English 6

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1 Language Structure Knowledge

1.1 Names and Nouns

1.1.1 Capital Letter

> **Important 1** (Capital Letter). *Names of people, places, organizations, etc. always begin with a capital letter. In English, capital letters are also used for days, months and festive holidays.*

Some examples:

- I will watch that movie on Tuesday.

- What will you do on Christmas?

- I will soon move to Sweden.

- I'm looking forward to traveling to Spain in December.

1.1.2 Titles

> **Important 2** (Titles). *Personal titles begin with a capital letter.*
>
> *Titles of articles, books, movies etc. use a capital letters for each word except for articles[a], prepositions[b] and coordinating conjunctions[c]. These three exceptions still have a capital letter if they are the first or the last word in a title.*
>
> ---
> [a]Articles are used in front of nouns to add meaning. They consist of the following words: *a, an, the.*
> [b]Prepositions are words that show position or direction. Some examples are: *up, down, around, among, with.*
> [c]see 1.11.2

Some examples of personal titles:

- Professor

- Doctor

- Mr.

- Mrs.

- Ms.

Some examples of titles for articles, books, movies etc.

- The Dog that Lived

- He Sailed on a Boat

- We Never Saw Him Again

- It's for the People

1.1.3 Collective Nouns

Definition 1 (Collective Nouns)**.** *Collective nouns are nouns that describe a collection of things but are counted as a whole, like a team or a group. Such nouns can be used in the singular or in the plural, depending on whether the noun is seen as a whole or as a group of individual things (which is subjective).*

Some examples:

- The crowd *was* in a state of ecstasy. (*singular*)

- The crowd *were* throwing stones. (*plural*)

- Group A *is* a subset of group B. (*singular*)

1.2   Abstract Nouns

Definition 2 (Abstract Noun)**.** *An abstract noun is a word that refers to something that does not exist physically.*

Abstract nouns can often be recognized by their suffix, which usually is:

- -tion: *description, satisfaction*

- -ism: *tourism, alcoholism*

- -ment: *enjoyment, astonishment*

- -ness: *happiness, rudeness*

- -ity: *quality, reality*

1.3 The Passive Form (Not on the Test!)

> **Definition 3** (Passive Form). *The passive form of a verb is created by using any form of be[a] with a verb in past participle[b]*
>
> ---
> [a]this may be: *be, am, is, are, was, were, being, been*
> [b]see 1.9

Passive form is often used when the object[1] is unknown, or that the focus is on the action rather than the object. Here are an examples of a sentence with its verb in active form and passive form:

1. Lucy *writes* a speech. (*active*)

2. A speech *is written* by Lucy. (*passive*)

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[1]see 1.11.3

1.4   Inversion

> **Definition 4** (Inversion)**.** *Inversion is when the order of the subject and verb is switched. It is usually S-V but then it becomes V-S.*

In english, sentences are usually written with with the subject before the verb, like *She walked*. In some instances, this is reversed.

The most common scenarios where inversion is used is and an example with it is:

- In questions: *Did he really do that?*

- When a sentence starts with negative adverbs: *Never had I seen such terrible behavior.*

- In expressions beginning with 'not': *Not only does he drink but he also uses drugs.*

1.5 Adjectives and Adverbs

> **Definition 5** (Adjectives and Adverbs)**.** *Adjectives describe and compare nouns and pronouns. Adverbs describe verbs.*

Some examples of adjectives are:

- The cat is *small*.

- The *yellow* color fits this room.

Some examples of adverbs are:

- He ran *fast*.

- She pays *well*.

1.6   Relative Clauses

> **Definition 6** (Clauses). *A clause is a group of words that contains a subject and a predicate[a]*
>
> ———————
> [a]a predicate says what the subject is or is doing.

An example of a clause is:

- The cat is sleeping in the sun.

Clauses can be put together with the use of conjunctions (see 1.11.2). An example of two main clauses being put together in a compound sentence is:

- **She bought a new computer** *and* **she purchased a used printer.**

> **Definition 7** (Relative Clauses). *A relative clause is a subordinate clause[a] that gives additional information about the contents of the main clause.*
>
> ———————
> [a]a dependent clause that only has meaning in the context of a main clause to which it is connected.

Relative clauses are often introduced with a relative pronoun, which mainly are:

- *Who*

- *Whom*

- *Whose*

- *Which*

- *That*

When defined this way, they are called a *defining relative clause*. Some examples are:

- The car *which I drive* is very old.

- Some children *that were missing* have been found.

- My cousin *who just called* had some really good news.

A relative clause can also be a *non-defining relative clause*, which means that we already know who or what we are talking about when a relative pronoun is used to begin the relative clause. The non-defining relative clause is placed between commas. Some examples are:

- The guy, *who lives downstairs*, has got a kick-ass computer.

- That man, *whose sister is quite fine*, is annoying.

The focus is therefore not on the non-defining relative clause, it is not necessary, but it gives additional information.

1.7   Verb tenses

1.7.1   The Present

The present tenses are used on verbs that describe things going on right now, or are true now or always. They are also used for things that will happen in the future. These are the four present tenses in english:

1. **Present simple** is the base form of the verb. It is used to express something that is true now or always.

2. **Present continuous** is made up of *any form of be*[2] *+ ing-form* of the verb. It is used to express something that is happening right now or for a limited period of time.

3. **Present perfect** is made up of *have + past participle*[3] of the verb. It is used for things that started in the past, but are still going ono now. It is also used for things that happened in the past but are still true now.

4. **Present perfect continuous** is used in the same way as present perfect, but when we want to put more emphasis on the fact that something is still going on.

Here's an example of four sentences, one for each present tense:

Present simple	Present continuous	Present perfect	Present perfect continuous
I play hockey.	I am playing hockey.	I have played hockey.	I have been playing hockey.

---

[2]be, am, is, are, was, were, being, been
[3]see 1.9

1.7.2 The Past

The past tenses are used on verbs that describe things that have already happened, or to talk about things that could *possibly* happen in the present or future. These are the four past tenses in english:

1. **Past simple** is usually created by adding *-ed* to the verb, but there are also many verbs with irregular forms. It is mainly used to express things that both started and ended in the past:

2. **Past continuous** is made up of *past tense of be*[4] *+ ing-form* It is mainly used to describe what was going on when something else happened or around a certain time, for things that continued for some time.

3. **Past perfect** is made up of *had + past participle*[5] of the verb. It is mainly used to describe things that started in the past and continued up to a certain point in the past. It is also used to show cause and effect.

4. **Present perfect continuous** is made up of *past perfect of any form of be + -ing form of the verb*. It is used in the same way as past perfect, but when we want to put more emphasis on the process.

Past simple	Past continuous	Past perfect	Past perfect continuous
I played hockey.	I was playing hockey.	I had played hockey.	I had been playing hockey.

---

[4]be, am, is, are, was, were, being, been
[5]see 1.9

1.8 Subject Verb Agreement

Subjects and verbs must agree in singular/plural in a sentence. Plural subjects must be connected with a plural verbs. If there are two or more singular subjects connected with *and*, then they are treated as plural and will need a plural verb. If two or more singular objects are connected with *or* then they are treated as singular and will need a singular verb. If singular and plural subjects are connected with *or* then the subject closest to the verb dictate whether the verb is plural or singular. Collective nouns[6] can be treated as singular or plural, depending on what's the focus.

Some examples:

- **She** *walks* to school. (*singular subject and verb*)

- **They** *walk* to school. (*plural subject and verb*)

- **Strength** and **fitness** *are* important qualities in this competition. (*two singular subjects connected with 'and' ⇒ plural verb*)

- **The cat** *or* **the dog** has taken the fish. (*two singular objects connected with 'or' ⇒ singular verb*)

- **The cat** *or* **the dogs** have taken the fish. (*subject closest to verb is plural and the subjects are connected with 'or' ⇒ plural verb*)

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[6]see 1.1.3

1.9 Regular and Irregular Verbs

1.9.1 Regular Verbs

Regular verbs are conjugated to *past simple* and *past participle* by adding *-ed* at the end of the word. Here are some examples:

Infinitive	Past Simple	Past Participle
Pick	Picked	Picked
Return	Returned	Returned
Punch	Punched	Punched
Question	Questioned	Questioned

1.9.2 Irregular Verbs

Irregular verbs are verbs whose conjugation **do not** follow the typical pattern. There is no general rule for how to conjugate the irregular verbs unfortunately, but here are some examples of conjugated irregular verbs:

Infinitive	Past Simple	Past Participle
Feel	Felt	Felt
Fly	Flew	Flown
Fit	Fit	Fit
Have	Had	Had

1.10 Apostrophe Rules

We use apostrophes for contracting words and for possessive form.

Here are some examples for using it for contracting words:

- It's quite easy. (*It is*)

- I must've forgotten it. (*must have*)

- We've been shopping all day. (*We have*)

Here are some examples for using it for possessive form:

- The school's principal decided to close the school.

- The dog's bone is really large.

- Children's books.

- We need to retrieve the computers' internals.

Some other rules with apostrophes are that they are **not** used for decades or years:

- The 1960s (*Not 1960's*)

- The 20s (*Not 20's*)

and they are also not used for acronyms:

- UFOs (*not UFO's*)

1.11 Short Explanations of Prerequisites

1.11.1 Prepositions

Prepositions are words that show position or direction. Some examples are: *up, down, around, among, with*.

1.11.2 Conjunctions

Conjunctions is a word that joins parts of a sentences, like clauses. Some examples are: *for, since, yet, whom, so*.

Coordinating Conjunctions   Coordinating conjunctions are conjunctions that join parts of equal importance, like: *for, and, nor, but, or, so*. Some examples that do not join parts of equal importance are *since, although after, because before, when while*.

1.11.3 Subjects and Objects

A basic rule is that the subject is the person or thing doing something. The object is having something done to it. Both the subject and object can consist of multiple words. An object can be 'The man whose house my brother built' and a subject can be 'The cats'.

A **subject** is a noun, and there are three criteria for identifying subjects:

1. Subject verb agreement: *(see 1.8)*

2. Position occupied: *The subject typically immediately precedes the verb.*

3. Semantic Role: *It performs the action expressed by the verb.*

Here are some examples of sentences where the subject is identified by being in bold and the connected verb is identified by being in italics.

- **I** *love* chocolate.

- **They** *went* to the cinema.

- **The cats** *like* her.

An **object** is a noun that comes after and is governed by a verb or a preposition. Some examples of objects in sentences are these:

- I *know* **him**.

- *Give* **her** the prize.

- Sit *with* **them**.

where the italic words are the verbs or prepositions, and the bold words are the objects.

Here are some examples of sentences with both a subject and an object, where the subject is in bold and the object is in italics:

- **He** paints *a painting*.

2 Literary History

2.1   Old English Age

2.1.1   Name and Year

Old english age, circa year 500 to 1100.

2.1.2   The Situation in English Society

England was invaded by Angle-Saxons.

2.1.3   Influence in Litterature

England was invaded by Angle-Saxons, who brought with them their language, culture and poetry. Not much was written down in text at this time, so most stories was learned and passed on verbally.

2.1.4   Common Forms of Litterature

Poetry and long stories about heroes and adventures.

2.1.5   Famous Authors and Works

Beowulf, which is about a scandinavian hero who fights monsters and dragons.

2.1.6   *One Famous Work Example*

(same as above) Beowulf, which is about a scandinavian hero who fights monsters and dragons.

2.2   Medieval Period

2.2.1   Name and Year

Medieval Period, circa year 1100-1500.

2.2.2   The Situation in English Society

They were invaded by Normans (from France), so french began to be used in the upper class.

2.2.3   Influence in Litterature

Stories began touching more on religious themes than before, which may be the result of a shift from paganism (non-christian religions) to christianity during this time.

2.2.4   Common Forms of Litterature

Narrative style, heroic stories and stories with religious themes.

2.2.5   Famous Authors and Works

The Canterbury Tales. It is a collection of stories written by a group of pilgrims on their way to Canterbury Cathedral.

2.2.6   *One Famous Work Example*

The Canterbury Tales. 24 stories (would've been 29). The story is incomplete. It was written by pilgrims traveling to Canterbury Cathedral.

2.3 Renaissance

2.3.1 Name and Year

Renaissance, circa year 1500-1660.

2.3.2 The Situation in English Society

The Middle Ages was called the dark ages, so naturally what came after brought some technological leaps, trade and exploration. Stronger cultural links were made to other parts of the world. This period was also affected by the rule of Henry VIII, which was not a positive thing. He also split up with the Pope in Rome and therefore with Catholicism. Art and culture from Ancient Rome and Ancient Greece was brought back in the upper class.

2.3.3 Influence in Litterature

The printing press was invented during this time, so it became much easier to spread literature.

2.3.4 Common Forms of Litterature

Poetry, "metaphysical" poems (used very advanced, witty and far fetched literary deviceses), sonnet, plays (comedies and tragedies).

2.3.5 Famous Authors and Works

Romeo and Juliet, Hamlet *(William Shakespeare)*

2.3.6 *One Famous Work Example*

Romeo and Juliet, which is (shortly described) about a forbidden love.

2.3.7 Comparison Between *Julius Ceasar* and *Romeo and Juliet*

1. **Summary**

   - **Romeo and Juliet:** Romeo and Juliet is about a forbidden love between Romeo and Juliet, both from two different powerful families who's age old vendetta has erupted into bloodshed. Juliet fakes her death to be able to be with Romeo, but she can't reach him before he kills himself because he believes that she is dead. She then kills herself too.

   - **Julius Ceasar:** Julius Ceasar is about the assassination of that said man. He gains too much power and to defend democracy, he has to be killed (which didn't result in anything better really).

2. **In what ways are the stories similiar?** The stories are similiar in the way that both are very dramatic, both have people in great power, and both contain deaths.

3. **Can you detect a "typical" Shakespearean style in the stories, sort of like a similiarity in the themes? If so, how?** I'd say that this question is quite similiar to question 2. I choose to respond with that same response.

4. **Which of the two stories would you like to read in its full length? Justify your answer.** I don't want to read them. In my free time, I'd rather do other things.

2.4   Enlightenment

2.4.1   Name and Year

Enlightenmnet, circa 1660-1789

2.4.2   The Situation in English Society

This was the *Age of Reason*, where intelligence, knowledge and science was of importance. Religion had to take a step back.

2.4.3   Influence in Litterature

The litterature shifted to be about more real and more complex matter, compared to before. This was probably because intelligence and science was valued higher now than before.

2.4.4   Common Forms of Litterature

Satire, essays, letters, diaries. Political critism and social reality.

Novels also joined the game during this time, because writing and printing books became cheaper and therefore more widespread.

2.4.5   Famous Authors and Works

Gulliver's Travels *(Jonathan Swift)*, Robinson Crusoe *(Daniel Defoe)*.

2.4.6   *One Famous Work Example*

Gulliver's Travels *(Jonathan Swift)*

2.5   Romantic Age

2.5.1   Name and Year

Romantic age, circa year 1789-1830.

2.5.2   The Situation in English Society

Before came common sense, reason and logic, but now society went back to dark times again. This period was all about feelings and non-existing creatures and monsters.

2.5.3   Influence in Litterature

Litterature was of course influenced by this shift in mentality, which resulted in that novels and poetry mostly had romantic, melancholic or supernatural themes.

2.5.4   Common Forms of Litterature

Novels, and now gothic novels (horror, mystery), became well established. Poetry was still common.

2.5.5   Famous Authors and Works

Frankenstein, or The Modern Prometheus *Mary Shelley*, The Fall of the House of Usher *(Edgar Allan Poe)*.

2.5.6   *One Famous Work Example*

Frankenstein, or The Modern Prometheus *Mary Shelley*

2.6 Victorian Age

2.6.1 Name and Year

Victorian age, circa year 1830-1900.

2.6.2 The Situation in English Society

Queen Victoria ascended the English throne, and she promoted a society based on strict morals and social codes. Industrial, imperialism, peace (peace for the british population specifically) and great progress in many sciences lead to a massive rise in population. Many moved into the cities for jobs, but the early industrialism provided harsh working environments. The middle class grew and became concerned with social misery and injustice.

2.6.3 Influence in Litterature

In the Victorian era, a.k.a. the Golden Age of the English Novel, novels started being written by women and consumed by women. These novels were often focused on social interaction and lives, both of the rich and poor (Charles Dickens).

2.6.4 Common Forms of Litterature

The novel.

2.6.5 Famous Authors and Works

Oliver Twist *(Charles Dickens)*, A Christmas Carol *(Charles Dickens)*, Pride and Prejudice *(Jane Austen)*.

2.6.6 *One Famous Work Example*

Oliver Twist *(Charles Dickens)*. It's about a boy starting life as a poor orphan.

2.7 Modern Times

2.7.1 Name and Year

Modern Times, circa year 1900-now

2.7.2 The Situation in English Society

Two large wars and mass murder began and ended, feminism became a thing finally, and the overall living standards kept getting better.

2.7.3 Influence in Litterature

Literary history from this time and onwards is much more complex and diverse than before. Two large scale wars, the second one worse than the previous, affected the world. Evolution theory made an impact.

2.7.4 Common Forms of Litterature

Many genres popped up and became popular, such as postmodernism, social realism, science fiction, fantasy, feminism and crime.

2.7.5 Famous Authors and Works

Heart of Darkness *(Joseph Conrad)*, Mrs. Dalloway *(Virginia Woolf)*.

2.7.6 *One Famous Work Example*

Heart of Darkness *(Joseph Conrad)*.

3 Novel Analysis

4 Cover Letter

4.1   Chosen Job Advertisement

Polytec Personnel Ltd

We are looking for a Software Engineer to join a company just outside of Cambridge to work on a wide variety of interesting and challenging projects. You will be involved in all aspects of the software life cycle, from design, to implementation, to testing and maintenance.

Requirements

- Degree in Computer Science or related field (2:1 or above)

- Experience with one or more development languages (C, C-Sharp, C++, ...)

- Proven numerical and analytical skills

- Keen eye for detail and problem-solving ability

The following would be beneficial:

- Development of embedded real-time systems in C/C++

- Data acquisition and analysis

- Control systems

- CAN, Ethernet, FlexRay

- Embedded Linux development in C++

Please get in touch for further details or to apply.

4.2   The Cover Letter

This cover letter contains made up information.

- 26th Skeppsholmsvägen

- 193 40 Sigtuna

- Otto Martinwall

- +46 70 598 59 05

- otto@martinwall.se

April 11, 2022

- 1th Madeupstreet

- 123 45 Madeuptown

- Madeupname

Software Engineer (Embedded)

Dear Hiring Manager,

I am excited to apply for the open Software Engineer position that you have announced. It has been a goal of mine to carry out the type of work that I hope to perform at your organisation and I look forward to meet new people there.

I have a master's degree in Technical Physics and I have therefore been training my problem solving, numerical and analytical skills to a very high degree. I have extensive experience with the languages C#, JavaScript and Python, which should align well with your requirements. In addition, I enjoy working with networking, servers and small scale embedded systems as a hobby at home, so I am familiar with Linux/GNU, CAN, Ethernet and FlexRay.

In my previous work at Logiwaste in Sweden, I worked with embedded control systems for garbage suction. Good structure and scalability was and will be of top priority. I believe that my knowledge and experience from that work will transfer well to the projects at your company.

In my free time, I passionately enjoy working with mathematics and physics. I also frequently go running, preferably in the forest, and I value my relationships very highly so I spend much time with my family and friends.

Thank you for your time and consideration. I am looking forward to be learning more about the position that you have open at your company and your work there.

Yours faithfully