

## Department of Information and Library Sciences

### BS 4<sup>th</sup> English

#### Revision of basic concepts

#### Parts of Speech

Every word we read, hear, speak or write is a part of speech.

We can categorize English words into 8 basic types called "parts of speech" or "word classes".

Part of Speech	Basic Function	Examples
Nouns	names a person, place, or thing	<i>Caribbean, ship, Argentina, Mathew</i>
Pronouns	takes the place of a noun	<i>I, you, he, she, it, ours, them, who</i>
Verbs	identifies an action or state of being	<i>believe, seem, finish, eat, drink</i>
Adverbs	modifies a verb, adjective, or another adverb	<i>lazily, often, only, hopefully, softly</i>
Adjectives	modifies a noun	<i>funny, unique, bright, beautiful, healthy</i>
Prepositions	shows a relationship between a noun (or pronoun) and other words in a sentence	<i>close to, out of, apart from</i>
Conjunction	joins words, phrases, and clauses	<i>and, but, or</i>
Interjections	expresses emotion and can usually stand alone	<i>whoops, ouch</i>

## Tenses

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	Ist form + s / es	am/is/are + Ist form + ing	have/has + IIIrd form	have/has been + Ist form + ing
Past	IIInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
Future	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing

Tenses	Positive	Negative	Question
Present Simple	I <b>prefer</b> my coffee black.	I <b>don't prefer</b> my coffee black.	<b>Do I prefer</b> my coffee black?
Present Continuous	She <b>is listening</b> the music now.	She <b>is not listening</b> the music now.	<b>Is she listening</b> the music now?
Present Perfect	It <b>has rained</b> a lot lately.	It <b>has not rained</b> a lot lately.	<b>Has it rained</b> a lot lately?
Present Perfect Continuous	She <b>has been singing</b> a song.	She <b>has not been singing</b> a song.	<b>Has she been singing</b> a song?
Past Simple	We <b>watched</b> the news last night.	We <b>did not watched</b> the news last night.	<b>Did we watched</b> the news last night?
Past Continuous	I <b>was learning</b> German last year.	I <b>was not learning</b> German last year.	<b>Was I learning</b> German last year?
Past perfect	He <b>had left</b> when I went to the club.	He <b>had not left</b> when I went to the club.	<b>Had he left</b> when I went to the club?
Past Perfect Continuous	They <b>had been being</b> friend since childhood.	They <b>had not been being</b> friend since childhood.	<b>Had they been being</b> friend since childhood?

<b>Future Simple</b>	They <b>will study</b> math.	They <b>will not study</b> math.	<b>Will they study</b> math?
<b>Future Continuous</b>	They <b>will be loving</b> you.	They <b>will not be loving</b> you.	<b>Will they be loving</b> you?
<b>Future Perfect</b>	By next week, they <b>will have earned</b> lots of money.	By next week, they <b>will not have earned</b> lots of money.	<b>Will they have earned</b> lots of Money, by next week?
<b>Future Perfect Continuous</b>	I <b>will have been shopping</b> on Tuesday.	I <b>will not have been shopping</b> on Tuesday.	<b>Will I have been shopping</b> on Tuesday?

# MODAL VERBS : STRUCTURE & USE

## What are modal verbs?

- Can
- Could
- May
- Might
- Must
- Shall
- Should
- Ought to
- Will
- Would

They are **Auxiliary verbs** that provide additional and specific meaning to the main verb of the sentence

## How do we use modals?

There is no **“s”** in singular  
There is no **“do / does”** in the question  
There is no **“don’t / doesn’t”** in the negative

He **can** ski

He can**s** ski or He can ski**s**

**Would** you like to come with me?

**Do** you would like to come with me?

They **can’t** be serious

They **don’t** can be serious

# What do they express?

They can have more than one meaning  
depending on the situations

1. **Single Concept Modal:** they have **one** meaning
2. **Double Concept Modal:** they have **two** meanings
3. **Modals in past:** They are used to express a situation in the past

## Categories

Single concept Modals	Double Concept Modals
Will Might Should Ought to Had better	May Must Would Shall Could Can

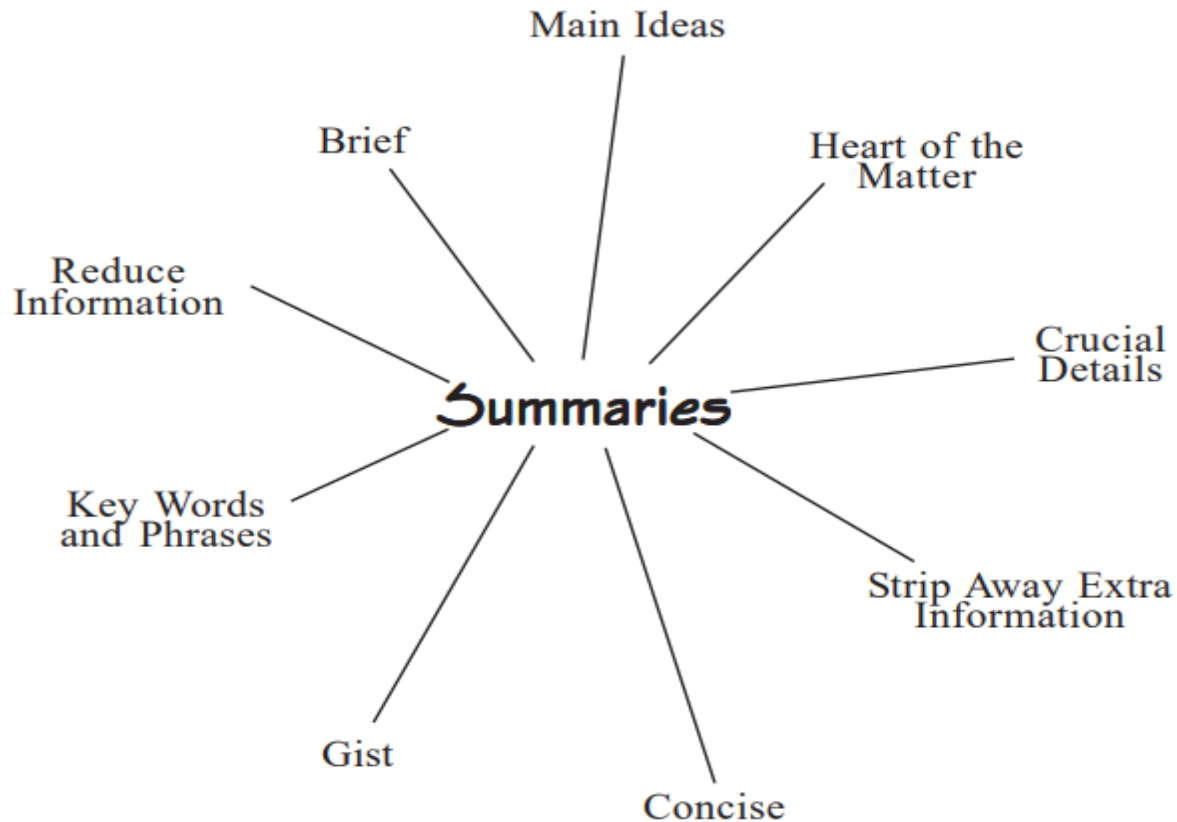
# Single Concept Modal

Modal	Concept	Examples
<b>Will</b>	Future	Joe will travel to NY next week
<b>Might</b>	Small probability	I might move to Canada some day
<b>Should</b>	Recommendation	You should go to the doctor
<b>Ought to</b>	Formal recommendation	We ought to know about first aids
<b>Had better</b>	Warning	I had better study or I will fail the test

	PROBABILITY/ POSSIBILITY	ABILITY	PERMISSION	OBLIGATION/ ADVICE	OFFERS
<b>CAN</b>		I can play the piano	Can I go out tonight?		
<b>CAN'T</b>	She can't be his mum. She 's too young	I can't speak German	Can I borrow the car? No, I can't.		
<b>MIGHT</b>	It might rain tomorrow				
<b>COULD</b>	It could rain tomorrow	I could already read when I was two	Could I see your passport please, sir?		
<b>MAY</b>	It may rain tomorrow		May I leave the table?		
<b>MUST</b>	She must be his sister because they look alike.			You must leave before the clock strikes twelve.	
<b>HAVE TO</b>				I have to study tonight.	
<b>SHALL</b>				You shall pay on Tuesday	Shall I help you?
<b>SHOULD / OUGHT TO</b>				You should see it. It's excellent.	
<b>HAD BETTER</b>				You had better sleep more.	
<b>WOULD</b>					Would you like a drink?



# SUMMARIZING TEXT



**What is summarizing?** Summarizing reduces a text to its main idea and necessary information. Summarizing differs from paraphrasing in that summary leaves out details and terms.

**Why is summarizing important?** Summarizing helps you understand and learn important information by reducing information to its key ideas. Summaries can be used for annotation and study notes as well as to expand the depth of your writing.

**How is summarizing different from paraphrasing?**

To the untrained eye, a summary and a paraphrase may look alike. However, there are differences.

- A **summary** is shorter than the original text.
- A paraphrase can be shorter or longer than the original.
- A **summary** eliminates details, examples, and supporting points.
- A paraphrase describes the original text in different words. It does not leave out details.

## Why Learn Summaries?

- Summary writing doesn't come naturally, and when told to summarize, students will often either copy verbatim, write long, detailed "*summaries*," or write excessively short ones missing key information. This occurs because students don't really know what a summary is or how to write one. If they have been told how to write one, it is usually in nonspecific terms, such as "*Put the story in your own words.*" This is not technical enough to be helpful. Summarizing is actually a specific and technical skill.
- Writing a summary is an important skill that students will use throughout their academic careers. In addition, **summarizing improves reading skills** as students pick out the main ideas of a reading; it also helps with [vocabulary skills](#) as students paraphrase a reading, altering the vocabulary and grammar as they do so. In addition, **critical thinking skills are improved** as students decide on the main ideas of the reading to include in the summary. Finally, **writing and editing skills are improved** as students draft and edit the summary. Students can also work with peers throughout the writing and revision process, so it **also helps with cooperative learning**. Therefore, many benefits exist to teaching summarizing skills.

## Tips to write a Summary

- **KEEP YOUR RESPONSE SHORT**

It is difficult to construct a single sentence, which is around 75 words long and yet grammatically correct. To be on the safe side, keep it between 25 and 35 words.

- **DON'T INCLUDE YOUR OWN IDEAS**

The text may cover subjects like art, history, medicine, earth sciences, sports, politics, chemistry, etc. If you have a degree in history and the question in the **PTE test** is history-based, please do not include any additional information that is not present in the text. If you are a chemistry graduate and the paragraph is about something that you are not familiar with, say



economics, you have no reason to panic, as all the information you need is present in the text itself.

- **TWO-STEP READING**

Carefully read the entire paragraph once, and try to understand the meaning of the text. While reading it for the 2nd time, note down 15 keywords and phrases at the most, and ignore other supporting details. Each step should take 1 minute.

- **CREATE A COMPLEX OR COMPOUND SENTENCE OUT OF KEYWORDS**

Your response must answer the question, “Who did what?” and should follow one of the two formats:

1. *complex sentence*- It is created by merging one independent clause and one or more dependent clauses, and the distinctions between them are indicated by commas.

For example:

“Organizing Sam’s birthday party, for which the event management company received no money, took three days.”

2. *Compound sentence*- It is created by joining independent clauses by using conjunctions like and, but, if, etc. Commas indicate distinctions between clauses.

For example:

“I have a bad toothache, but I don’t want to see a dentist.”

- **DON’T COPY THE WHOLE SENTENCE**

Try to use synonyms and write it down in your own words as much as possible.

- **DON’T MAKE REFERENCES TO THE PARAGRAPH**

Your response shouldn’t contain phrases like, “The text/paragraph says…”

- **USE CORRECT GRAMMAR AND VOCABULARY**

Make sure that you place articles (a, an, the) in all the right places. If you are unsure about a word or phrase, it is best to substitute it with another. Don't include too many details as it makes framing **grammatically correct** sentences harder.

## Argumentative Essay

### Definition of Argumentative Essay

An argumentative essay is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most. The general structure of an argumentative essay follows this format:

1. **Introduction:** Attention Grabber / hook, Background Information, Thesis Statement
2. **Body:** Three body paragraphs (three major arguments)
3. **Counterargument:** An argument to refute earlier arguments and give weight to the actual position
4. **Conclusion:** Rephrasing the thesis statement, major points, call to attention, or concluding remarks.

### Models for Argumentative Essays

There are two major models besides this structure given above, which is called a classical model. Two other models are the Toulmin and Rogerian models.

Toulmin model is comprised of an introduction with a claim or thesis, followed by presentation of data to support the claim. Warrants are then listed for the reasons to support the claim with backing and rebuttals. However, the Rogerian model asks to weigh two options, lists strengths and weaknesses of both options, and gives a recommendation after an analysis.

### Function of Argumentative Essay

An argumentative essay presents both sides of an issue. However, it presents one side more positively or meticulously than the other one, so that readers could be swayed to the one the author intends. The major function of this type of essays is to present a case before the readers in a convincing manner, showing them the complete picture.

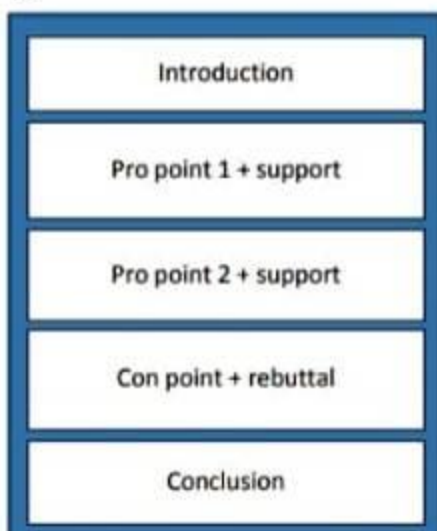
# Argumentative Essays



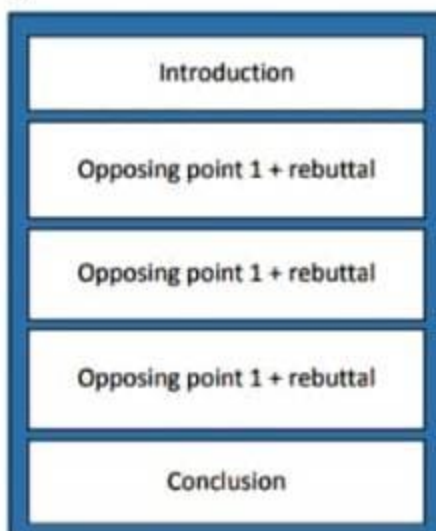
There are many ways you could organize your argumentative essay. The one thing you need to keep in mind is that you **must show both sides of the argument**.

Here are a few basic possibilities for organizing an argumentative essay:

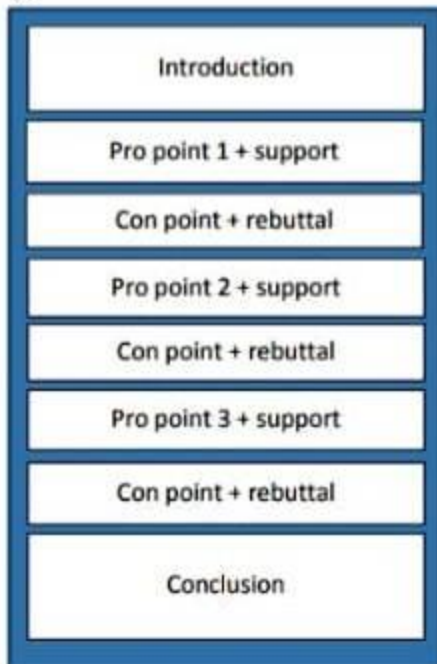
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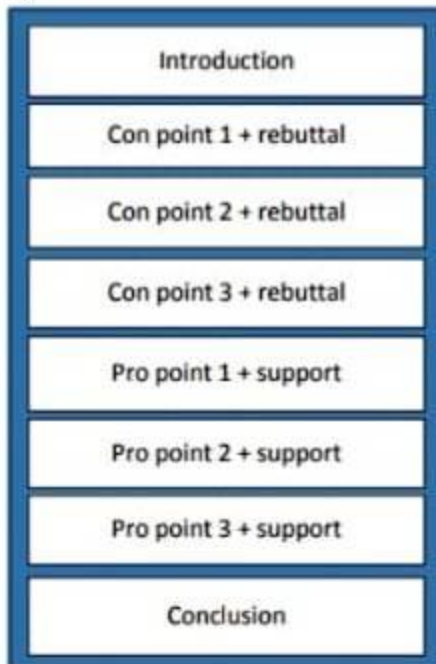
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3.



4.



# Argumentative Essays



The following outline is appropriate if you are presenting an **objective or neutral position** on the issue.

## **Argumentative Essay:**

### **Point by Point**

*This organization works well if you would like to present 2 sides of an issue fairly and objectively without taking a side. Point by point works best if the individual points of argument oppose each other directly.*

### **Introduction:**

- Explain the importance of the issue
- Provide background information explaining why the issue is commonly debated
- Provide a thesis statement which recognizes the main perspectives of the opposing sides. (Do not present your opinion)

### **Body:**

#### Paragraph 1:

- Present the first supporting point of one side
- Support the points with examples or research to illustrate their position
- Present the opposing or counter point to the above claim
- Support the points with examples or research to illustrate their position

#### Paragraph 2:

- Present the second supporting point of one side
- Support the points with examples or research to illustrate their position
- Present the opposing or counter point to the above claim
- Support the points with examples or research to illustrate their position

#### Paragraph 3:

- Present the third supporting point of one side
- Support the points with examples or research to illustrate their position
- Present the opposing or counter point to the above claim
- Support the points with examples or research to illustrate their position

(Continue in this way until you have exhausted your ability to present both sides of the issue)

#### Paragraph 4: (optional)

- If you have additional points to present that cannot be directly countered, you can provide them in the last few body paragraphs

### **Conclusion**

- Rephrase your main point
- Summarize your main ideas in order to show how strong your position is over your opponent's
- Provide a final thought for the reader

# Argumentative Essays



This outline is designed to help students understand argumentative essay outlines in more detail. The following outline is appropriate if you are **taking a position on the issue**.

## **Argumentative Essay:**

### **Point by Point**

*This organization works well if you would like to persuade a reader of your own opinion on the issue. If a lot of your argument directly counters your opponent's arguments, this organization can work very well.*

### **Introduction:**

- Explain the importance of the issue
- Summarize the opposing side's arguments very briefly
- Provide a thesis statement which recognizes your disagreement with the other side's argument and states your position clearly.

### **Body:**

#### Paragraph 1:

- State your opponent's first argument and counter that argument directly with your points of rebuttal
- Support your points with examples and research to strengthen your position

#### Paragraph 2:

- State your opponent's second argument and counter that argument directly with your points of rebuttal
- Support your points with examples and research to strengthen your position

#### Paragraph 3:

- State your opponent's third argument and counter that argument directly with your points of rebuttal
- Support your points with examples and research to strengthen your position

(Continue in this way until you have exhausted your ability to present and counter the opposition.)

#### Paragraph 4: (optional)

- If you have additional points to strengthen your argument that do not directly counter your opponent's point, you can provide them in the last few body paragraphs

You may continue this way (paragraph 5, 6, 7 etc.) until you exhaust your additional arguments.

### **Conclusion**

- Rephrase your main point
- Summarize your main ideas in order to show how strong your position is over your opponent's
- Provide a final thought for your reader



## The School Uniform Question

- 1 Individualism is a **fundamental** part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the **public school** classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.
- 2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.
- 3 Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and **truancy**. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.
- 4 Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are **well-off** while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.
- 5 Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to **flaunt** wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.
- 6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

**a fundamental:**  
essential, basic

**a public school:** a  
school run by the  
state government  
and paid for by taxes

**truancy:** absence  
without permission

**well-off:** wealthy

**to implement:** to put  
into effect

**to flaunt:** to show off,  
display

**Some topics for practice to write an argument essay:**

- Is technology limiting our creativity?
- Should internet access be limited to students?
- Can audio books and pdf files replace the usual hard copy books?
- Humans have learned their lesson from the two great wars

## Synonyms and Antonyms

Words	Synonyms	Antonyms
1. Begin	start, open, launch, initiate, commence, inaugurate, originate	End, stop, finish, terminate, conclude, close, halt, discontinuance, cease, discontinue, conclude, finish, quit
2. Big	large, enormous, huge, immense, gigantic, vast, grand, great, tall, substantial, mammoth, astronomical, ample, broad, expansive, spacious, stout, tremendous, titanic, mountainous	Little, small, tiny, diminutive, shrimp, runt, miniature, puny, exiguous, dinky, cramped, limited, itzy-bitsy
3. New	fresh, unique, original, unusual, novel, modern, current, recent	Old, feeble, frail, ancient, weak, aged, used, worn, ragged, faded, former, old-fashioned, outmoded, veteran, mature, primitive, traditional, archaic, conventional, customary, stale, musty, obsolete
4. False	wrong, fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious, incorrect, inaccurate, mistaken, erroneous, improper, unsuitable	True, right, accurate, proper, precise, exact, valid, genuine, real, actual, trusty, steady, loyal, dependable, sincere, staunch, correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair
5. Fast	quick, rapid, speedy, fleet, hasty, snappy, mercurial, swiftly, rapidly, quickly, snappily, speedily, lickety-split, posthaste, hastily, expeditiously, like a flash	Slow, unhurried, gradual, leisurely, late, behind, tedious, slack
6. Quiet	silent, still, soundless, mute, tranquil, peaceful, calm, restful, hushed, inaudible reticent, reserved, taciturn, secretive, uncommunicative, tightlipped	Noisy, loudly, earsplitting, stentorian, strident, clamorous, boisterous, clangorous, deafening, roisterous, uproarious, pan demoniac
7. All	complete, entire, full, gross, outright, perfect, total, utter, whole, any, complete, every, sum, totality, each and every, every bit of, bar none, every	None, nothing, nobody, no one, zero, zilch, no one at all, no part, not a bit, not a soul, not a thing, not any, not anyone, not anything, not one, nonexistent, null

	single, everything, everyone	nadir, nil, naught, void, nada, blank, nix
8. Normal	daily, traditional, familiar, routine, proper, ordinary, typical, everyday, usual, natural, classic, standard, general, established, habitual, orthodox, prevalent, time-honored, unvarying, average, conventional, customary, common, regular, plain, simple, balanced	Strange, abnormal, aberrant, anomalous, bent, bizarre, deviant, queer, eccentric, freakish, fanatical, odd, eerie, peculiar, weird, unorthodox, nonstandard, atypical, different, irregular, nonconforming, offbeat, unusual, extraordinary, insane, irrational, disorderly, rare, exceptional, extreme, outlandish

# Proverb

## Definition of Proverb

A proverb is a brief, simple, and popular saying, or a phrase that gives advice and effectively embodies a commonplace truth based on practical experience or common sense. A proverb may have an allegorical message behind its odd appearance. The reason of popularity is due to its usage in spoken language, as well as in folk literature.

## Function and Importance of Proverbs

The most important function of proverbs is to teach and educate the audience. They often contain expert advice, with a role for educating the readers on what they may face if they do something. Hence, proverbs play a didactic role, as they play a universal role in teaching wisdom and sagacity to the common people. Since proverbs are usually metaphorical and indirect, they allow writers to express their messages in a less harsh way.

## Commonly used Proverbs

### 1. It is no use crying over spilt milk.

Said to emphasize that it is not useful feeling sorry about something that has already happened

### 2. Kill two birds with one stone.

To achieve two aims at once

### 3. Haste makes waste

This proverb means if you do things too quickly, you can make mistakes

### 4. Do not put off till tomorrow what you can do today.

It is said to emphasize that you should not delay doing something if you can do it immediately

### 5. Tit for tat.

A tit-for-tat action is one where someone takes revenge on another person for what they have done by doing something similar to them.

### 6. Out of frying pan into the fire.

It is said when you move from a bad or difficult situation to one that is worse.

### 7. Physician, heal thyself.

It is a biblical proverb which means that people should take care of their own defects and not just correct the faults of others.

**8. The grass is always greener on the other side of the fence.**

It is a proverb that teaches us that it's not good to be jealous (to want what other people have). It may seem like everyone around you has "greener grass," meaning nicer cars, better jobs, etc. But your neighbor probably thinks you have greener grass too, which means that your friends and other people think that you have better looks, a happier family, etc. So instead of thinking about what everyone else has, this proverb wants you to be thankful for what *you* have.

**9. Don't judge a book by its cover.**

Things are not always what they seem. This proverb teaches you not to make judgments about other people because of how they look or dress. A book with a boring or plain cover could be amazing.

**10. Too many cooks spoil the broth.**

This proverb means that if too many people are involved in a task or activity, it will not be done well.

**11. When in Rome, do as the Romans do.**

When you are visiting another place, you should follow the customs of the people in that place

**12. Honesty is the best policy.**

It is said to advise someone that it is better to tell the truth than to lie

**13. Practice makes perfect.**

This proverb means that regular exercise of an activity or skill is the way to become proficient in it.

**14. Where there's a will, there's a way.**

Sometimes, we face problems that seem impossible. But if you want it bad enough, nothing can stand in your way. That is what this proverb means—if you have the will to meet the problems that are in front of you, there is a way to overcome them.

**15. Look before you leap.**



Don't rush into things! Make sure you know what is going to happen next. You would not jump off a cliff without first checking how far the ground is below or what there is to land on. You should wait a few moments and make sure it's a good idea to jump from that cliff. So when making a big "jump" in life, make sure you've looked at the situation and really understand it before you take a big action.

**16. An apple a day keeps the doctor away.**

An apple is full of Vitamin C, which keeps you healthy. However, the "apple" in this proverb means eating healthy in general. If you eat well and your diet includes a lot of fruits and vegetables, there will be no need to visit the doctor.

**17. Rome wasn't built in a day.**

Rome is a great city. However, it took many years to be completed. The builders did not rush to complete their work and neither should you. If you wish to create something wonderful and long-lasting, you will have to spend more than a day working on it. You will probably have to spend several days, weeks or even months to do a good job.

**18. The squeaky wheel gets the grease.**

This is proverb which means that one who speaks or raises voice gets the attention or help.

**19. Actions speak louder than words.**

If someone says this that person means that the people's actions show their real attitudes, rather than what they say.

**20. As you sow, so shall you reap.**

If you did bad things in the past, you will get bad results in the future. If you did good things in the past, you will get good results in the future.

## **Creative Writing**

Creative writing could be “defined” broadly as the pursuit of artistic ends through the written word. Fiction, non-fiction, poetry, creative non-fiction, prose poem, memoir—the possibilities for the form that your writing, and thus your message, may take are as diverse and numerous as there are writers writing. And as a creative writer, just as important as your final product is the process by which that product comes to be—how you develop your own personal toolbox of skills, strategies, and styles is going to have an impact on the form your final product will take.

It could be (and should be) argued that this is all, to some extent, true of writing in any discipline; —however, here we will focus on the tools that may be helpful specifically in a creative writing class. While it is important to be creative in such a class, it is equally important to keep in mind the skills or techniques being practiced in a given assignment. The development and demonstration of these skills is a necessary step; therefore, though you have some room for experimentation, it’s important to follow the assignment. This is where writing as an art form can be truly appreciated. On this page, our tutors have compiled some tips to help you as you learn and practice the tools you have at your disposal in a classroom setting (where there will be, for now, specific, guided expectations and assignments in order to help foster your toolkit).

In simple words we can say that creative writing can for the most part be considered any writing that is original and self-expressive.

### **Importance of Creative Writing**

Writing is one of the most important skills a person can learn and indulge in as a developmental habit. From a young age, most children are taught to engage their minds and creativity through reading and writing. Creative writing is not just fun but a good tool to help broaden a person’s imagination and cognitive thinking. Creative writing is also a useful skill for students. When students are writing, they are becoming creators themselves.

Creative writing also helps students to improve every other aspect of learning a language, such as expanding their vocabulary, improving their spelling, improving their punctuation, and their grammar. They also improve their comprehension skills, as they create their own stories, it helps them to understand other stories they read too. This is a valuable long term skill that will help students later in life as they begin to write professionally in various capacities.

The power of writing can never be underestimated, as it plays a pivotal role in developing our children’s intellectual capacity, national growth and advancement. As the saying goes, “The pen is mightier than the sword” (Edward Bulwer-Lytton, 1839). Students should always be encouraged to develop the skill of creative writing with regular practice, and also regular reading.

## **General tips to enhance creative writing skills**

**Feeling:** this would be your emotional response to things, what images are evoked when you think about a particular topic or image based on the feelings you get from it.

**Thinking:** this would be your introspective look at whatever topic you have, from a philosophical or logical perspective.

**Observational:** this is truly the most objective channel, where you write about something purely in a physical sense.

## **Topics for practicing creative writing:**

1. A story about a holiday
2. Seeing the world through the eyes of an IUB student
3. Outside the Window
4. Friendship
5. Fear
6. My hobbies and interests
7. How I spend time at home
8. Where I see myself in five years