **Transitive verbs** need a direct object.
 - The boss *dropped* **the ball**.
 - To determine if a verb is transitive, ask yourself “**Who?**” or “**What?**” after the verb. If you can find an answer in the sentence, the verb is transitive. *The workers picked it up.*
- ❖ **Intransitive verbs** do not need a direct object.
 - *Who called?*
 - *The temperature fell over night.*

Verbs (Fiiller)

(2) Linking Verbs

- Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject.
- **to be (am, are, is, was, were, am being, can be, have been) feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become.**
- The manager *was* happy about the job change.
- He *is* a good worker.

Many linking verbs can also be used as action verbs.

➡ **Linking:** The kids *looked* sad.

➡ **Action:** I *looked* for the dog in the pouring rain.

Verbs (Fiiller)

(3) Helping Verbs

- Helping verbs are added to another verb to make the meaning clearer.
- *to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must*
- Verb phrases are made up of one main verb and one or more helping verbs.
- They *will run* before dawn.
- They *still have not yet found* a smooth track.

Importance of correct Writing!

“You never know how a misspelled word or grammatically incorrect statement can change someone’s opinion of you.”

Cynthia Johnson

Great writing takes the reader into consideration. Is your message clear to the person receiving it? Is it too long? Are they busy people? No one enjoys reading a message that was drafted for the masses or someone else.

— CYNTHIA JOHNSON

LEARNING ABOUT COMPUTERS (91)

A computer is a giant brain which can help us learn fast work successfully, or just have a good time. It can also store, or keep, very large amounts of information for easy reference. The only way to learn to use a computer is to do so. But before we start, we should know *what the different parts of a Computer do*.

THE BASIC PARTS OR A COMPUTER SYSTEM

HARDWARE - The hardware is the computer machinery and consists of the following parts: CPU - The

CPU (central processing unit) is the heart of the computer. It contains the processor, which changes information into a form that we can understand, and the memory, which saves

information you want to keep. The CPU consists of billions of on and off switches.

KEYBOARD: We put information into the computer using the keyboard. It has keys that look like those on a typewriter

LEARNING ABOUT COMPUTERS (91)

DISKS and DISK DRIVE: Most computers store information on disks which look like records. We put the disks into a disk drive, which is' connected to the CPU.

MONITOR: The monitor looks like a television screen. It shows either new information which we have typed or information which we have asked the Computer to give us from the memory.

PRINTER -The printer prints any information which we choose to have on paper.

SOFTWARE - The software is the Computer programme. A programme is a set of codes which tells the computer how to work, so we need different programmes to do different tasks. For example, some programmes can teach us French, and some are games. There are thousands of different programmes. *However, it is not necessary to know how to programme a computer.* This is the job of specialists. All we have to learn is how to use an existing programme.