ASSIGNMENT No. 1

Q. 1 Give a detailed note on History of English Language.

Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and non-verbal cues are the skills by observations other people and modelling our behavior on what we see and perceived. We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated.

English communication is a skill that can be perfected only through constant practice and continuous exposure to the target language the available resources should be completely tapped so as to provide and encouraging atmosphere for learning and practicing the language. This paper deals with the Role of English to Enrich the Effective Communication skills. English communication with modern techniques facilitates to foster a positive attitude. English communications which would make possible to meet the upcoming challenges of the day in an innovative way.

The importance of English Communication is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever changing world. English plays a crucial role in communication and is no doubt the foremost and most important tool of communication all over the world. Individually everybody should strive hard to acquire very good communication skills which are the most important prerequisites to excel in one's career.

The main purpose of English to get command over the communication skills everybody including native speakers makes mistakes. Without error no true learning can take place. Since language learning is a slow and continuous process, errors are inevitable. We have to create English speaking environments even an child starts speaking in a particular language after listening to it for many months our people and deprived of speaking abilities because they have not been properly guided, that's why they have not been able to speak English in a proper manner. In cities they are motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation. On the other hand Integrative motivation includes the urge to be part of the community which is so strong that drives to pick up the language with perfection. The importance of English as a communicative tool is not realized. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career.

English empowers young minds not only in passing exams but in demonstrating their acumen before the world. Technical institutions have realized the importance of communicating in English in response to the increasing needs of job market. Most of the organizations require people in different capacities with good communication abilities which comprise interacting with customers and clients, explaining policies and procedures, entertaining foreign clients, conducting meeting, delivering presentations, liaisoning, responding to customer complaints and

taking orders, etc. Since the world has gone global, the need to compete in it without efficiency in English is difficult. Many organizations have started training their employees in English from time to time. This has ameliorated the life styles of people who considered their future blocked forever it they failed to make it to teaching or so other tradition jobs. In fact, the knowledge of English plays you in all times. People frequently fail to communicate effectively because they don't express themselves clearly or forcefully enough. Or, they may go to the other extreme, expressing themselves in such a belligerent way that they alienate others. For example, if a husband says to his wife, "I like your face but not your food," his wife may feel bad after hearing this kind of comment. But it the husband knows the art of communication, he would say the same thing in two sentences: "I like your face"; and then some pause he would say;"The food needs some improvement." With this kind of communication, she will never feel about it. Communication is the central human activity. We are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is ability to communicate. This means to able to listen and to express your ideas effectively in writing and in speech. In order to achieve desired success, professional needs to assess and respond to communication situations that occur constantly.

We can make use of English to promote our world-view and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at world conference of Religions Chicago in 1893 addressing the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world.

Language has a power which no other instrument can have. It is a medium of expressing our views and ideas to another individual. The role of English in changing Indian society has become manifold. The students reading in English medium institutions have better potentials and prospects in the global market. The craze for English has resulted in the growth of English Medium schools and colleges. These schools charge high fees and also affect the lifestyle of the students in them. No language can be a threat to the English language. English has revolutionized the world. It has become a global language. It has opened a plethora of opportunities in all fields. English is no more confined to classroom learning alone. It has being used now as a measuring rod in most of the jobs. With the advancement of technology, English serves as a facilitator. Children of today become acquainted with computers and internet as exposure in English. It is true that English has empowered Indian youths. English has gained numberless opportunities for Indian youths both in their homelands as well as in foreign countries.

The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized

as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and news papers on the internet use English and have made 'knowing English' indispensable.

By the end of 21st century English began to emerge as a global. It has a great acceptance at social, economical and political levels. The outlook behind the usage of English has been changing significally. In our country middle class is also not keeping itself in isolation by neglecting the importance of English. No one can get mastery over communication skills in a day or two. It is an academic imbroglio for the students lacking in effective communicative skills.

The world steadily heading towards economic globalization, it is essential to give importance to English, so that the common man can keep up with the world issues. Barriers of race, color and creed are no hindrance to continuing spread of the use of English. It is a language of the future.

A positive attitude to English as a national language is essential for the integration of people into Indian society. There would appear to be virtually no disagreement in the commonly about the importance of English language. By using English one can become a citizen of the world almost naturally. English plays a dominant role in the media. It has been used as medium for inter-state communications and broadcasting both before and since India's independence. The impact of English is not only continuing but increasing.

Q. 2 Write a detailed essay on punctuation.

The students don't often use or ignore the **punctuation marks** as they don't really understand the importance of punctuation while writing their essays or other written tasks. While writing, they mainly concentrate on the other parts of writing like organizing their Ideas, vocabulary, and sentence fluency, ignoring the other important aspect knows as **Conventions** as they have to finish lots of coursework in a short span of time. But in order to write an excellent assignment they should first understand the importance of Punctuation and after that, use it where required.

Types of Punctuation Marks

There are **14 commonly used Punctuation marks** in English grammar. They are as follows:

1. Full Stop or Period (.)

A full stop is placed at the end of the statement, declarative sentences and after the abbreviations.

Example:

- As a sentence ender – I am going home.
- After an Abbreviation – I am a Sr. Project Manager at Covenant Solutions.
- In a Website – www.covenantsol.co.uk

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2. Question Mark (?)

A question mark should be used at the end of the sentence when a direct question has been asked.

Example:

When are you getting married?

Note: You don't use a question mark at the end of a question in reported speech:

For Example, He asked if I had seen her yesterday.

3. Exclamation Mark (!)

The main use of the exclamation mark is to end sentences that express an exclamation, direct speech that represents something shouted or spoken very loudly or something that amuses the writer. An exclamation mark can also be used in brackets(!) after a statement to show that the writer finds it funny or ironic.

Example:

- As an Exclamation – Hello! How are you?
- As a Shout- 'Storm is coming!' Jon Snow yelled.
- As an Amusement – Included on the list of banned beverages was 'aerated drinks'!

4. Comma (,)

A comma proves a slight break between different parts of a sentence. Commas make the meaning of sentences clearer by grouping and separating words, phrases, and clauses. There are many scenarios when you should use a Comma and are as follows:

Example:

- In a List – I would like to buy groceries, a belt, shoe cleaner and some batteries.
- In a Direct Speech – He replied, 'Not today.'
- To separate clauses – I first met her in London, where I used to live before coming here.

5. Semicolon (;)

The main use of the semicolon is to mark a break in the sentence that is stronger than a comma but not as final as a full stop. It is used between two main clauses that balance each other and are closely related or linked with each other that can be written in one sentence only, without writing two separate sentences.

Example:

The road runs through a beautiful valley; the railway line follows it.

6. Colon (:)

A colon is used after a word introducing a quotation, an explanation, an example, or a series or between independent clauses when the second explains the first or to emphasise something.

Example:

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- He is going to visit four cities: London, Liverpool, Manchester and Bristol.
- I didn't meet him: I was already late.
- There was one thing she loved more than any other: her dog.

7. Dash and Hyphen (–)

Dash and Hyphen are often confused with each other due to their appearance.

Dash: Is used to separate words into statements. There are two common types of dashes: **en dash and em dash.**

- En dash: It's slightly wider than a hyphen in appearance and is displayed through a symbol (-) that is used in writing or printing to indicate a range or connections and differentiation.

  Example:

  He has studied there for 1990-1995.

- Em dash: It's twice as long as the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence.

  Example

He gave her his answer – Yes!

Hyphen: Is used to join two or more words together into a compound term and is not separated by spaces.

Example

He does that as a part-time.

8. Brackets or Parentheses (), Braces {} and Square Brackets []

Brackets, braces and parentheses are symbols used to contain words that are a further explanation or are considered a group.

Example:

- David and Daisy (who were actually half brother and sister) both have Ferrari.
- Solve the following: 2{1+[23-3]}=x
- His father [Mr. Smith] was the last person visited her.

9. Apostrophes ('), Quotation Marks (" ") and Ellipses (…)

The last three punctuation in English grammar are the apostrophe, quotation marks and ellipsis.

Apostrophe: Is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters.

Example:

- The omission of letters from a word – I've seen that movie several times.
- Possessive case – Maria's dog bit the guest.

- Plural for lowercase letters – Six people were told to mind their p's and q's.

Quotation Marks: Are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

Example:

"Don't go outside," she said.

Ellipsis: Is most commonly represented by three dots or periods (. . .) or occasionally demonstrated with three asterisks (***). The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

Example:

- The omission of words – Jack began to count, "One, two, three, four…" until he got to 100, then went to sleep.
- Within a quotation – "Smile, because it confuses people. Smile, because it's easier than explaining what is killing you inside," Joker said.

Once you understand the use of all the above Punctuation marks, it will be easier to use them while **writing your assignments**. It will help you to convey what exactly you want to tell your reader about the topic.

Q. 3 Explain the application of "verbs and nouns" in teaching English.

Noun: a word that refers to a person, place, thing, event, substance or quality e.g.'nurse', 'cat', 'party', 'oil' and 'poverty'.

Verb: a word or phrase that describes an action, condition or experience e.g. 'run', 'look' and 'feel'.

The different parts of speech are the building blocks of the English language. They constitute thousands of words grouped into each section. Grammar is the rule book of English and its sets out how these words are to be formed and what their structure is. Grammar also sets out the way the words from each part interact with words from other parts. Nouns and verbs are parts of speech which are vital to understanding English.

Nouns are naming words as they name people, places, objects, feelings, animals and ideas. Verbs are action words as they describe some action being performed. Nouns are classified into different types such as single nouns, abstract nouns, collective nouns and compound nouns. In the previous quiz we looked at some words which can be used both as nouns and as verbs.

There is no restriction on the number of times a word can be used in a sentence. If the sentence demands it you can use the same word as a noun and a verb repeatedly. To check if a word in the sentence is a noun you could

try using the words 'the', 'an' or 'a' before the word and see if it still makes sense. If it does, then it is a noun. To check if a word in the sentence is a verb you could try using the words 'I', or 'you' or any noun before the word and see if it still makes sense. If it does, then it is a verb. This works in the case of the sentence where 'paddle' is used.

A noun is a person, place, or thing. It's the tangible object in your sentence. The verb (aka predicate) is the action that noun takes.

Well, duh, you say because…well, duh. These are the first parts of speech children learn, and there is a reason for that. Without nouns and verbs sentences, images, stories, and literature would fail to exist. While arguably you could create a story with descriptors (blue, fast, cold and sad, upside down), the resultant product would be so abstract that people would lose interest. Nouns and verbs are requisite for structure, plot, and character to exist, and while no one is advocating to eliminate other parts of speech, it is important avoid cluttering them with adverbs, adjectives, and phrases.

Think of it this way…say you go to a concert to hear Julie London. Every time Julie sings, the back-up singers chime in; you can barely differentiate Julie's voice. You can hear her, but it's not as powerful. In writing, your nouns and verbs are Julie.

The first paragraph has a lot of redundancies and unnecessary clutter.

- Saying the five years were long is cliché. Were they really long years? It's an empty descriptor because there's nothing here to show why the years were long.

- Abandoned is repetitive. If no one had lived there in five years, then we can reason it's abandoned.

- Pushed open is unnecessary description. When one opens a window, we can see them pushing it either out or up. Is there any other way to open a window? If the window is lifted open, then you'd want to clarify that as that's definitely not typical. Alternately, if she throws the window open or punches them open (not sure how that would work, per say), then that's okay to write because it tells us about her mood. You wouldn't need, "She throws the windows open in a rage," because the action of throwing them open sufficiently clarifies she's in a temper.

- Is it a creaky window? If so, you can justify the modifier because it adds sound to an otherwise silent scene.

- Do we need to know they're gossamer curtains? Like the creaky window, they add to the visual; though, since they're fluttering, you can assume they're made from a light material. The scene works without that adjective.

- Why is the promise of rain lingering? If you think about it, that barely makes sense.

When you self-edit, constantly look for where you can trim the fat. What words are superfluous? Is the picture clear without added descriptors? For example, in this piece, I wrote, "Every time Julie starts to

sing," and then I backed up. Just saying, "Every time Julie sings," communicates the same idea, but it's crisper.

The above is an example of filler words. Saying someone is "about to" or "going toward" or is "turning and", etc. are filler words and are arguably more offensive than an excess of adjectives and adverbs.

I digress. You can edit your writing by reading closely and by asking if the descriptor is needed to get the point across. Alternately, look for verbs that do double-duty. By that I mean, if you have a character who is coming through the door, you could say they kicked the door, burst through the door, crept into the room, pressed an ear to the door before pushing it open, etc. These verbs take the place of saying that the person entering is angry, excited, scared, or reluctant.

So, to recap:

- Practice writing simply—think nouns and verbs, nouns and verbs, nouns and verbs
- Edit your writing for fillers
- Ask if the descriptors you use are essential
- Be able to specify why the descriptors are essential (i.e., creaking adds sound to an otherwise silent scene)
- Find where verbs can do double-duty

Doing this will enable your writing to sing. The other parts of speech will add harmony to your writing, not overwhelm it. You'll also be able to more clearly see where your story is. Happy writing!

Q. 4 Give detailed note on English Sentence Structure.

In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure.

In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.

The most common word order in English sentences is Subject-Verb-Object (SVO). When reading a sentence, we generally expect the first noun to be the subject and the second noun to be the object. This expectation (which isn't always fulfilled) is known in linguistics as the "canonical sentence strategy."

Examples and Observations

One of the first lessons learned by the student of language or linguistics is that there is more to language than a simple vocabulary list. To learn a language, we must also learn its principles of sentence structure, and a linguist who is studying a language will generally be more interested in the structural principles than in the vocabulary per se."—Margaret J. Speas

"Sentence structure may ultimately be composed of many parts, but remember that the foundation of each sentence is the subject and the predicate. The subject is a word or a group of words that functions as a noun; the

predicate is at least a verb and possibly includes objects and modifiers of the verb."
—Lara Robbins

Meaning and Sentence Structure

"People are probably not as aware of sentence structure as they are of sounds and words, because sentence structure is abstract in a way that sounds and words are not . . . At the same time, sentence structure is a central aspect of every sentence . . . We can appreciate the importance of sentence structure by looking at examples within a single language. For instance, in English, the same set of words can convey different meanings if they are arranged in different ways. Consider the following:

- The senators objected to the plans proposed by the generals.
- The senators proposed the plans objected to by the generals.

The meaning of [first] the sentence is quite different from that of [the second], even though the only difference is the position of the words objected to and proposed. Although both sentences contain exactly the same words, the words are structurally related to each other differently; it is those differences in structure that account for the difference   in   meaning."
—Eva M. Fernández and Helen Smith Cairns

Information Structure: The Given-Before-New Principle

"It has been known since the Prague School of Linguistics that sentences can be divided into a part that anchors them in the preceding discourse ('old information') and a part that conveys new information to the listener. This communicative principle may be put to good use in the analysis of **sentence structure** by taking the boundary between old and new information as a clue to identifying a syntactic boundary. In fact, a typical SVO sentence such as Sue has a boyfriend can be broken down into the subject, which codes the given information, and the remainder of the sentence, which provides the new information. The old-new distinction thus serves to identify the   VP   [verb   phrase]   constituent   in   SVO   sentences."
—Thomas Berg

Producing and Interpreting Sentence Structures in Speech

"The grammatical structure of a sentence is a route followed with a purpose, a phonetic goal for a speaker, and a semantic goal for a hearer. Humans have a unique capacity to go very rapidly through the complex hierarchically organized processes involved in speech production and perception. When syntacticians draw structure on sentences they are adopting a convenient and appropriate shorthand for these processes. A linguist's account of the structure of a sentence is an abstract summary of a series of overlapping snapshots of what is common to the processes of producing and interpreting the sentence."—James R. Hurford

The Most Important Thing to Know About Sentence Structure

"Linguists investigate sentence structure by inventing sentences, making small changes to them, and watching what happens. This means that the study of language belongs to the scientific tradition of using experiments to

understand some part of our world. For example, if we make up a sentence (1) and then make a small change to it to get (2), we find that the second sentence is ungrammatical.

(1) I saw the white house. (Grammatically correct)

(2) I saw the house white. (Grammatically incorrect)

"Why? One possibility is that it relates to the words themselves; perhaps the word white and the word house must always come in this order. But if we were to explain in this way we would need separate explanations for a very large number of words, including the words in the sentences (3)-(6), which show the same pattern.

(3) He read the new book. (Grammatically correct)

(4) He read the book new. (Grammatically incorrect)

(5) We fed some hungry dogs. (Grammatically correct)

(6) We fed some dogs hungry. (Grammatically incorrect)

"These sentences show us that whatever principle gives us the order of words, it must be based on the class of word, not on a specific word. The words white, new, and hungry are all a class of word called an adjective; the words house, book, and dogs are all a class of word called a noun. We could formulate a generalization, which holds true for the sentences in (1)-(6):

(7) An adjective cannot immediately follow a noun.

"A generalization [as with sentence 7] is an attempt to explain the principles by which a sentence is put together. One of the useful consequences of a generalization is to make a prediction which can then be tested, and if this prediction turns out to be wrong, then the generalization can be improved . . . The generalization in (7) makes a prediction which turns out to be wrong when we look at sentence (8).

(8) I painted the house white. (Grammatically correct)

"Why is (8) grammatical while (2) is not, given that both end on the same sequence of house white? The answer is the most important thing to know about sentence structure: The grammaticality of a sentence depends not on the sequence of words but how the words are combined into phrases."—Nigel Fabb

Q. 5 Explain the uses of comma in detail.

Commas are used after introductory clauses and phrases, to set off interruptions within the sentence, with nonrestrictive phrases and clauses, and between items or modifiers in a series. Commas can also join independent clauses as long as the comma is followed by a coordinating conjunction (for, and, nor, but, or, yet, so).

There are special situations in which commas should also be used. For example, use commas with quotations, dates, addresses, locations, and numbers with four or more digits. Commas should never be used around restrictive clauses, to separate a subject and verb, or to separate a verb and its direct object.

As you learn about commas, first, recognize that they signal a pause; second, know which rules can be bent without misleading your reader. Commas are the most frequently used internal punctuation in sentences, and

people have more questions about them than about any other punctuation mark. One reason is that different editors have different opinions about when a comma is needed. You're likely to read one book in which commas abound, while in another text, they are scarce. The trend has been toward fewer commas.

Sometimes a comma is absolutely necessary to ensure the meaning of a sentence, as in the following examples. Because I wanted to help, Dr. Hodges, I pulled the car over to the side of the road. Because I wanted to help Dr. Hodges, I pulled the car over to the side of the road.

In the first sentence, the pair of commas indicates that Dr. Hodges is being addressed. In the second sentence, Dr. Hodges is the one receiving the help. Most situations, however, aren't this clear.

Joining independent clauses

Generally, when you join independent clauses with a coordinating conjunction, insert a comma before the conjunction.

Ryan never answered these charges, but he was later forced to give up part of the money. The novel lacks fully developed characters, and the plot is filled with unlikely coincidences.

If the two independent clauses are short and closely related, you may use a comma or omit it, depending on whether or not you want to indicate a pause.

It was an admirable scheme and it would work.**OR** It was an admirable scheme, and it would work.The night was cold and the sky was clear.**NOT** The night was cold, and the sky was clear.

When you insert a comma between independent clauses, it must be accompanied by one of the coordinating conjunctions. If it isn't, you create a comma splice.

It had been a tumultuous year that had taken everybody by surprise, and it left the revolutionaries worse off than they had been before.

NOT It had been a tumultuous year that had taken everybody by surprise, it left the revolutionaries worse off than they had been before.

After introductory clauses

It is customary to use a comma after an **introductory adverbial clause.** With a lengthy clause, the comma is essential.

After she walked into the room, we stopped gossiping. If you receive inappropriate material, acknowledge it by explaining to the correspondent why the material won't see print. You may omit the comma if the subordinate clause is short and if there is no possibility for miscommunication. When she arrived we stopped gossiping. After I turned sixteen I was allowed to stay out until midnight. Sometimes omitting a comma will cause confusion or amusement, as in the following example. When we are cooking the children cannot come into the kitchen. (no) When we are cooking, the children cannot come into the kitchen. (yes) Remember that, unlike a clause, a phrase is a group of words without a subject and a verb.

If an **introductory phrase** is more than a few words, it's a good idea to follow it with a comma. Always use a comma if there is any possibility of misunderstanding the sentence without one.

By taking the initiative to seek out story leads, a reporter will make a good impression on the editor. At the beginning of the visiting professor's lecture, most of the students were wide awake. Unlike many performances of the symphony, this one was spirited and lively. Before eating, Cameron always runs two miles on the beach. Note that the introductory phrase in the last example, although short, would lead to a misunderstanding if the comma were omitted.

A **participial phrase** at the beginning of a sentence is always followed by a comma.

Smiling and shaking hands, the senator worked her way through the crowd.

Do not confuse a participial phrase with a **gerund phrase,** however. A gerund phrase that begins a sentence should not be followed by a comma. Compare the following two sentences.

Thinking of the consequences, she agreed not to release the memo to the press. (introductory participial phrase, modifying she: use a comma)

Thinking of the consequences gave her a tremendous headache. (gerund phrase, functioning as the subject of the sentence: do not use a comma) Use of a comma after most short introductory phrases is optional. Later that day Jack and Linda drove to the ocean. After the main course I was too full for dessert. The best way to decide whether to use a comma is to read the sentence aloud and see if you pause after the introductory phrase. If you pause, use a comma.

To set off interrupting elements

Some phrases, clauses, and terms interrupt the flow of a sentence and should be enclosed in commas. Examples of these interrupters are conjunctive adverbs, transitional phrases, and names in direct address.

Conjunctive adverbs and transitional phrases— consequently, as a matter of fact, of course, therefore, on the other hand, for example, however, to tell the truth—are usually followed by commas when they begin sentences.

For example, you shouldn't use an acid solution on soft surfaces. Therefore, he refused to go with us. When they interrupt a sentence, they are usually enclosed in commas.

As the project moves along, of course, you will be given greater independence.One who excels at research, for example, might be assigned to the library.

A name or expression used in direct address is always followed by a comma, or enclosed in commas when it interrupts the sentence.

Fellow citizens, I am here to ask for your support. I tell you, Jason, I will not be forced into this by you or anyone. Yes, readers, I am telling you the truth. Other interrupters may also require commas. Check your sentence for elements outside the main flow of the sentence and enclose them in commas.

It is too early, I believe, to call in the police. The historical tour, we were led to believe, was organized by experts. Although dashes and parentheses can also be used to set off some kinds of interrupting elements, commas are better when you want to draw less attention to an interruption.

With restrictive and nonrestrictive elements

Look at the following two sentences. In the first sentence, who arrived yesterday is a **restrictive** clause—that is, one that restricts, limits, or defines the subject of the sentence. In the second sentence, the same clause is **nonrestrictive**—that is, it doesn't restrict or narrow the meaning but instead adds information. A restrictive element is essential to the reader's understanding; a nonrestrictive element is not.

The women who arrived yesterday toured the island this afternoon. The women, who arrived yesterday, toured the island this afternoon. In the first sentence, who arrived yesterday defines exactly which women are the subject of the sentence, separating them from all other women. In the second sentence, the information who arrived yesterday is additional information but is not essential to the meaning of the sentence. It does not separate the women from all other women. As the writer, you must decide which kind of information you intend. Commas make all the difference in meaning here. Restrictive (or essential) elements should not be enclosed in commas, while nonrestrictive (or nonessential) elements should be. Review the following sentences. The workers who went on strike were replaced. (restrictive) The workers, who went on strike, were replaced. (nonrestrictive) In the first sentence, only some workers were replaced. The absence of commas restricts the subject to only those workers who went on strike. In the second sentence, all the workers were replaced. The information that they went on strike is not essential; it doesn't define which workers were replaced.