

**SIDDARTHA INSTITUTE OF SCIENCE AND TECHNOLOGY:: PUTTUR
(AUTONOMOUS)**

I B.Tech – I/II Sem.

L	T	P	C
2	-	-	2

**(23HS0810) COMMUNICATIVE ENGLISH
(Common to All branches)**

COURSE MATERIAL

THE GIFT OF THE MAGI (SHORT STORY)

About the author

O. Henry, is an American short-story writer whose tales gives sentimental feel in the commonplace, particularly the life of ordinary people in New York City. He is famous for his short stories. O.Henry Pseudonym of William Sydney Porter. Henry's rich composition of work reflected his wide-range of experiences and remarkable for its witticism,(humour) clever wordplay, and unexpected twist endings.Like many other writers, O. Henry's early career aspirations were unfocused and he wandered across different activities and professions and finally he found calling as a short story writer. O. Henry was always a lover of classic literature, and had begun writing as a hobby.The Gift of the Magi" was originally published in 1906, in O. Henry's second collection of short stories, The Four Million. "The Gift of the Magi" is probably his greatest hit.

Introduction of the story

The Gift of the Magi” is a classic Christmas story of love and sacrifice.

James (Jim) Dillingham Young and his wife Della live in poverty. Jim’s salary has recently been reduced to \$20 a week.The story begins the day before Christmas with a young woman named Della sitting at home counting her savings. The home she lives in with her husband, Jim, is a cheap, furnished rental apartment. When they first moved in Jim was earning more money, but the couple has fallen on hard times and now live in poverty. Della has been putting money aside after buying groceries for many months. She is sad and anxious because despite her efforts, she has not saved enough money. She had been thinking to buy Jim something special for Christmas with her savings. Della begins to cry on her couch as she realizes she does not have enough money to buy Jim a Christmas present.The narrator is praising the couple for their selfless gifts of love, calling them even wiser than the three wise magi who brought gifts to the baby Jesus on the first Christmas Eve.

Plot Summary

It is Christmas Eve. Jim and Della is a married couple living in a modest furnished flat in New York. They have little money. The story opens with Della upset because she has just one dollar and eighty-seven cents to spend on a Christmas present for her husband.

The narrator tells us the married couple each have a possession in which they take great pride.(proud) For Jim, it's a gold watch that had been his father's and, before that, it was his grandfather's. Della's prized possession is her beautiful hair.

Della goes to a woman who deals in hair goods. This woman agrees to buy Della's hair for twenty dollars. With the newly acquired money, Della goes to buy a platinum fob chain for Jim's gold watch. This costs her twenty-one dollars, leaving her just eighty-seven cents in the whole world. When she gets home, she sets about curling what's left of her hair so it looks presentable. She had been hoping to buy Jim something special for Christmas with her savings. Della begins to cry on her couch as she realizes she does not have enough money to buy Jim a Christmas present.

After she stops crying, Della cleans up her face and looks out the window lost in thought. She suddenly catches a glimpse of herself in the dingy mirror on the wall and gets an idea. She lets down her long brown hair and looks at it for a little while. Della's hair, notable for its beauty, is her prized possession. She puts on her old coat and hat and visits a shop that buys and sells hair. The shopkeeper, Madame Sofronie, agrees to cut and buy Della's hair. Della spends the rest of the day going around the city looking for the perfect gift for Jim. His prized possession is a gold pocket watch that has been passed down through his family.

She wants to buy him a nice chain to go with it, something special and rare. Eventually, she finds the perfect platinum chain. It costs all the money she got from selling her hair, plus most of her savings. Della goes home feeling very excited to give Jim his present.

When Jim gets home, he is surprised by his wife's actions, but when she explains why she had her hair cut off, he embraces her and gives her the present he has bought her two jewelled tortoiseshell combs she has long admired in a shop window. The combs are useless to her until her hair grows out again, but at least she can give Jim his present. But in a last twist, Jim tells Della that he sold his gold watch to pay for the expensive combs he bought for her. So now, she has two combs but no hair to use them on, and he has a platinum fob chain for a gold watch he no longer owns.

In their attempts to buy each other their dream Christmas gift, young Jim and Della end up sacrificing the very things that their presents are designed to complement: the combs for Della's (sold) hair, and the chain for Jim's (sold) watch.

Conclusion

Despite their poverty, Della and Jim have two treasured possessions: Jim's gold watch and Della's long, luxurious hair. These two prized possessions symbolize for both characters that they have more societal value than their current living situation suggests.

The Gift of the Magi by O. Henry is a heartwarming story of love and sacrifice. It is an inspiring reminder that simple gifts, given with love and devotion, are often more valuable than those of material things. Through their selfless example, the characters of The Gift of the Magi remind us of the beauty of the holiday season and the truth of the message that it is truly better to give than to receive.

SKIMMING AND SCANNING

Skimming and scanning are two highly effective reading techniques that have become popular methods for quickly extracting information from texts. Skimming is reading rapidly to get a general overview of the material, while scanning is reading rapidly to find specific facts. Skimming tells you what general information is within a section, while scanning helps you locate a particular fact. Skimming is ideal when you're trying to find out if something is a waste of time or similar to something else you've already known, while scanning is useful when you look for a specific fact or piece of information without reading everything.

Skimming

Skimming is a reading technique that allows individuals to quickly gather a general understanding of a text without reading every word. It is particularly useful when time is limited or when one needs to determine the relevance of a text before diving into a detailed reading. By skimming, readers can identify key ideas, main points, and relevant information.

Skimming allows readers to efficiently grasp the main concepts and key information from a text. It helps determine whether further detailed reading is necessary based on the reader's goals and the relevance of the text to their needs. By employing skimming techniques, individuals can make informed decisions about which texts to read more thoroughly and which ones can be skimmed for a general understanding.

Scanning

Scanning is a reading technique that allows individuals to locate specific information quickly within a text. It involves rapidly moving your eyes across the text to identify keywords, phrases, or numbers that match your search criteria. Scanning is particularly useful when you need to find particular details, such as names, dates, or statistics, within a large body of text.

Differences between Skimming and Scanning

S.No	Aspect	Skimming	Scanning
1	Purpose	Grasp the main ideas and general understanding of a text	Find specific information within a text
2	Speed	Reading quickly to get a broad overview	Moving the eyes rapidly to locate targeted details
3	Reading Depth	Shallow reading approach, focusing on headings, summaries, and visual elements	Focused search for specific keywords or phrases
4	Comprehension	Provides a basic understanding of the text's content	May not guarantee comprehension but helps in locating desired information
5	Eye Movement	Smooth and continuous eye movement, gliding over the text	Rapid eye movements in a zigzag pattern
6	Text Structure	Relies on the text's organization, such as headings and subheadings, to navigate and understand the content	Looks for specific words or phrases regardless of the text structure
7	Time Allocation	Requires relatively more time than scanning as it involves reading more content	Quick and time-efficient
8	Contextual Understanding	Focuses on the context and coherence of the entire text	May disregard the overall context and concentrate solely on specific information
9	Reading Purpose	Often used to determine whether a text is worth reading in detail	Employed when specific information is sought
10	Reading Materials	Commonly used for longer texts, such as books or articles	Useful for shorter texts, such as lists or directories

MECHANICS OF WRITING

The term mechanics in the English language refers to all the **technical rules** that improvise **grammar** and **syntax**. It covers aspects of language such as word order, punctuation, capitalization, and spelling. Knowing the mechanics of writing is an important skill. It enables us to effectively communicate in the written form. With this, one's writing skill gets improved.

Capital letters are used:

Capital letters are used in the beginning of a sentence. This sentence case, where the first letter of the sentence is capitalized, and all others are lower case with the exception of proper nouns. In printing, normal sentence case may be substituted by UPPER CASE or "all caps" (all letters are capitalized), and Title Case (where the first letter of each word is capitalized). Capitals are sometimes used and sometimes not used after a colon, although they are used in some citation systems such as APA style when beginning an independent clause.

1. With some nouns, pronouns and adjectives, usually if a noun indicates a proper noun.

Pronoun "I". One theory for this unusual usage is that in early printing lowercase i was confused with words using *i* as a past participle marker or first letter.

2. Personal and place names: "Krishna", "Mr. Prasad, Miss "Vasavi", "Puttur", " England", "Mount Everest", "The Ganges".

3. Compass directions when referring to geographical regions: "West Godavari", "I was raised in the South India", but not for points on a compass: "Kanyakumari is in the south of India".

4. Nouns and adjectives referring to races, tribes, Nationalities, and languages: "Arabic", "Inuit", "French".

5. National and regional adjectives: "an Indian man" (noun), "an American man" (adjective).

6. School subjects and Courses: "He passed English this term", "She is taking Chemistry subject"

7. Religions: "an Anglican curate", "a Catholic church" (adjective), but not "a catholic diet" in which catholic simply means "all-encompassing" or "universal."

8. The Supreme Being, deities and personifications: "God", "Providence", "Fame".

9. Reverential pronouns: "His, Him" when referring to God or Christ.

10. Days and months: "Monday", "January", but not seasons such as "autumn".

11. Brand names: "Hundai" "Toyota", "Nike", "Coca-Cola", unless the brand itself is purposely not capitalized or unusually capitalized: "iPhone", "eBay".

12. Royal Titles: "King George III" but "kings and queens of England", but only sometimes 'sir' or 'madam'.

13. Planets and other celestial bodies: "Jupiter", "the Crab Nebula"; and "the Earth", "the Sun", or "the Moon" should be capitalized according to the International Astronomical Union based on its manual of style, but style guides may suggest differently.

14. Words which change their meaning between capitalized and uncapitalized usage, such as "liberal" and "Liberal", are called capitonyms: Compare "A man of liberal tastes" and "The leader of the Liberal Party" (as with "catholic" above).

15. In legal documents, where the full name of an individual or body is later referred to in short form, in order to avoid ambiguity: "John Smith (the Plaintiff)", "Exxon-Mobil Corporation (the Company)".

16. Names of Newspapers, Magazines ; the Hindu, "India Today"

17. First letter of the Directions "the East 'the West'.."the south"....

18. Initials and Acronyms

WHO (World Health Organization)

UFO (Unidentified Flying Object)

19. Beginnings of Quotations

Marie Antoinette never actually said, "Let them eat cake." but not in sentence fragment

The substitute teacher called our class "goonish and unruly."

20. When a name starts with Mr.&Mrs.

She is Mrs.Soniya

SPELLING

Spelling is the structural order of the letters that make up a word. The correct usage of spelling plays an important role in the use of language, especially in formal situations. Thus, the knowledge contributes to proficiency in language use. With the strong lexicon of the English language, mastering spelling is a tedious task for many language users, native and non-native equally.

The inconsistency in the spellings of English words particularly worsens the situation. When an English language user thinks s/he has learn that the 'f' or 'fe' in some singular nouns should be replaced with 'ves', as found with words like knife, leaf, and life, you are soon challenged with other nouns like proof, cliff and safe which should only be pluralised as proofs, cliffs, and safes. Against this backdrop, misspellings can make one appear like an ignorant user of English and can also divert readers' attention from the content of one's writing.

While the computer and the Internet have made the business of spelling a whole lot easier in recent times, there are still challenges that come with spelling words and telling their variants while using the computer. Again, examination situations are a challenge that only a consolidated knowledge of how words should be spelt and the right usage at such times. It is, therefore, pertinent to master a few rules which make the spelling of English words easy. These rules are discussed in the subsequent paragraphs of this passage.

One of the aspects of spelling that should be mastered is doubling consonants. There are a few situations when consonants can be doubled, and the first is when the word has a single syllable

and a single vowel, then ends in a single consonant. Such a final consonant has to be doubled before a suffix that begins with a vowel can be added:

Hit- hitting Drag- dragged Shop- shopped Run- running

When the last consonant in a monosyllabic word is any of 'w', 'x' or 'y', the consonant should not be doubled.

Box- boxing Buy- buying Row- rowed

In addition, words that have two syllables also have the last consonants doubled when the consonants follow vowels, as the words below show:

Abhor- abhorrent Begin- beginning Deter- deterred Occur- occurrence
Unwrap- unwrapped

Another feature of English spelling is the possibility of retaining or dropping the final 'e' in a word, depending on the word structure. On the one hand, if a word ends in 'e', and the 'e' is seen immediately after a consonant letter, the 'e' will be dropped, so long as the suffix (a letter or a group of letters added at the end of a base word) attached to the word starts with a vowel:

Desire- desirable Excite- exciting Love- loving Extreme- extremity Move- movable

On the other hand, when the suffix following the word begins with a consonant sound, the 'e' is retained in the word, as the examples below show:

Care- careless Rude- rudeness Safe- safety Engage- engagement Fortunate- fortunately

Note, however, that sometimes this difference could be about regional variants. For example, Americans spell 'aging' while British spell 'ageing'. Moving on, most words that end in 'ue' have the 'e' dropped when suffixes are added to them:

Argue- argument Due- duly True- truly

In contrast to this last set of words, the 'e' is retained in words that end in 'oe':

Canoe- canoeing Hoe- hoeing Shoe- shoeing

While '-able' is added to many words, such as fashion, reason, and comfort to derive the adjectives, fashionable, reasonable, and comfortable, words that have an '-ion' ending usually accept the use of '-ible' to realise their adjectives:

Corruption- corruptible (not, corruptable)
Digestion- digestible (not, digestable)
Permission- permissible (not, permissable)

While most nouns that end in 'o' attract 'es' to form their plural forms (heroes, tomatoes, potatoes, echoes, vetoes, and so forth), few words which are of foreign origin only add 's' after the 'o' (pianos, memos, and dynamos), whereas some others attract both 's' and 'es':

Memento – mementos, mementoes

Volcano – volcanos, volcanoes

Mosquito – mosquito, mosquitoes

Similarly, while the 'f' or 'fe' in some singular nouns are replaced with 'ves' to derive their plurals (for instance, wives, lives, halves, loaves, wolves, selves, calves, and thieves), few others are only pluralised by the addition of 's' to the word (cliff – cliffs, safe-safes, belief-beliefs, proof-proofs, et cetera). What is more, a number of such words can attract both options:

Dwarf – dwarfs, dwarves

Halo – halos, haloes

Scarf – scarfs, scarves

Wharf – wharfs, wharves

Hoof – hoofs, hooves

Handkerchief – handkerchiefs, handkerchieves

Last but not least, do not forget that when converting sustain (a verb) to sustenance (a noun), the 'ain' in the former is replaced with 'enance'. Thus, we have:

Sustain – sustenance (not, 'sustenance')

Similarly, we have:

Maintain – maintenance (not, 'maintenance')

In conclusion, spelling is an aspect of language use that should be taken seriously, if one needs to excel in writing skills. This passage is one simple approach to the mastery of English spellings, but learners of the language must advance their efforts for improvement.

PUNCTUATION

Punctuation is a device to indicate the writer's ideas clearly in his writing. Punctuation is a partial representation of the Phrases, rising and falling voice, surprise, and other feelings, Punctuation is the tool that allows us to organize our thoughts and make it easier to review and share our ideas. The Standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, and semicolon.

Preliminaries

Note the following points

1. A sentence in written English always begins with a capital letter and ends with a Full stop (.), a question mark(?) or a note of Exclamation (!).
2. The Personal pronoun ' I ' is always written in Capital letter.
3. Don't use too many punctuation marks lest your reader should be confused.
4. Use punctuation to avoid ambiguity or vagueness of ideas.
5. Remember that properly punctuated writing is an added asset to your communication abilities.

Punctuation marks in English

Using Punctuation in Sentences – Examples

Using punctuation is vital to make your writing look professional, logical and well-founded. Using no punctuation at all will not make sense; overuse of punctuation can make your writing look distorted and vague.

Have a look at the following table to understand each punctuation mark and to see how they can be used in sentences.

Punctuation mark	Punctuation mark (Symbol)	Sentence example
Full stop / Period	.	I am a student.
Comma	,	Shareen, my sister's daughter, came home today.
Colon	:	You have two options: Take a bus or hire a cab.
Semicolon	;	I did not like the dish; however, I ate it since I did not want to waste it.
Apostrophe	'	Ritu's brother is moving to Sydney.
Quotation marks	“ ”	My mom said, “Make sure you get home before 7 p.m.”
Hyphen	—	Pre-final, Semi-final We have a black-eyed white bunny.
Dash	—	My mom's friends — Sheela, Immaculate and Agnes — visited her today.
Brackets	() (Rounded) [] (Box brackets)	Agnes Gonxha Bojaxhiu (popularly known as ‘Mother Teresa’) was born on August 26, 1910.
Slash	/	You can use a noun/pronoun to start a sentence.
Exclamation mark	!	Wow! That is great news.
Question mark	?	What would you like to have for dinner?
Ellipsis	...	We wrote in the comments section, “We were here. This is the ... again.”

EXERCISE

Use appropriate punctuation marks to the following sentences.

1. We had a great time in France the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go into hospital she had heart problems
5. Did you understand why I was upset
6. It is a fine idea let us hope that it is going to work
7. We will be arriving on Monday morning at least I think so
8. A textbook can be a wall between teacher and class
9. The girls father sat in a corner
10. In the words of Murphys Law Anything that can go wrong will go wrong

PARTS OF SENTENCES

There are two parts of a sentence namely **subject** and **predicate**.

Subject is the doer of an action.

Predicate denotes the action done.

But, Predicate contains the elements within the predicate adding more detail or meaning. They are verbs, direct objects, indirect objects, and subject complements.

Subject

The subject of a sentence tells the reader who or what the sentence is about. This can be a person, pronoun, place, or thing. There are typically three types of subjects you can use in your writing.

- **Simple subject.** This is a one-word subject that is typically a noun or pronoun.

Example: **He** ate the pizza. (**He** is the simple subject here.)

- **Complete subject.** This includes the simple subject along with additional adjectives or modifiers that describe the person, place, or thing.

Example: The neighbor's **brown cat** drank the milk. In this example, the neighbor's brown cat is the complete subject.

- **Compound subject.** A compound subject includes multiple simple subjects. For example, you could write: Shyam and Lisha went shopping for clothes. There are two simple subjects, or one compound subject, in this sentence: Shyam and Lisha.

Predicate

This next part of a sentence describes what your subject is doing. You can use an action verb or a linking verb to tell your reader what actions your subject takes. There are also three types of predicates that you can incorporate in your sentence structure. These predicates are:

- **Simple predicate.** This is a one-word predicate that is an active verb. If you want to use a simple predicate, you could write: Bobby danced. In this example, Bobby is a simple subject, and danced is the simple predicate.
- **Complete predicate.** A complete predicate includes a linking verb and either a direct or indirect object or phrase. For example, you could write: The pilot flew the plane. While flew is the simple predicate and a linking verb, flew the plane is the complete predicate because it tells the reader what the pilot flew.
- **Compound predicate.** A subject and at least two verbs or actions form a compound predicate. For example, you could write: Lisha bought shoes and ate lunch at the mall. In the example, Lisha is the simple subject. Bought shoes and ate lunch at the mall are the compound predicate because they describe two actions Lisha takes.

Objects

Although you only need a subject and predicate to form a complete sentence, there are other parts of a sentence that you can use to make up your writing. Direct and indirect objects are nouns that follow your predicate and describe what or who the subject took the action upon. Consider these examples:

- Lisha bought shoes. This sentence uses a direct object to describe what Lisha bought.
- She gave her brother a hug. This example includes a direct object, a hug, and an indirect object, her brother. The direct object describes what he gave, and the indirect object describes who she gave it to.

Complements

There are two types of complements. subject complement or object complement. The man is tall. Tall is a complement, or adjective, that describes the man.

- Her hair was long before she cut it. Long describes the subject: her hair.

- They painted their house black. Black is an object complement that describes the color they painted their house.

Modifiers

The modifiers you use in your sentences are adjectives and adverbs that describe your subject or predicate. While they're not required parts of a sentence, they do add layers to your writing. For example, you could write:

- The big dog jumped on my bed. In this example, big describes the dog.
- They walked slowly. Slowly describes how the subjects are walking.
- Her backpack was small and pink. This is a compound modifier because both small and pink describe the backpack.

Exercises on Parts of Sentences

Choose the part of sentence as directed:

1. Jenny won the writing competition for her class. (**Choose the subject**)
2. **Choose the subject in the sentence:** The old, abandoned church caught on fire!
3. **Choose the subject in the sentence:** Are you going to the dance tonight?
4. **Choose the predicate in the sentence :** Jenny won the writing competition for her class.
5. **Choose the predicate in the sentence :** The river flows swiftly.
6. **Identify the direct object in the sentence :** Hannah gave Madison a birthday gift.
7. **Identify the direct object in the sentence :** Megna dropped the stapler on her toe. Ouch!
8. **Identify the indirect object in the sentence:** Austin passed Michael a note in class when the teacher wasn't looking.
9. **Identify the subject complement in the sentence :** Mrs. Sashi is the substitute for Mrs. Varma's class.
10. **Identify the adjunct in the sentence:** They laughed loudly.

PARTS OF SPEECH

Words are divided into different kinds or classes, called parts of speech, according to their use; that is, according to the work they do in a sentence. The parts of speech are eight in number.

- | | | | |
|-----------|----------------|----------------|-----------------|
| 1. Noun | 2. Adjective | 3. Pronoun | 4. Verb |
| 5. Adverb | 6. Preposition | 7. Conjunction | 8. Interjection |

1. A noun is a word used as the name of a person, place, or thing; as, Akbar was a great king.

Kolkata is on the banks of the river **Hooghly**.

The **rose** smells sweet.

The **sun** shines bright.

His courage won him honour.

Note: the word thing includes (i) all objects that we can see, hear, taste, touch, or smell; and (ii) something that we can think of, but cannot perceive by the senses.

2. An adjective is a word used to add something to the meaning of a noun; as,

He is a **brave** boy.

There are **twenty** boys in this class.

3. A pronoun is a word used instead of a noun; as

John is absent, because **he** is ill.

The books are where **you** left them.

4. A verb is word used to express an action or state of being; as

The girl **wrote** a letter to her cousin. (action)

Kolkata **is** a big city. (a state of being)

Iron and copper **are** useful metals. (a state of being)

5. An adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb; as

He worked the sum **quickly**.

This flower is **very** beautiful.

She pronounced the word **quite correctly**.

6. A preposition is a word used to stand in relation with a noun or a pronoun

There is a cow **in** the garden.

The girl is fond **of** music.

A fair little girl sat **under** a tree.

7. A conjunction is a word used to join words or sentences; as

Rama **and** Hari are cousins.

Two and two make four.

I ran fast, **but** missed the train.

8. An interjection is a word which expresses some sudden feeling; as

Hurrah! We have won the match.

Alas! She is dead.

Some modern grammars include determiners among the parts of speech. Determiners are words like a, an, the, this, that, these, those, every, each, some, any, my, his, one two, etc., all determiners except “a, an, the” are classed among adjectives.

As words are divided into different classes according to the work they do in sentences, it is clear that same word can be used as different parts of speech.

They arrived soon after. (Adverb)

They arrived after us. (Preposition)

They arrived after we had left. (Conjunction)

EXERCISE

Identify the Parts of Speech given in bold letters.

- 1) Tom went to market to buy **books** (_____).
- 2) He went to the market **but** (_____) did not buy new books.
- 3) I **liked** (_____) **him** (_____) better than he likes me.

- 4) The smart girl danced **gracefully**. (_____).
- 5) **She** (_____) eats apples daily in the morning.
- 6) When he was **sitting** (_____) on the grass, a snake bit him.
- 7) **You** (_____) caught him by his arm.
- 8) A **rich** (_____) lady bought a **beautiful** (_____) necklace.
- 9) **Hurrah!** (_____) I have passed the examination.
- 10) The cat is sitting **under** (_____) the chair.
- 11) **Alas!** (_____) I could not receive you.
- 12) The body of the cage is made of **iron**. (_____)
- 13) It is not **your** (_____) pen; it is hers.
- 14) There is still some milk **in** (_____) the jug.
- 15) Jimmy is **performing** (_____) his duties diligently.
- 16) The drawing made by you is **almost** (_____) perfect.
- 17) I shall not go **unless** (_____) you allow.
- 18) The road is **to** (_____) go by.
- 19) The flowers smell **sweet**. (_____)
- 20) He **frequently** (_____) goes to the beach.

Basic sentence structures

A sentence may be divided into five parts. They are

1. Subject(S) 2. Verb (V) 3. Object (O) 4. Complement(C) 5. Adjunct (A)

1. Subject(S)

Every complete sentence has a grammatical subject that is a noun, noun phrase or a pronoun which governs the verb.

Eg: 1. Fire burns. 2. The children are playing.

2. Verb (V)

It's a most important part which tells us what the subject does (i.e) denotes an action.

Eg: 1. Birds fly. 2. She is washing clothes.

3. Object (O)

Object is a word or group of words (noun / pronoun, noun phrase or clause) which is governed by a transitive verb.

Eg: He bought an air cooler.
O

In some sentences there would be two objects.

What (Things)-direct object (DO)

whom (Person)-Indirect Object (IO)

Eg: 1. She gave me a book. IO DO

2. They elected him as their leader.
IO DO

4. Complement(C)

Complete meaning of subject or object.

- Subject complement(noun/adjective/adverb):

Ravi is an engineer. Geetha became a dancer.

SC SC

- Object complement(noun/adjective/adverb):

The principal declared Friday, a holiday.
OC

The magician made children happy.
OC

5. Adjunct (A):

It gives extra meaning.

Eg: They laughed loudly.
A

I found the box on the road.
A

Exercise

Choose the correct sentence structure from the following sentences.

1. **Boys are playing in the ground.**

- A. SVO
- B. SVC
- C. SVA
- D. SVOO

2. **Kalpana cooks very well.**

- A. SVA
- B. SVO
- C. SVC
- D. SVOC

3. **They made her my secretary.**

- A. SVOO
- B. SVOC
- C. SVCA
- D. SVO

4. **Sentries have been posted all around the building.**

- A. SVO
- B. SVAA
- C. SVA
- D. SVC

5. **He is sleeping.**

- A. SV
- B. SVO
- C. SVC
- D. SVA

6. **I teach him English.**

- A. SVA
- B. SVOO
- C. SVOC
- D. SVO

7. **India become independent in 1947.**

- A. SVOA

- B. SVA
- C. SVOO
- D. SVAC

8. She was a friendly person.

- A. SVA
- B. SVO
- C. SVOO
- D. SVC

9. Tell me your name.

- A. SVO
- B. SV
- C. VOO
- D. SOC

10. The boys are playing football now.

- A. SVOA
- B. SVC
- C. SVA
- D. SVOC

11. I smell something burning.

- A. SV
- B. SVOC
- C. SVO
- D. SVOO

12. She seems haughty.

- A. SVC
- B. SVO
- C. SVA
- D. SVOA

13. The Doctor gave him a shot.

- A. SVOO
- B. SVOC
- C. SVA
- D. SVOA

14. All women love jewels and silk saris.

- A. VS
- B. SVO
- C. SVAC
- D. SVA

15. My sister speaks English very well.

- A. SOA
- B. SVO
- C. SV
- D. SVOA

16. The doctor advised him complete rest.

- A. SVOC
- B. SVCC

C. SVOA

D. SVOO

17. Her dress appears new.

A. SVA

B. SV

C. SVC

D. SVO

18. I have finished writing a book.

A. SVOO

B. SOC

C. SVA

D. SVO

19. They felt the floor vibrate.

A. SVOC

B. SVOO

C. SVAC

D. SVO

20. I don't know him.

A. SOA

B. SVO

C. SVOC

D. SVOA

Forming "Wh" Questions

Meaning of "Wh" question words.

Who - used to ask about a person

What - used to ask about a thing

Where - used to ask about a place

When - used to ask about a time?

Why - used to ask about a reason?

Which - used to ask about a choice

Whose - used to ask about a possession

How - used to ask about a method/ way?

How long - used to ask about a distance

How old - used to ask about an age

How far - used to ask about a distance

How long - used to ask about duration

A few meaningful sentences using 'Wh'– type questions

1. What kind of music do you like?

2. Whose phone do you want?

3. Where is his house?
4. When did you pay your college fees?
5. Why are you so scared of me?
6. How many times do you go for shopping in a week?
7. Who knows the answers to these questions?
8. Whom did you see yesterday?

The use of question words and how to ask questions in English

Who - asking for a person and animal: subject: no do, does, did

Jane opened the door. **Who opened the door?**

Tom helped in the garden. **Who helped in the garden?**

Who - asking for a person and animal: object: do, does, did

They greet their teacher. **Who do they greet?**

He asked Mary about the burglary. **Who did they ask about the burglary?**

What - asking for a thing: subject: no do, does, did

His ankle hurts. **What hurts?**

The flower pot fell on the floor. **What fell on the floor?**

What - asking for a thing: object: do, does, did

She usually wears jeans. **What does she usually wear?**

They built a castle in the sand. **What did they build in the sand?**

Which - asking for a limited number of items: subject: no do, does, did

She likes visiting foreign countries. **Which countries has she already visited?**

We should take the bus to the center. **Which bus should we take to get to the center?**

Whose - asking for the 2nd case

This is Peter's pencil. **Whose pencil is this?**

Carol's father was a drummer. **Whose father was a drummer?**

When - asking for the time

I saw her yesterday. **When did you see her?**

They came home at midnight. **When did they come home?**

Where - asking for the place

He flew to Manchester. **Where did he fly?**

He lives in a big house. **Where does he live?**

Why - asking for a reason

He stayed at home because he was ill. **Why did he stay at home?**

They like him because he is always friendly. **Why do they like him?**

How - asking for the manner

He drove fast. **How did he drive?**

My holidays were great. **How were your holidays?**

How long - asking for a period of time

They stayed there for a week. **How long did they stay there?**

He lived in London for a year. **How long did he live in London?**

How many - asking for an exact amount

In this factory work 500 people. **How many people work in this factory?**

50 kids were at his party. **How many kids were at his party?**

How much - asking for not an exact amount

He gets 10 pounds pocket money a month. How much pocket money does he get a month?

She bought three bottles of wine. **How much wine did she buy?**

How often - asking for frequency

They play tennis twice a week. **How often do they play tennis?**

She meets him every Friday. **How often does she meet him?**

Exercise

Form questions for the underlined words

1. I get my pocket money from my dad.
2. This computer game has four levels.
3. I stayed up until twelve.
4. She copies the story.
5. He warmed his hands.
6. Tim and Susan fell in love.
7. We wrote lots of stories for her.
8. He made a big mistake.
9. They danced till the morning.
10. It began three years ago.

Vocabulary

Synonyms (Similar meaningful words)

A few synonyms and antonyms with examples

Synonyms: (similar meanings)

She **confronted** him about his smoking.

Confront = tackle

He uses **filthy** language.

Filthy = dirty

He is now fabulously **wealthy**.

Wealthy = rich

Cows are **sacred** to Hindus.

Sacred = pious / divine

They praised her **dexterous** handling of crisis.

Dexterous = skillful

The crew is ordered to **swab** down the decks.

Swab = mopping the floor

Antonyms: (opposite meaningful words)

Perturb X calm

Student was perturbed when the principal visited.

Divided X United

Divided we fall, united we stand.

Neighbour X distant

He was my neighbor but now he is in distant place.

Sumptuous X plain

Sathya Narayana Murthy provided sumptuous supply of swabbing material.

Ceaseless X cease

The fort was subject to ceaseless bombardment.

Suspicion X doubtless

AFFIXES (addition/modification to words)

Prefix (beginning)

Re- again or back

My mom will return tomorrow.

Dis- reverses the meaning of the verb

Sanju Samson was disqualified from the world cup.

Sub-under/below

She has never seen blue submarine.

Mis-badly or wrongly

I'm sorry but you misunderstood me.

Suffixes (ending):

Full-much

It is a woeful and complex story.

er- person concerned with N

I am the narrator

able- capable of

The book was so readable that I finished in one sitting

ish- somewhat

George behavior looks like childish.

ant- inclined to

She was hesitant to try the spicy food.

ROOT WORDS

A word or word part that forms the basis of new words through the addition of prefixes and suffixes.

Root Word	Prefix	Suffix
Use	Misuse	Useless
Clear	Unclear	Clearly
Happy	Unhappy	Happily
Order	Disorder	Orderly
Manage	Unmanageable	Manager
Mature	Immature	Matured
Comfort	Uncomfortable	Comfortable
Act	Enact	Acted
GREEK ROOT	MEANING	WORD/EXAMPLE
Biblio	Books, of books	Bibliography
Gram	Writing	Grammar
Ideo	Idea	Ideology

LATIN ROOT	MEANING	WORD/EXAMPLE
Amic	Friendly	Amicable
Lingua	Language	Linguistic
Not	Notepaper	notable
meter/metr	measure	thermometer, perimeter
tele	far off	television, telephone
psycho	soul; spirit	psychology, psychic
therm	heat	thermal, thermometer
techno	art; science; skill	technique, technological
pseudo	not genuine, false	pseudonym, pseudoscience
morph	form; shape	morphology, morphing
photo/phos	light	photograph, phosphorous
phon	sound	phone, symphony
hydr	water	hydration, dehydrate
mono	one	monologue, monotonous
mis/miso	hate	misanthrope, misogyny
micro	small	microbe, microscope
hetero	different	heteronym, heterogeneous
scope	viewing instrument	microscope, telescope
hypo	below; beneath	hypothermia, hypothetical
homo	same	homonym, homogenous
chron	time	chronological, chronic
gram	thing written	epigram, telegram
auto	self	autobiography, automobile
dyna	power	dynamic, dynamite
bio	life	biology, biography
dys	bad; hard; unlucky	dysfunctional, dyslexic
meter/metr	measure	thermometer, perimeter
tele	far off	television, telephone
psycho	soul; spirit	psychology, psychic
therm	heat	thermal, thermometer
techno	art; science; skill	technique, technological
pseudo	not genuine, false	pseudonym, pseudoscience
morph	form; shape	morphology, morphing
photo/phos	light	photograph, phosphorous
phon	sound	phone, symphony
hydr	water	hydration, dehydrate
mono	one	monologue, monotonous
mis/miso	hate	misanthrope, misogyny
micro	small	microbe, microscope
hetero	different	heteronym, heterogeneous
scope	viewing instrument	microscope, telescope
hypo	below; beneath	hypothermia, hypothetical

homo	same	homonym, homogenous
chron	time	chronological, chronic
gram	thing written	epigram, telegram
auto	self	autobiography, automobile
dyna	power	dynamic, dynamite
bio	life	biology, biography
dys	bad; hard; unlucky	dysfunctional, dyslexic
phobia	fear	claustrophobia, phobic
logy	study of	biology, psychology
graph	writing	graphic, phonograph
nym	name	antonym, synonym
anthrop	man; human; humanity	anthropologist, philanthropy

1. Add a prefix to these root words to fill the gaps: (mis, dis, un, re, post, pre, bio, auto)

I am always worried my writing will _____ (appear) from the computer screen. If that keeps happening I will have to _____ (place) the computer but I will be very _____ (happy) if I have to do that. As a _____ (caution) I will save all my work on a memory stick.

2. Add a suffix to these root words to fill the gaps: (ful, able, ing, lly, ly, ious, ian)

I am (learn) _____ to write formal (letter) _____. It is (prefer) _____ to begin the letter with a (greet) _____. If the letter is to someone I don't know, I end it 'Yours (faith) _____'. If the letter is to someone I know, I end it 'Yours (sincere) _____'.

3. Add both a prefix and a suffix to these root words to fill the gaps: (ful, ed, mis, ing)

1. He cracked the Civils Service Examination, he was ____ (success) for the second time.
2. Ria is ____ (child), she was crying a minute ago and suddenly she started laughing.
3. They are ____ (practice), perhaps they will win the ____ (champion) trophy.
4. My brother's ____ (aim) is to be a ____ (mathematics) when he grows up.
5. He is ____ (manners), he does not know how to behave with elders.
6. The current ____ (govern) did as promised, the roads of the old city are now ____ (broad).
7. A ____ (combine) of motivation and hard work can fulfil your dreams.
8. The doctors have advised her to be ____ (stress) only then she can overcome the ____ (weak).
9. She ____ (behave) in the class because of which teachers ____ (agree) to let her sit in the class.
10. College days are ____ (memory) days because here only we build ____ (relation) that are never ____ (forget).

Unit-II

Lesson: NATURE: The Brook by Alfred Tennyson (Poem)

About the author: Born on August 6, 1809, in Somersby, Lincolnshire, England, Alfred, Lord Tennyson is one of the most well-loved Victorian poets. Tennyson, the fourth of twelve children, showed an early talent for writing. At the age of twelve he wrote a 6,000-line epic poem. His father, the Reverend George Tennyson, tutored his sons in classical and modern languages. In the 1820s, however, Tennyson's father began to suffer frequent mental breakdowns that were exacerbated by alcoholism. Tennyson escaped home in 1827 to attend Trinity College, Cambridge. In that same year, he and his brother Charles published *Poems by Two Brothers*. The "Apostles" provided Tennyson, who was tremendously shy, with much needed friendship and confidence as a poet. Hallam and Tennyson became the best of friends; they toured Europe together in 1830 and again in 1832. Hallam's sudden death in 1833 greatly affected the young poet. The long elegy "In Memoriam" and many of Tennyson's other poems are tributes to Hallam. In 1859, Tennyson published the first poems of "Idylls of the Kings," which sold more than ten thousand copies in one month. In 1884, he accepted a peerage, becoming Alfred, Lord Tennyson. Tennyson died on October 6, 1892, and was buried in Westminster Abbey.

This poem is extracted from "The Brook" by Alfred Lord Tennyson. The poet speaks in the voice of a brook, or a small stream, and tells us about the journey it goes through to finally merge with the river. The poem is divided into twelve stanzas. The rhyme scheme of each stanza is abab.

Stanza 1- 3

*I come from haunts of coot and hern,
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.
By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorpes, a little town,
And half a hundred bridges.
Till last by Philip's farm I flow
To join the brimming river,*

*For men may come and men may go,
But I go on forever.*

The poet assumes the voice of the brook. The brook says that it comes from the haunts(visit) of coot and hern. (coot and hern are the name of two birds) So, it originates in a water body that is home to birds such as the coot and the heron. It makes a sudden sally, or rushes forward suddenly. Its water sparkles under the sunlight as it flows among ferns. Then the brook flows down a valley.

The brook runs down thirty hills, or slips into the gaps between the hills. It flows by twenty thorpes or villages, a little town, and half a hundred bridges.

At last, it flows by Philip's farm to join the brimming river. The brook finally joins the river after flowing past the farm of a man named Philip. It insists that men may come and men may go, but it goes on for ever. This means that although humans live short lives that are constantly changing, the brook will last forever.

Stanza 4- 6

*I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.
With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.
I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.*

The brook flows over stony ways creating musical notes such as little sharps and trebles. It bubbles into swirling seas and makes a murmuring sound on the pebbles that line the bottom.

It curves many times along its banks, and passes by many a field and fallow. Fallow land is the farmland that is not currently under cultivation. It also passes by places that are so beautiful and enchanting that they seem to be inhabited by fairies. These lands are filled with plants such as willow-weed and mallow.

The brook makes noises that seem like chatter as it flows to join the brimming river. It again repeats that men may come and men may go, but it goes on for ever. Human lives are short and temporary, but forces of nature such as the brook are permanent.

Stanza 7- 9

*I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,
And here and there a foamy flake
Upon me, as I travel
With many a silvery waterbreak
Above the golden gravel,
And draw them all along, and flow
To join the brimming river
For men may come and men may go,
But I go on for ever.*

The brook winds about, or zigzags in and out of many places. It sometimes finds a flower blossom sailing along its surface. It also finds fish such as trout and graylings in its waters.

Sometimes, the brook foams up as it flows. It travels with many a silvery waterbreak above the golden gravel. This means that the surface of the brook breaks out in silvery waves that crash against the sand and pebbles below it.

The brook draws all these things along and flows to join the brimming river. The brook once again says that men may come and men may go, but it goes on forever.

Stanza 10- 12

*I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.
I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses;
And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.*

The brook slips, slides, glooms and glances. The word “gloom” represents how the brook might turn dark and murky at times. The other words represent its playful nature. It is accompanied by skimming swallows. Birds known as swallows brush the surface of the brook as they search for food. The brook makes netted sunbeams dance against its sandy shallows. When sunlight passes through the surface of water, it forms a netted shadow on the sand below the water. This shadow keeps moving because of the flowing water, making it look like the sunlight is dancing.

The brook passes quietly in the night time under moon and stars as it flows past forests filled with shrubs. It slows down to linger by its shingly bars, or banks filled with little pebbles. It takes its time to loiter round the plants that grow along its banks, such as cresses.

It then it curves out and flows to join the brimming river. It ends by again stating that men may come and men may go, but the brook goes on forever.

Conclusion

This poem narrates the journey of a brook. It flows over hills and by villages, seeing various sights on its way, to ultimately join the river. The brook's journey shows us the beauty and power of nature. It also makes us aware of human mortality and nature's eternity.

PARAGRAPH WRITING

STRUCTURE OF A PARAGRAPH

Paragraph writing is the basic element to improve skills. It connects the idea of the writer, coherent the words and grouped together to form a constructive sentence. These sentences are grouped as a form of paragraphs.

It consists 3 parts as:

- i) The Beginning,
- ii) The Middle,
- iii) The End.

i) **The Beginning:** It is also called as 'Introductory Sentence'. The reader should understand through the introduction and it should tell the reader what the paragraph is going to be about. The first 3 sentences will give an overview of the subject. After you introduce your topic or problem, you'll end your introduction with a 1 sentence *thesis* that will lay out your argument or stance on the topic. A basic introduction will be about 3-4 sentences long.

ii) **The Middle:** It is also called as 'Body of the paragraph'. After introduction, First, *introduce the main point* of this paragraph. Then, give your evidence or support for the points you are making. Next, explain your evidence and how it supports your ideas. Finally, *provide a transition* to your next paragraph. Body paragraphs will make up the bulk of your essay.

- At a minimum, a body paragraph needs to be 4 sentences long. However, a good body paragraph in a short essay will be at least 6-8 sentences long.
- Include at least 3 body paragraphs to explain your ideas. Your body paragraphs are where you'll explain your argument or stance on your topic.

iii) **The End:** The Paragraph should have coherence with the introduction and purpose of the paragraph information and it includes the topic with necessary recommendation that the reader get convinced of the given context.

End with a **concluding paragraph**. Your conclusion provides a brief summary of your ideas so that the reader can reflect on them. Help the reader understand what you want them to take from this essay. For example, you might give them a call to action or ask them to rethink their position on your topic.

A good conclusion for a short essay will be 3-4 sentences long.

Models of Paragraph:

1. Narrative, 2.Descriptive, 3.Expository, and 4.Persuasive.

1. **Narrative:** When you tell a story or an incident, the teller becomes a narrative. It tells the incident with coherence, unity and informative.
2. **Descriptive:** To describe something like product, place, person, feel etc. This type of paragraphs can be more artistic and vary from grammatical forms.
3. **Expository:** This type is like giving instructions and may also explain a process and influence the reader with necessary explanation.
4. **Persuasive:** This type of paragraph makes the audience to admit the writer's point of view. It tells facts on the topic.

An example of paragraph:

CHANDRAYAAN-3

National Space Day will be celebrated on August 23 every year as announced by PM Modi. Every Indian is proud about the soft-landing of Chandrayaan 3 on the moon!. Chandrayaan 3 was a gigantic success for India and now its Pragyan rover has gone to

sleep. To commemorate Chandrayaan 3 triumph and the soft landing of Vikran lander on moon. As per ISRO's latest update, the Rover completed its assignments and it is now safely parked and set into Sleep mode. The Chandrayaan 3 Rover Pragyan had ramped down from the Lander a while after its landing on August 23rd. Pragyan rover was continuously walking on the moon and sending various details to the ISRO centre. Now it will be re-started when the sun will rise again on the south pole of the moon, close to September 22nd. In the vast space of our universe, where mythology and science come together so often, Chandrayaan-3 shines brightly as a symbol of India's astral hope and exploration. It shows India's strong determination to uncover the moon's mysteries. With careful planning and robust designs, Chandrayaan-3 has gotten us closer to landing on the moon and discovering its hidden secrets. Chandrayaan 3 seeks to demonstrate India's technological prowess in advance lunar exploration. Equipped with advanced instruments, Pragyaan rover conducted scientific studies, analyzed lunar soil, and gathered crucial data for research. It is a testament to India's commitment to space exploration and greater understanding of the Moon's mysteries.

COHESIVE DEVICES [LINKERS]

Cohesive devices are sometimes called linking words, linkers, connectors, discourse markers, or transitional words Cohesive Devices are words or phrases that show the relationship between paragraphs or sections of a text or speech Cohesive devices are words like ‘**For example**’, ‘**In conclusion**’, ‘**however**’ and ‘**moreover**’ etc.,

Types of Cohesive Devices:

Pronoun: Referring back to a person or object already named without having to repeat it.

Example: Jim closely followed **his** wife.

Prepositions: Shows relationships between noun and rest of the sentence.

Example: Alex will come home from vacation **on** Saturday.

Conjunctions: words like or, and, but, so are used within the sentence to join sentences and phrases

a. Adding

And

Example: My uncle will visit us next week and stay with us for sometime

Also

Example: Apart from English, Prerana also speaks Spanish.

As well as

Example: He got a car as well as a motorbike.

Too

Example: You have eaten too many of those cakes.

b.Furthermore

Example: Ravi said he had not discussed the matter with Vinnie. Furthermore, he had not even contacted her.

In addition

Example: I studied journalism in college. In addition, I did a part-time job at a newspaper agency.

Along with

Example: This vehicle has GPS tracking capabilities, along with the keys.

c.Sequencing

Firstly

Example: Firstly, I would like to clearly state that it is not my fault.

Secondly

Example: Firstly, thank you for coming. Secondly, let me introduce our host.

Next

Example: Next, the powder has to be ground to a fine paste.

Finally

Example: Finally, the processed goods are sent to the market.

Then

Example: I will go to the mall. Then I will eat something.

Before

Example: Before I go to work each morning, I stop at starbucks for coffee.

Meanwhile

Example: You can set the table. Meanwhile I'll start cooking dinner.

d.Emphasizing

Above all

Example: Above all, her hospitality was appreciated by everyone

Especially

Example: I prefer listening to music, especially melodious ones.

Indeed

Example: she is indeed a smart girl.

Significantly

Example: Donations have significantly increased over the past few years.

In particular

Example: His behaviour in particular bothered me so much

e.Contrasting

However

Example: Robin was feeling sick. However, he did not hesitate to go to school.

Whereas

Example: The old system was fairly complicated whereas the new system is really very simple.

Instead of

Example: I'll have coffee instead of tea.

On the other hand

Example: On the other hand, maybe buying a large wasn't a good idea.

Nevertheless

Example: She was very tired, nevertheless she kept on working.

f. Illustrating

Such as

Example: In this forest, you'll see many types of coniferous trees, such as pine and spruce.

For instance

Example: There are a number of improvements; for instance, both mouse buttons can be used.

In the case of

Example: In case of failure, you should try again.

For example

Example: You can use any two colors – for example, purple and yellow.

g. Conclusion

To summarize

Example: To summarize, this is the ideal approach to a common problem.

In conclusion

Example: In conclusion, I would like to say how much I enjoyed myself.

To sum up

Example: To sum up, you must exercise regularly for a healthy life.

To wrap up

Example: To wrap, use a blanket on cold days.

On the whole

Example: On the whole, I would like to thank you for your patience.

h. Cause and Effect

Because

Example: She couldn't sleep because of the noise outside her window.

Therefore

Example: He worked hard. Therefore he got the promotion.

Consequently

Example: She didn't wake up early. Consequently, she was late to work.

Hence

Example: These show-pieces are antique and, hence quite expensive.

As a result

Example: Many local citizens died as a result of a bomb blast.

Due to

Example: The traffic jam was due to a terrible accident.

Qualifying

But

Example: I bought a pen, but I lost it.

However

Example: However, there was no need to repeat the details.

Although

Example: Although David is young, he is independent.

Unless

Example: Unless you are tired, it is good to go for a walk at the park.

Apart from

Example: Nothing else matters to him apart from his job.

As long as

Example: As long as we're happy, don't worry about others.

Fill in the blanks with suitable Cohesive Devices.

(while, besides, before, and, though, whereas)

a. ----- worked hard, he failed.

b. Raju celebrated his birthday on 10th of December ----- Mohan celebrated his birthday on 12th of December.

c. ----- English he can speak Telugu.

d. ----- he was going to market, he met his old friend.

e. ----- he went to theatre, the film had begun already.

f. Akbar ----- Syam are happy now.

ARTICLES

Article

Basically, an article is an adjective. Like adjectives, articles modify nouns.

English has two articles: "**The a/an**".

The is used to refer to specific or particular nouns; a/an is used to modify non-specific

We call the "the" definite article and "a/an" the indefinite article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read **the** Bible,"

If I say, "Let's read **a** book," I mean any book rather than a specific book.

Here's another way to explain it:

'The' is used to refer to a specific or particular member of a group.

For example, "I just saw **the** most popular movie of the year." There are many movies, but only one particular movie is the most popular.

"A/an" is used to refer to a non-specific or non-particular member of the group.

For example, "I would like to go see **a** movie." Here, we're not talking about a specific movie. We're talking about any movie. There are many movies, and I want to see any movie.

I don't have a specific one in mind. Normally, we use a/an to refer to something for the first time.

For example:

Ex: "We went to **a** museum in Paris. We ate at **the** museum too".

I ate **an** apple yesterday. **The** apple was so sweet.

Indefinite Articles: a and an

"A" and "an" signal that the noun modified is indefinite, referring to any member of a group. For example:

"My daughter really wants **a** dog for Christmas." This refers to any dog. We don't know which dog because we haven't found the dog yet.

* "Somebody calls **a** policeman!" This refers to any policeman. We don't need a specific policeman; we need any policeman who is available.

* Remember, using a or an depends on the sound that begins the next word.

a + singular noun beginning with a consonant: **a** boy; **a** car; **a** bike; **a** zoo; **a** dog

an + singular noun beginning with a vowel: an elephant; **an** egg; **an** apple; **an** idiot; **an** orphan

a + singular noun beginning with a consonant sound: a user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle

* Remember that this rule also applies when you use acronyms:

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

a broken egg

an unusual problem

a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant /j/ sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

I am **a** teacher. (I am a member of a large group known as teachers.)

Brian is **an** Irishman. (Brian is a member of the people known as Irish.)

Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"**The** dog that bit me and ran away" Here, we are talking about a specific dog, the dog that bit me.

"I saw **the** elephant at the zoo." Here, we are talking about a specific noun. Probably there is only one elephant at the zoo.

Countable and Non countable Nouns

The can be used with uncount nouns, or the article can be omitted entirely.

"I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).

"He spilled **the** milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).

"A/an" can be used only with count nouns.

"I need **a** bottle of water."

"I need **a** new glass of milk."

Geographical use of the:

Do not use the before:

- Names of most countries/territories: Italy, Mexico, Bolivia; however,
- Names of cities, towns, or states: newyork ,Tirupathi.
- Names of streets: Washington Blvd., Main St.

‘The’ use before:

- names of rivers, oceans and seas: the Nile, the Pacific
- points on the globe: the Equator, the North Pole
- geographical areas: the Middle East, the West
- deserts, forests, gulfs, and peninsulas: the Sahara, the Persian Gulf, the Black Forest,
- the Iberian Peninsula
- the Netherlands, the Dominican Republic, the Philippines, the United States

Don’t forget the:

- The centre, the top, the middle, the bottom, the left, the right, the end of, the beginning of...
- The same, the best, the worst.
- In front of unique things
- The sun, the moon, the world, the sky, the sea, the ground.
- In front of professions and people (specified):
- The police, the fire brigade, the army...
- The piano, the guitar, the trumpet, the flute...
- The doctor, the toilet, the bank, the theatre, the post office, the dentist, the cinema...

Do not use the:

- Breakfast, lunch, dinner
- Go to work, get to work, be at work, start work, finish work...
- Got to school, be at school, start school, leave school...
- Go to university, be at university...
- Go to church, be in church
- Go to bed, be in bed
- Go to hospital, be in hospital
- Go to prison, be in prison
- Go home, get home, arrive home, come home, walk to home, leave home, be at home, stay at home

Omission of Articles/Zero articles:

Some common types of nouns that don't take an article are:

- Names of languages and nationalities: Chinese, English, Spanish, Russian
- Names of sports: volleyball, hockey, baseball
- Names of academic subjects: mathematics, biology, history, computer science.

Articles in sentences (Examples)

- 1) Did you bring an (a, an, the) umbrella?
- 2) Are you looking for the(a, an, the) shampoo?
- 3) I checked the (a, an, the) mailbox again.
- 4) Can I have a (a, an, the) spoon please?
- 5) I was born into a(a, an, the) poor family.
- 6) She will come back in an (a, an, the) hour.
- 7) Have you been to the (a, an, the) Space Needle Tower in Seattle?
- 8) I would love to talk to one of the (a, an, the) managers.
- 9) What an (a, an, the) amazing view!
- 10) The helicopter landed on the (a, an, the) roof of a building.

Exercises on articles

- 1) apple a day keeps the doctor away (An,The,A)
- 2) Mount Everest is in Himalayas (a, the, x)
- 3) President of the United States was elected last year (The, a,x)
- 4) We spent a lot of time swimming in sea on holiday (the, a, x)
- 5) London is on River Thames (x, a, the)
- 6) She did MA in French literature (an, a, x)
- 7) My garden's looking lovely now that daffodils are in flower(x, a, the)
- 8) It's most expensive hotel in town (x, a, the)
- 9)Mount Everest is in the Himalayas (a, the,x)
- 10) My mother is allergic to cigarette smoke the ---- a
- 11) An atheist does not believe in God a the ----
- 12) He never listens to classical music ---- the
- 13) You can pay that bill at bank the ---- an
- 14) My flat is on second floor the a an
- 15) It was excellent meal last night the an ----
- 16) We usually have dinner at eight a the ----
- 17) I'm against capital punishment the ---- a
- 18) Underground is a very convenient way of getting around London A The---
- 19) Could you turn off light when you leave? a ---- the
- 20) I don't go to theatre very often a the ----

PREPOSITIONS

Prepositions are a class of words that indicate relationship between noun pronoun and other words in a sentence. Most often they come before a noun.

In, On, Of, Between, At -are the examples of the prepositions.

Classification of prepositions:

Prepositions are classified as Simple, Double, Compound, Participle and Phrase/Phrasal.

Simple prepositions: Simple prepositions are single word prepositions **at, in, on, up, under** etc. are the simple prepositions.

Examples: The book is **on** the chair.

I don't work **at** night.

This book belongs **to** Raju.

ii) Double prepositions: These are made by two simple prepositions. Into, onto, upon, without, within etc. are the **Double prepositions**.

Examples: **He climbed onto the tree.**

We ran out of fuel.

iii) Compound Prepositions:

Compound prepositions are more than one word prepositions "**in between**" and **because of** are the preposition made up of two words **in front of** and **on behalf of** are preposition made up of three words. These prepositions are made by prefixing the preposition to a Noun, Adjective or Adverb. **Above, along, around, inside, outside** etc. are the compound prepositions.

Examples: The book is "**in front of**" the clock.

My English textbook is lying "**In between**" the two books "War and peace" and "The lord of the Rings".

iv) Participle Prepositions: It is a participle that function as a preposition. This ends with **ed, en, ing** etc. **Ex: Provided, completing, given** etc.

Examples: **The dog kept following him home.**

Students are completed their assignments.

V) Phrase / Phrasal Prepositions: It normally consists of a preposition and a noun and a pronoun. Before, behind, during, about, which are the **Phrasal prepositions**.

Examples: **Dolly is inside the store.**

Do not waste time with regret.

Kinds of preposition

1. Preposition of time
2. Preposition of place
3. Preposition of direction

1) Preposition of time

The preposition which is show the **time when something is happens**. The preposition of time are "**at, on, for, to, during, by** are the preposition of the time.

Examples:

1. I start work **at** 5a;00 am.
2. My brother birthday is **on** Tuesday.
3. In winter its too cold **to** work.

2) Preposition of place

Prepositions can be used to show **where something is located**.

3) Prepositions of direction

Prepositions are used to show **movement to or from a place**.

Prepositions of direction are “**To through, across, back to**,” are the direction prepositions.

Examples:

1. I moved **to** Karachi in 1992.
2. She swam **across** the river.
3. He walked **around** the home.

EXERCISES ON PREPOSITIONS

1. Do you live (at, on) Bahu Street (in, on) Nandyal?
2. I hung the picture (above, on) the fireplace.
3. She walked (in, into) the kitchen and put her packages (on, over) the table.
4. Is Jane (at, in) home? No, she is (on, at) the library.
5. Mary is sitting (in, on) the sofa (at, in) the living room.
6. Michigan is situated (in, between) Lake Michigan and Lake Huron.
7. While waiting for my train, I took a walk (around, across) the station.
8. A formation of twelve airplanes flew (over, on top of) our house.
9. The artist spends many hours (in, on) his studio (on, at) 50 Agraharam.
10. John found a note pinned (in, on) his door which said: “Meet me (at, in) the corner of Pine and Fifth Streets.”
11. The Blake family lives (at, on) Third Street (in, on) Cleveland, Ohio.
12. Don’t forget to put your return address (in, on) the envelope.
13. He sat (near, against) the camp fire.
14. Mr. Leo, who is (from, of) Ireland, is staying (at, to) his sister’s home in Boston.
15. Someone has spilled ink (in, on) this rug and has burned a hole (in, on) that one.

HOMONYMS, HOMOGRAPHS AND HOMOPHONES

Homonyms are words which sound alike or are spelled alike but have different meanings. We can say that a homonym is a word that both sounds and spelled the same as another word.

Homonyms can be words that have same sound but have different meanings. As an example, we can take the word “lie”.

Lie - not true and another meaning is

Lie - horizontal or resting position.

They are written and pronounced the same.

Likewise,

Train - It is a mode of transport or

Train - could mean physical/mental exercise.

In loose terms, both homographs and homophones are a kind of homonym because they either sound the same (homophone) or are spelled the same (homograph).

Examples of Homonyms in sentences

Homonyms	Meaning	Example sentence
a) Air b) heir	Wind or breeze Successor or a person who is legally entitled to collect an inheritance	Wind is favourable for the sailors to sail. The king was in desperate need of a heir to secure the future of his kingdom
c) Threw d) through	to send something from your hand through the air by moving your hand or arm quickly. from one end or side of something to the other.	She threw the ball so far that it landed in the neighbour's garden. She went through the woods to find the hut.
e) Bear f) Bare	carry something or some emotion. Bare means naked.	He could not bear to see his friend suffer. He walked barefooted to Tirumala.
g) Toe h) tow	The toe refers to part of the human foot which is a body part. Tow, which means accompanying someone or something	His toe has got injured. My aunt just landed up at our house with her dog in tow
i) Deer j) Dear	Name of a wild animal. Dear means greatly loved or valued.	My dear wife had no idea the deer was heading towards her car.

Homophones

What is a homophone?

The word homophone comes from the Greek word homos (=same) and phone (=voice). They have same sound but have different meanings and spellings.

List of homophones

Try to read the following words aloud and then look at their meaning.

1. Ad - advertisement
add - increase
2. Ate - past tense of eat
eight - number 8
3. be - verb
bee - the yellow/black flying animal
4. blew - past tense of blow
Blue - the colour

5. buy - purchasing
by - proposition or adverb
bye - farewell

Homonyms	Meaning	Example sentence
a) Sole	sole means single, solitary, or the only one	She was the sole passenger on the bus.
b) soul	soul refers to spirit, a vital principle	Some say brevity is the soul of wit
c) Son	A male child	Their son is a dentist.
d) sun	A star that shines in the sky produces heat and light.	I like to hang my laundry outside in the sun to dry.
e) Stair	a series of steps inside a building that lead from one level to another.	Watch your step stair he third has a broken tread.
f) Stare	Looking keenly	If you stare at the optical illusion, the circles appear to be moving.
g) Steal	To take something from a person without permission	I watched the crow steal food from the picnickers.
h) steel	Metal	Many skyscrapers have steel frames.
i) suite	a set of connected things that are intended for use together.	We bought a three-piece suite for the living room.
j) sweet	Sugary taste or pleasant	The dessert was too sweet for my tastes.
k) Their	Belonging to them	They took their grandchildren to the zoo.
l) there	Position or that point	Are there any volunteers?

Homographs

Homograph

The word homograph comes from the Greek word homos (=same) and grapho (=write). So, homographs are words that are written/spelled the same but have different meanings and are sometimes pronounced differently. When the words are the same for a noun and a verb, the pronunciation is often just a shift in the stressed syllable, from the first syllable (noun) to the last syllable (verb). For example, **re**cord/noun, to **re**cord/verb.

List of homographs

Try to read the following words aloud when you look at their meaning. Even though they are spelled the same, some of them sound different.

1. Content (/kən'tent/)

Con-TENT = happy or satisfied (adjective)
 CON-tent = all that is contained inside something (noun)

2. **Desert** (/dezət/)

DE-sert = a hot, arid region (noun)
 DEE-sert = to leave (verb)

3. **Does** (/dʌz/)

DOSE = female deer (plural)/present (noun)
 Does = third person singular form of the verb “do” (verb)

4. **Evening** (/iːvɪŋ/)

Eav-ning = late afternoon (noun)
 Ev-en-ing = making more even (verb)

5. **Minute** (/maɪˈnjuːt/)

Min-ut = 60 seconds (noun)
 My-nute = extremely small (adjective)

6. **Read** (/riːd/)

Red = past tense of reading (verb)
 Reed = present tense of reading (verb)

Examples of Homographs in sentences

Homograph	Meaning	Example sentence
Close	a) Shut b) Near	Did you close the windows before leaving the house? The post office is close to the bank in the main town.
Bow	a) Type of knot b) To make a forward movement with the top part of your body	She always wraps her presents with colourful bows /bəʊz/ Japanese people always bow /baʊ/ to show respect.
Bat	a) in baseball or cricket b) an animal	a) Tom has a strange way of holding his cricket bat . b) We often see bats in our garden in the early evening.
Minute	a) tiny b) unit of time	a) The chances of success were minute /maɪnjuːt/ b) I will be with you in just a minute /mɪnɪt/
Ball	a) Sphere b) a dance	a) We love ball games. b) At university, there was always a Summer Ball .
12. Fan	a) an admirer b) a cooling device	a) I am a huge fan of Raja Mouli's films. b) Can you switch off the fan , please? I'm really cold.

EXERCISE

1. Can I go to the party (to, too, two)?
2. This is my favorite (pare, pair, pear) of jeans.
3. I (sent, scent, cent) a letter to my aunt in Vietnam.
4. The children got (bored, board) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (there, they're, their) garden.
6. Alec is going to (wear, ware) his work boots today.
7. Do you think it is going to (rein, rain, reign) this afternoon?
8. I saw a restaurant just off the (rode, road) about a mile back.
9. David's brother is in a (band, banned) which plays Russian music.
10. Juana wants her socks because her (tows, toes) are cold.
11. The teacher walked down the (aisle, isle) between the rows of desks.
12. Hadil has a (pane, pain) in her shoulder.
13. The school (principal, principle) spoke to a group of parents.
14. The clerk wants to (sell, cell) as many TVs as possible.
15. I don't want to talk about the (passed, past) anymore.
16. Nobody (knows, nose) what you are thinking.
17. I have (for, four, fore) dollars in my pocket.
18. I need to take a (break, brake) from this exercise!
19. Humans have hands. Dogs have (paws, pause).
20. (He'll, Heel, Heal) be here in a few minutes.

UNIT-III

The significant achievements of Elon Musk

He read the entire Encyclopaedia Britannica at nine years old Musk was an avid reader from a very young age. He would spend, on average, 10 hours a day reading science fiction novels and anything else he could get his hands on. In fact, at the age of nine, he ran out of books to read at the library, so he ended up reading the entire *Encyclopaedia Britannica* before he finished fourth grade.

He ran a speakeasy to pay rent. As a self-funded college student, Musk had to come up with inventive ways to earn some income, a problem to which he found an ingenious solution to: rent a 10-bedroom frat house and turn it into a club. According to Musk, he and his roommate would make an entire month's rent in just one night!

He completed a double major, After spending two years at Queen's University in Kingston, Canada, Musk transferred to the University of Pennsylvania on a full scholarship ride. There, he pursued a double major in business and physics and graduated from the prestigious Wharton School.

He sold his first company for \$307 million. On his first bid to make a break in the internet industry, Musk collaborated with his brother Kimbal to start their own company, Zip2. It wasn't long before their startup was sold to a bigger company for a whopping \$307 million. This transaction landed Musk with \$22 million – not too bad for a 27-year-old!

He cofounded PayPal. PayPal was the result of a merger between Musk's startup X.com and Confinity, a competitor internet finance company. Musk served as the CEO of PayPal after the merger, but his executive years were shortlived as he was fired while on his honeymoon. Despite the fallback, he remained on the board and continued investing in PayPal. In fact, his contributions played an instrumental role when the company was sold to eBay two years later for a whopping \$1.5 billion, earning Musk \$180 million.

He founded SpaceX. Before the PayPal sale was even finalised, Musk diverted his interests to space exploration. The business mogul was determined to make space travel more accessible, and in a bid to develop and manufacture his own space launch vehicles, SpaceX was established in 2002. By 2006, the space rocket company landed a contract with NASA to handle scheduled cargo transport to the International Space Station in 2008.

He created the Musk Foundation. In 2002, Musk and his brother set up a private foundation in support of four distinct areas: renewable energy research and advocacy, human space exploration research and advocacy, paediatric research, and science and engineering education. With almost \$300 million donated to date, his foundation has focused on disaster relief, AI and sustainable innovations.

He became the CEO of Tesla. Musk initially joined Tesla's board of directors as its chairman in 2004. Being one of its lead investors, he assumed his role as CEO in 2007. His vision to build electric cars and make way for a more sustainable future also made him the lead product architect of the company.

Biographical sketch of Elon Musk

Elon Musk (born June 28, 1971, Pretoria, South Africa) South African-born American entrepreneur who cofounded the electronic-payment firm PayPal and formed SpaceX, maker of launch vehicles and spacecraft. He was also one of the first significant investors in, as well as chief executive officer of, the electric car manufacturer Tesla. In addition, Musk acquired Twitter (later X) in 2022. Musk was born to a South African father and a Canadian mother. He displayed an early talent for computers and entrepreneurship. At age 12 he created a video game and sold it to a computer magazine. In 1988, after obtaining a Canadian

passport, Musk left South Africa because he was unwilling to support apartheid through compulsory military service and because he sought the greater economic opportunities available in the United States.

He spent two years at the Queen's School of Business in Kingston, Ontario. He moved to the University of Pennsylvania where he earned a bachelor's degree in economics from the Wharton School. He stayed a year to finish his second bachelor's degree in physics. Then he moved to California to attempt to get a PhD in applied physics at Stanford but he left the program after only two days because he wanted to pursue his entrepreneurial aspirations. These were to start businesses in the internet, renewable energy and outer space. He became an American citizen in 2002.

By the end of 2016, Musk founded The Boring Company which focuses on tunneling and infrastructure. He mentioned Los Angeles traffic as the reason for starting this company. In March 2017 Elon Musk announced he had started another company that aimed to merge human brains with computers called Neuralink.

By April 2017 he was worth over \$10 billion, making him the 37th most wealthy American. Musk is also known for helping design and create the Falcon Heavy rocket, which successfully launched on February 6, 2018. In 2022, Musk bought Twitter after complaining about Internet censorship and criticizing Twitter for suspending the Babylon Bee. During his first few weeks as CEO, he has attracted criticism from some people. Many of them criticize him for laying off many employees at once, as well as appearing to have no interest in moderating hate speech.

LISTENING FOR GLOBAL COMPREHENSION AND SUMMARIZING WHAT IS LISTENED TO

Effective communication in English involves not only speaking and writing but also listening. Developing strong listening skills is crucial for understanding native speakers, following conversations, and overall language proficiency, whether you're a language learner or someone looking to enhance your English listening abilities.

Here are some tips to help you improve listening for global comprehension:

1. ACTIVE LISTENING

Active listening is a key component of improving your listening skills. Focus on what the speaker is saying, avoid distractions, and make a conscious effort to understand the message. This means giving your full attention to the speaker and avoiding multitasking.

2. DIVERSE LISTENING MATERIAL

Expose yourself to a variety of English accents, speeds, and topics. Listen to podcasts, and watch movies, TV shows, and news programs. Diversifying your listening equipment will help you adapt to different styles of speech and expand your vocabulary.

3. USE SUBTITLES

When watching movies or TV shows in English, turn on subtitles. This can help you associate spoken words with their written form, reinforcing your understanding of vocabulary and pronunciation.

4. PRACTICE REGULARLY

Like any skill, regular practice is essential for improvement. Dedicate a specific amount of time each day to listening exercises. This could include listening to audio lessons, participating in language exchange sessions, or engaging in conversations with native speakers.

5. NOTE-TAKING

Practice taking notes while listening to lectures, podcasts, or any spoken content. This will not only help you remember key points but also enhance your ability to identify and understand main ideas.

REPORTING WHAT IS DISCUSSED IN GROUP OR PAIR

Speaking is the ability to share ideas clearly and effectively through your words, voice, tone and pitch. For example, when speaking to colleagues, you would have a polite tone, but you might use a different tone when asking questions. Speaking clearly reduces the instance of miscommunication, as you can convey your meaning and intention. Below are important top 10 communications skills to report message after discussion:

- Active listening
- Emotional intelligence
- Ability to use different communication methods
- Friendliness
- Empathy
- Confidence
- Respect
- Understanding non-verbal cues
- Giving and receiving feedback
- Responsiveness

GENERAL STRATEGIES FOR INFERENCE, RECOGNIZING AND INTERPRETING CONTEXT CLUES IN READING COMPREHENSION

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

Text clues for Comprehension.

DEFINITION / DESCRIPTION CLUE

The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include “that is,” commas, dashes, and parentheses.

Examples:

- A. His emaciation, that is, his skeleton-like appearance, was frightening to see.

“Skeleton-like appearance” is the definition of “emaciation.”

- B. Fluoroscopy, examination with a fluoroscope, has become a common practice.

The commas before and after “examination with a fluoroscope” point out the definition of “fluoroscopy.”

- C. The dudeen – a short-stemmed clay pipe – is found in Irish folk tales.

The dashes setting off “a short-stemmed clay pipe” point out the definition of “dudeen.”

EXAMPLE CLUES

Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like including, such as, and for example, point out example clues.

Examples:

- A. Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean. “Piscatorial” obviously refers to fish.
- B. Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries. “Celestial” objects are those in the sky or heavens.

SYNONYM RESTATEMENT CLUE

The reader may discover the meaning of an unknown word because it repeats an idea, expressed in familiar words nearby. Synonyms are words with the same meaning.

Examples:

- a. Flooded with spotlights – the focus of all attention – the new Miss America began her year-long reign. She was the cynosure of all eyes for the rest of the evening.

“Cynosure” means “the focus of all attention.”

- b. The mountain pass was a tortuous road, winding and twisting like a snake around the trees of the mountainside.

“Tortuous” means “winding and twisting.”

CONTRAST / ANTONYM CLUE

Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like, “although,” “however,” and “but” may signal contrast clues.

Examples:

- a. When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate.

“Dilate” means the opposite of “contract.”

- b. The children were as different as day and night. He was a lively conversationalist, but she was reserved and taciturn.

“Taciturn” means the opposite of a “lively conversationalist.”

MOOD / TONE CLUE

The author sets a mood, and the meaning of the unknown word must harmonize with the

mood.

Examples:

a. The lugubrious wails of the gypsies matched the dreary whistling of the wind in the allbut-deserted cemetery.

“Lugubrious,” which means “sorrowful,” fits into the mood set by the words “wails,” “dreary,” and “deserted cemetery.”

SUMMARIZING

A summary is a shorter version of an original text that outlines the main points in a specific structure. The length of your summary usually depends on the length of the original text. Longer articles or proposals may require longer summaries to address all the ideas, while short texts may have only one paragraph. There are four common elements to include when creating a summary, which includes the following. Here are steps you can follow to help you write more effective summaries:

Steps involved in summarizing a text.

1. Read the text thoroughly

Read the text several times to ensure you understand everything about the author's message. On the first read, focus simply on reading instead of pausing to take notes. Try to identify the purpose, the supporting argument and any additional details. When you read the text the second time, you can make comments in a notebook or in the margins of the text if you have a physical copy.

2. Take notes to identify the main idea

Write the main points, themes or thesis you recognize in the text. To identify this concept, try to determine the tone and category of the text. For example, it may be a literary essay or a scientific article. Next, try to find any repetitions in the text. If the author repeats some specific arguments throughout the text, it means they likely are essential. Reading the title and determining the publication place and date can help you learn more about the intended audience.

3. Prepare your draft

Rephrase those sentences on the side of the page or in your notebook. When you note these elements, consider writing them in your own words and leave out any unimportant details. Write

down the author's first and last name and the title of the article for later reference.

4. Write the summary

You can start your summary with the author's name and the title of the text. For example, you can use some variation of, "According to Martin Somers in 'The Child and the Wolf,'" to introduce your text. Then, include the thesis of the author in your first sentence. Ideally, your first sentence summarizes the text, while the rest of your summary restates the main concepts that support the thesis. It's essential to use your own words and paraphrase these ideas. Try to make your summary as concise as possible by avoiding examples of unrelated facts.

5. Quote the author

Quoting a specific passage from the author may be one of the best ways to explain their main point. If the author has a credential, such as a position of power or a relevant award, you can mention it to help demonstrate the authority of the text. For example, you can say something like, "In his lecture about inflation, Polders, a professor in economics at the Southern University," to introduce the author and make the claim that comes next to sound more reputable.

6. Conclude the summary

Restate the author's conclusion or last main point to end your summary. Even though a summary is a short text, restating the most important part can help ensure your audience understands what you're trying to convey. If this summary is for a professional presentation, consider listing the most important piece of data in the summary to help the audience remember it.

7. Correct and refine

Once you complete your summary, consider reading it out loud and make any necessary corrections. Delete any repetition, and try to transition words when necessary to help every sentence flow to the next. Also, check your grammar and spelling to ensure your summary doesn't have errors. You can have a friend or colleague read your summary to help notice any corrections you may have missed.

SUMMARISING [EXAMPLE PASSAGE]

Question

If you will, believe me, you who are young, yours is the golden season of life. As you have heard it called, so it verily is the seed-time of life in which if you do not sow or if you sow

tares instead of wheat, you will arrive at little. And in the course of years when you come to look back if you have not done what you have heard from your advisers and among many counsellors there is wisdom you will bitterly repent when it is too late.

The habit of studies acquired at universities is of the highest importance in the afterlife. At the season when you are young in years, the whole mind is, as it were, fluid, and is capable of forming itself into any shape that the owner of the mind pleases to allow it or constrain it, to form itself into. The mind is then in a plastic or fluid state but it hardens gradually to the consistency of rock or iron, and you can not alter the habits of an old man. (180 Words)

Answer

Title: The Golden Season of Life / The Importance of Sowing Good Seeds

Youth is the golden and fertile time of life. If one does not listen to and act upon the advice of his superiors, he must eventually repent. Youth is a fluid state of mind and any good habits now will stand you in good stead later in life. Then the mind becomes rigid and no good habits are formed. (58 Words)

NOTE-MAKING

Meaning of Note-making

Note-making (otherwise called note-taking) is the act of retaining the documentation from various sources. By taking notes, an individual can store the embodiment of the data, liberating their wits from reviewing everything. Notes are ordinarily extracted from a short source, for example, a talk or an oral conversation at a gathering or a conference wherein the notes might be the main record of the occasion or from a long substance. Note-making isn't only recording all that you peruse or hear, but additionally, a course of orchestrating and looking into thoughts from reading or from one's talks.

Methods of Note-taking

Listed below are a few methods of note-making.

- The Outlining Method.
- The Mapping Method.
- The Sentence Method.
- The Cornell Method.

- The Charting Method.

Systems of Note-making

The utilisation of bullet points is something we generally run over in different books. The fundamental thought behind this application is giving substance about something, in a manner that isn't effectively forgettable. The reason for note-making is something similar; in bringing the attention of perusers to the main data, to pull back beyond all the other things.

1. Heading and Subheading

To assign a short and best-got heading and subheading, one must go through the source content to some extent twice.

2. Content:

Just compose the most pertinent substance to make your notes genuinely exact. Furthermore, remember to incorporate those significant subtleties that you figure you will struggle reviewing later.

3. Comprehensibility:

There are a couple of tips that one can use to stay away from any uncertainty to make the notes more snappy.

Try not to pass on pointless spaces to keep away from disarray.

Utilise however many acronyms as it would be prudent, yet, it ought not to come out as a helpless understanding.

Formats of Note-making:

A note-making design includes the choosing, examination, outlining, and association of data. There are distinctive note-production designs. Allow us to make you acquainted with them.

Graph or Pattern design (A visual note-making design strategy):

In this technique, the data is presented by a chart. Related thoughts associate the fundamental subject. This technique is outwardly more clear.

Mind Map (A visual note-making strategy):

Here, the central matters and all the related focuses are introduced through a guide or a map. It contains text and pictures. For an unmistakable agreement, the data is connected in the appropriate grouping.

Layout or Outline Format (A visual note making design technique):

Here, the data is introduced as a blueprint. Appropriate titles and captions are numbered in like manner for this blueprint.

Question and Prompt Format (A visual strategy):

Here, the central matters are featured as a progression of inquiries with suitable replies. It helps in rapidly going through the notes.

Split Page Format (A descriptive form of note-making technique):

In this strategy, the page is partitioned into two sections. The primary section has the standard notes. The subsequent segment will have a rundown or a summary. This is the most widely recognised arrangement for jotting down in a meeting or lecture notes.

Benefits of Note-making:

Given below are the benefits of note-making:

- It is a record of the primary concerns of a lecture, meeting, or study for later use.
- It helps in keeping the data convenient at whatever point we require it.
- Note-making helps in remembering and reviewing the previous occasions, said or heard.
- It helps in comprehension, thinking, and gives a super-lasting record.
- The arrangement assists an essayist with going through massive archives quicker.
- It helps in understanding an idea effectively if the notes are in a way that would sound natural to you.
- It assists with recognising the central issues and subtleties.

It has extraordinary significance in tests or scholastic composition.

NOTE-MAKING [EXAMPLE PASSAGE]

QUESTION

Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about other fellow's hobby rather than your own. Therein lies the secret of your popularity. Talk to your friends about the things that interest them, and you will

get a reputation for good fellowship, charming wit, and a brilliant mind. There is nothing that pleases people so much as your interest in their interest.

It is just as important to know what subjects to avoid and what subjects to select for good conversation. If you don't want to be set down as a wet blanket or a bore, be careful to avoid certain unpleasant subjects. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it.

To be a good conversationalist you must know not only what to say, but how also to say it. Be mentally quick and witty. But don't hurt others with your wit. Finally try to avoid mannerism in your conversation. Don't bite your lips or click your tongue, or roll your eyes or use your hands excessively as you speak.

Don't be like that Frenchman who said, "How can I talk if you hold my hand?"

ANSWER

Title: The Art of Conversation Notes:

1. **Conversation—most easily teachable art**
 - (a) Required Interesting subject – hobbies
 - (b) Talk about other fellow's int./hobby
 - (c) Winning reputation as a good conversationalist
 - (i) good friendship
 - (ii) charming wit
 - (iii) brilliant mind
2. **Fit subs, for conversationalist**
 - (a) What subjects, to avoid/select?
 - (b) Avoid unpleasant subs.
 - (i) sickness
 - (ii) death
 - (c) Avoid talking about self
3. **Qualities of a good conversationalist**
 - (a) What to say & how to say it
 - (b) mentally quick & witty
 - (c) pleasant & unhurting
 - (d) avoid mannerisms.

PARAPHRASING

Paraphrasing means putting someone else's ideas into your own words. Paraphrasing a source involves changing the wording while preserving the original meaning. Paraphrasing is an alternative to quoting (copying someone's exact words and putting them in quotation marks). In academic writing, it's usually better to integrate sources by paraphrasing instead of quoting. It

shows that you have understood the source, reads more smoothly, and keeps your own voice front and center.

Every time you paraphrase, it's important to cite the source. Also take care not to use wording that is too similar to the original. Otherwise, you could be at risk of committing plagiarism.

THE DO'S

1. The first step in paraphrasing is to read the original text and get a full grasp of it. You may need to read the original text a few times and check the meaning of key words to fully understand it.
2. While you are reading, think about the overall meaning of each paragraph or section - don't just focus on the individual words and sentences.
3. After each paragraph or section, put the reading aside and state it in your own words.
4. When you can do this, you are ready to write your paraphrase.
5. Finally, proofread, revise and edit your paraphrase as necessary.

THE DON'TS

1. Don't paraphrase without really reading and understanding the source. This is a deal breaker. You can't paraphrase an idea that you don't fully understand. You'll need to read carefully, and you might need to read the source several times.
2. Don't look at the original as you try to paraphrase. Focus on capturing the idea, not the sentences. Imagine you're explaining it to a friend.
3. Don't change the meaning of ideas or take them out of context. If the authors crept up behind you and read your paraphrase, would they think it was accurate?
4. Don't change only a few words here and there. Copy no more than 3-4 words in a row (except for technical terms that can't be paraphrased).
Make sure you have copied no more than 20% of the original language).
5. Remember, in a paraphrase, you've got to change the structure of the original and as many of the words as possible.

Sample Paragraph:

"John could not find the butter in his fridge. He went to buy some from the store. On coming back, he saw his cat sitting on the floor, smacking its lips. There was some yellow stuff smeared all around its face. Thus, John solved the mystery of the missing butter."

Paraphrased Paragraph:

"John could not locate the butter in the refrigerator. He went to purchase some from the shop. On coming back, he observed his cat sitting on the ground, licking its lips. There was some yellow material smeared all around its face. Hence, John solved the mystery of the missing butter."

TENSES

There twelve Tenses in English Language; They have been explained one by one below:

1. Simple Present Tense

Rule: Subject + Verb (1st form) + e/es + Object

Simple Present Tense Examples:

- We live in London.
- He reads comic books.
- She goes to yoga class.
- I come here every day.
- You work at the hospital.
- They watch a movie on Sunday.
- Mona sings at the club.

2. Present Continuous Tense

Rule: Subject + is/are/am + Verb (ing) + Object

Present Continuous Tense Examples:

- We are going to London.
- He is reading a book.
- She is going to a yoga class.
- I am working.
- You are playing.
- They are watching a movie.

- Mona is singing a song.

3. Present Perfect Tense

Rule: Subject + has/have + Verb (3rd form) + Object

Present Perfect Tense Examples:

- We have been to London.
- He has read comic books.
- She has done yoga.
- I have worked here.
- You have played well.
- They have watched these movies.
- Mona has sung a song.

4. Present Perfect Continuous Tense

Rule: Subject + has/have + been + Verb (ing) + Object

Present Perfect Continuous Tense Examples:

- We have been visiting London.
- He has been reading comic books.
- She has been doing yoga.
- I have been working here.
- You have been playing all day.
- They have been watching movies.
- Mona has been singing a song.

5. Simple Past Tense

Rule: Subject + Verb (2nd form) + Object

Simple Past Tense Examples:

- We lived in London.
- He read comic books.
- She went to yoga class.
- I came here yesterday.
- You worked at the hospital.
- They watched a movie last Sunday.
- Mona sang a song.

6. Past Continuous Tense

Rule: Subject + was/were + Verb (ing) + Object

Past Continuous Tense Examples:

- We were going to London.
- He was reading a book.
- She was going to yoga class.
- I was working.
- You were playing.
- They were watching a movie.
- Mona was singing a song.

7. Past Perfect Tense

Rule: Subject + had + Verb (3rd form) + Object

Past Perfect Tense Examples:

- We had gone to London.
- He had read comic books.
- She had done yoga.
- I had worked here.
- You had worked at the hospital.
- They had watched these movies.

- Mona had sung a song.

8. Past Perfect Continuous Tense

Rule: Subject + had + been + Verb (ing) + Object

Past Perfect Continuous Tense Examples:

- We had been visiting London.
- He had been reading comic books.
- She had been doing yoga.
- I had been working here.
- You had been playing all day.
- They had been watching movies.
- Mona had been singing a song.

9. Simple Future Tense

Rule: Subject + will/shall + Verb (1st form) + Object

Simple Future Tense Examples:

- We shall live in London.
- He will read comic books.
- She will go to a yoga class.
- I shall come here every day.
- You will work at the hospital.
- They will watch a movie on Sunday.
- Mona will sing a song.

10. Future Continuous Tense

Rule: Subject + will/shall + be + Verb (ing) + Object

Future Continuous Tense Examples:

- We shall be going to London.
- He will be reading a book.
- She will be going to yoga class.
- I shall be working.
- You will be playing.
- They will be watching a movie.
- Mona will be singing a song.

11. Future Perfect Tense

Rule: Subject + will/shall + have + Verb (3rd form) + Object

Future Perfect Tense Examples:

- We shall have left London.
- He will have read comic books.
- She will have done yoga.
- I will have worked here.
- You will have done your work.
- They will have watched a movie.
- Mona will have sung a song.

12. Future Perfect Continuous Tense

Rule: Subject + will/shall + have + been + Verb (ing) + Object

Future Perfect Continuous Tense Examples:

- We shall have been going to London.
- He will have been reading comic books.
- She will have been doing yoga.
- I shall have been working.

- You will have been playing.
- They will have been watching movies.
- Mona will have been singing a song.

SUBJECT-VERB AGREEMENT

What Is Subject-Verb Agreement? – Meaning and Definition

The term ‘subject-verb agreement’, just like the name suggests, refers to the agreement between the subject and the verb. This is mainly with reference to singular and plural nouns/pronouns that act as subjects. According to the Collins Dictionary, “concord refers to the way that a word has a form appropriate to the number or gender of the noun or pronoun it relates to. For example, in ‘She hates it’, there is concord between the singular form of the verb and the singular pronoun ‘she’.”

The general rule of subject-verb agreement according to Garner’s Modern English Usage is “to use a plural verb with a plural subject, a singular verb with a singular subject. This rule holds true for most cases. However, there are exceptions to this rule.

Rules of Subject-Verb Agreement with Examples

The concept of subject-verb concord matters the most when using the present tenses. The simple past and simple future tenses have the same verbs used irrespective of the subject in the sentence. Knowing and following the rules of subject-verb agreement will help you write error-free sentences. Go through the following rules and also go through the examples to understand how each rule is applied.

Rule 1

The first rule is what we have already discussed – the use of a singular verb with a singular subject and a plural verb with a plural subject. The subject can be a noun, a pronoun or even a noun phrase. If it is a pronoun, the subject-verb agreement is done with reference to the person of the pronoun.

For example:

- *Rachel spends* her free time listening to music. (Singular subject with singular verb)
- *Blaine and Kurt play* the piano. (Plural subject with plural verb)
- *She likes* to have a dessert after every meal. (Third person singular pronoun with singular subject)

Rule 2

When using the ‘be’ form of verbs, there is an exception. In this case, the verb is used according to the number and person of the subject. Check out the following table to see how it works with different pronouns.

Person	Pronoun	Verb	Example
First person singular	I	am	I am confident.
First person plural	We	are	We are confident.
Second person singular/plural	You	are	You are confident.
Third person singular	He	is	He is confident.
	She	is	She is confident.
	It	is	It is amazing.
Third person plural	They	are	They are confident.

Furthermore, when used with other nouns and noun phrases, the rule applies. The same works even with simple past, present continuous and past continuous tenses when the 'be' form of verbs are used as the principal verb/helping verb. Check out the following examples to understand.

- *Santana is* a singer.
- *The girls are waiting* for you.
- *We were* happy with the review of our first movie.
- *Michael Jackson's songs are* still enjoyed by millions.
- *I was reading* the latest book by Rudyard Kipling.

Rule 3

The use of 'have' and 'has' in the present perfect tense, the present perfect continuous tense and as a main verb is also dependent on the subject. All singular subjects use 'has' and all plural subjects use 'have'.

For example:

- *I have* a younger brother.
- *You have taken* the wrong cut.
- *Swetha has* a pet dog.
- *William Shakespeare has written* around 37 plays.
- *Finn has been waiting* to talk to you about the test results.

Rule 4

Compound subjects combined using the conjunction 'and' take a plural verb.

For example:

- *Krish and Radha are* on their way to the airport.

- *Caren, Sheela and Akash have completed* their assessments.

Rule 5

When more than one noun is joined by the conjunction 'or', the subject is considered to be singular and a singular verb is used.

For example:

- *Celery or spring onion works* fine.
- *Your mom or dad has* to be here in an hour.

Rule 6

Sentences with pronouns such as anybody, anyone, no one, somebody, someone, everybody, everyone, nothing and nobody are treated as singular subjects and will therefore use a singular verb.

For example:

- *Nobody has understood* anything.
- *Everyone was* happy with the outcome.
- *Nothing fits* me well.
- *No one finds* the movie interesting.

Rule 7

For sentences using 'either..or' and 'neither..nor', the verb should agree with the noun or pronoun that comes just before it.

For example:

- *Neither Ricky nor Gina is* here yet.
- *Either the teacher or the students have* to take an initiative to keep the classroom clean.
- *Neither the children nor their parents are* aware of the consequences.

Rule 8

When sentences have subjects like police, news, scissors, mathematics, etc. (nouns that are plural by default), the verb used should be plural.

For example:

- *The news of demonetisation shocks* the entire nation.
- *The police have been looking for* the culprits.

Rule 9

When a negative sentence is written, the ‘do’ verb is used and it has to match the subject.

For example:

- *The children do not like* working out trigonometry problems.
- *My father does not work* at the bank anymore.

Rule 10

Interrogative sentences also take the help of the ‘do’ verb. As far as the subject-verb agreement of interrogative sentences is concerned, the first verb (‘be’ verb or ‘do’ verb) has to be aligned with the subject of the sentence.

For example:

- *Do you* read thriller novels?
- *Doesn't she* know you already?
- *Is Tina* happy with the new house?
- *Were you* looking for me?
- *Has Sharon* submitted her final project yet?

Rule 11

When you have sentences that begin with ‘here’, ‘there’, ‘this’, ‘that’, ‘those’, ‘these’, etc., always remember that the subject follows the verb and therefore the verb has to be conjugated with reference to the subject.

For example:

- Here *is your book*.
- There *lies your shirt*.
- That *was a great movie*.
- There *have been many changes* in the timetable.

Rule 12

Abstract nouns and uncountable nouns are considered as singular subjects, so make sure you use a singular verb along with it.

For example:

- *Honesty is* the best policy.
- *Love makes* people do crazy things.
- *Good friendship keeps* your mind and body healthy.

Rule 13

When the subject refers to a period of time, distance or a sum of money, use a singular verb.

For example:

- *1267 kilometres is* too long for us to travel in half a day.
- *10 years is* not considered optimum to go on the water slide.
- Don’t you think *1000 rupees is* a little too much for a portrait?

Rule 14

The next rule is based on the use of collective nouns as subjects. Remember that when you have a collective noun as the subject of the sentence, the verb can be singular or plural based on the sentence and the context.

For example:

- *My family is* settled in Australia.
- *All groups of participants have* arrived.

Rule 15

In sentences that have adjectives such as ‘all’, ‘a lot of’, ‘lots of’ or ‘some’ are used along with nouns to form a phrase that acts as the subject of the sentence, the verb is used according to the noun just before it.

For example:

- *All of my dresses have* become tight.
- *A lot of food is* left out.
- *Some of the books are* torn and damaged.

Rule 16

When a sentence begins with ‘each’ or ‘every’ as the subject, it is considered singular and so the verb has to be singular too.

For example:

- *Each student has been asked* to provide a consent letter.
- *Every teacher, parent and student is* expected to work together.

Rule 17

When you are using a sentence to express a wish or a sentence expressing a request, verbs are used a little differently from other sentences.

For example:

- *I wish I were* a bird.
- If *you were* here, I would not be sad.
- We request that *everyone make* their choices now.

Furthermore, go through the article on tenses to learn how verbs are conjugated according to the tense of the sentence.

The compound words

Formation of Compound Words

Compound words, as discussed earlier, are formed by combining two words, especially two parts of speech. Let us look at some combinations of parts of speech that form compound words.

Noun + Noun

Here is a list of compound words formed by combining two nouns.

- Bedroom
- Music band
- Water tank
- Starfish
- Sunflower

Noun + Verb

Here is a list of compound words formed by combining a noun and a verb.

- Firefly
- Rainfall
- Sunset
- Photoshoot

Verb + Noun

Here is a list of compound words formed by combining a verb and a noun.

- Swim suit
- Typewriter
- Postman

- Post office

Verb + Preposition

Here is a list of compound words formed by combining a verb and a preposition.

- Takeaway
- Shutdown
- Drawback
- Checkin

Preposition + Verb

Here is a list of compound words formed by combining a preposition and a verb.

- Intake
- Outdo
- Input
- Output

Noun + Adjective

Here is a list of compound words formed by combining a noun and an adjective.

- Housefull
- Heartbroken
- Spoonful
- Wireless
- Lifelong

Adjective + Noun

Here is a list of compound words formed by combining an adjective and a noun.

- Greenhouse
- Blackboard
- Full-time

Gerund + Noun

Here is a list of compound words formed by combining a gerund and a noun.

- Washing machine

- Dining room
- Swimming pool
- Driving licence

Noun + Gerund

Here is a list of compound words formed by combining a noun and a gerund.

- Sightseeing
- Mind-blowing
- Nerve-wrecking
- Nail-biting
- Brainstorming
- Mindmapping

Preposition + Noun

Here is a list of compound words formed by combining a preposition and a noun.

- Underworld
- Overview
- Undergraduate
- Oversight

The types of compound words

Compound words can be formed in three different ways. They are:

- Open compound words
- Closed compound words
- Hyphenated compound words

Let us look at how each of these types of compound words are formed.

Open Compound Words

Open compound words are those that are formed by combining two or more words which can be written as separate words and still be used together as a compound word. Open compound words are mostly formed by combining an adjective and a noun to form a compound noun.

For example:

- First aid
- Post office
- Living room
- High school
- Ice cream

Closed Compound Words

Closed compound words are those that are formed by combining two words but do not contain any space between them, unlike open compound words.

For example:

- Bedroom
- Keyhole
- Football
- Backspace
- Armchair

Hyphenated Compound Words

Hyphenated compound words, as the name suggests are words formed by combining two or more words with a hyphen placed between them. Hyphenated compound words mostly function as compound adjectives.

For example:

- In-depth
- Snow-clad
- One-footed
- Sun-dried
- Day-to-day

COLLOCATIONS

It's important to understand that the English language has a large number of collocations, but they all fall into the following categories.

- **Collocations with adverb and adjective:** *fully aware, happily married, highly controversial, highly effective, highly probable, highly profitable...*
- **Collocations adjectives and nouns:** *internal injury, internal organ, irreparable damage, joint account, just cause, key issue, key role...*
- **Collocations with verb and noun:** *go on a date, go on a picnic, go on foot, have a fight, have a fit, have a game, keep quiet, keep records...*
- **Collocations with verbs and prepositions:** *allow for, apologize for, ask for, object to, pray to, prefer to ...*
- **Collocation examples with verb and adverb:** *go far, go first, go upstairs, guess correctly, hit hard, judge harshly, know well...*
- **Collocations with noun and noun:** *core values, corporate finance, cottage industry, creation science, credit bureau, credit union...*
- **Adverb and adverb:** *only just, pretty well, quite a lot, quite enough, quite often, right away...*
- **Adverb and verb:** *badly damage, deeply rooted (in), never knew, quite agree...*
- **Adjective and preposition:** *comfortable with, concerned with, nasty of, nervous of, nice of, furious about, guilty about...*
- **Noun and preposition:** *date with, dealing with, difficulty with, debate on, information on, hold on...*

Collocations with examples

- He's **brilliant at** football.*
- They are **excellent at** planning fun parties.*
- The teacher was **surprised at** the student's question.*
- She has lost her **belief in** God.*
- There was no **change in** the patient's condition overnight.*
- I need some **lessons in** how to set up a website.*
- I **congratulate** you **on** your new job!*
- I **insist on** Peter's studying every day for two hours.*
- Can we **rely on** this old car to get us there?*
- I feel very **proud to** be a part of the team.*

UNIT – IV

INSPIRATION: THE TOYS OF PEACE BY SAKI (H.H. MUNRO)

About the author

Hector Hugh Munro, better known by the pen name Saki, was a witty British writer. The inspiration behind his pen name 'Saki' is unknown. He is regarded as one of the greatest short story writers and compared to greats such as O. Henry and Dorothy Parker. Munro was greatly influenced by the writings of Oscar Wilde, Rudyard Kipling and Lewis Carroll. His stories were initially published in newspapers and later collected into several volumes. Apart from short stories, Munro also wrote a full-length play, two one-act plays, a historical study, a short novel etc.

Introduction of the story

Hector Hugh Munro was a witty British author who published under the pen name SAKI or H.H.Munro. The story "The Toys of Peace" was first published in the 1919 anthology of the same title. Set in 1914, the story satirises the campaign by the National Peace Council, a coordinating committee of anti-war organisations, against violent toys. The plot is set in motion when Eleanor asks her brother to buy "peace toys" instead of toy soldiers for her young sons. Presented with lead figures of notable civilians and other non-violent toys, the boys are at first unsure what to do. Children being resourceful, however, they soon find a way to combine the new toys with their history homework for entertainment.

Summary

In The Toys of Peace by Saki, we have the themes of control, childhood, freedom, fear, disappointment and independence. Taken from his The Complete Short Stories collection the story is narrated in the third person by an unnamed narrator and after reading the story the reader realises that Saki may be exploring the theme of control. Eleanor wishes to control both Eric and Bertie's environment when it comes to the matter of them playing with toys. She feels as though they should not be playing with soldiers as it may have a negative influence on the lives of both boys. If anything Eleanor is not allowing Eric or Bertie to be children and in many ways, she is attempting to take away the freedom that is usually associated with childhood. However, this is not how Eleanor (or Harvey) sees things. They believe that non-military toys are more productive for children. For them, historical figures should be played with but not necessarily those who have fought in wars. Hence Harvey buys so many toys that symbolise a different

aspect of history. It is also possible that Eleanor is afraid of how the boys will develop should they continue to confine their playtime to toys with a military background.

If anything Eleanor is being overprotective of both Eric and Bertie. They are still young and there remains a lot of time for them to develop other interests. It is also normal for a young boy to play with soldiers and it does not necessarily mean that by doing so there will be a negative influence on a child's life. Eleanor's fears appear to be driven by the fact that both Eric and Bertie are still innocent and may not be conscious of how detrimental and devastating real war may be. Though playing with their toys is a game for both boys Eleanor has apprehensions about where it may lead to. Apprehensions which in all likelihood are misguided. Again both boys are still young and have plenty of time to change their interests. They are also being influenced by their school work which may be the point that Saki is attempting to make. He may be suggesting that should a child be asked to research a conflict that occurred in history. They will do so and enjoy the adventure or perceived excitement that they think comes with a particular war or conflict.

With conflict comes a victor and a loser. Every child wishes to be on the winning side and the toys that Harvey has bought both boys simply do not provide Eric or Bertie with the same sense of victory. In reality, Harvey's toys though historically important are not as exciting to Eric or Bertie. Something understandable. It is also noticeable that the boys are creative when it comes to Harvey's toys. They use the toys to create a battle scene. Much to the disappointment of Harvey. However, Harvey appears to be forgetting that both Eric and Bertie are still children. The ways of the world outside conflict do not interest them. If anything both boys may find Harvey's toys and his explanation of how to play with them boring. At least with their soldiers, the boys know that there is a battle to be won or lost. There is a conclusion which may or may not be historically accurate. Accuracy is not an issue that should be considered important. What is important is that the boys enjoy playing with their toys and that they are allowed to be children. The end of the story is also interesting as both Harvey and Eleanor appear to admit defeat when it comes to what type of toys the boys like to play with. Though Harvey considers that it may have been too late to change the boy's mind this is not a certainty. In all likelihood as the boys grow up and mature they will discard their old toys and play with new toys and soon they will stop playing with toys altogether. There will be other things that will grab the boy's attention as they grow up. Despite the good intentions of both Harvey and Eleanor the boys have not been persuaded to redefine how they play with their toys nor should they be. They are still young and

should be allowed the freedom that comes with childhood and decide for themselves what games they like to play. Rather than attempting to control Eric and Bertie's activities, Eleanor would serve herself better to accept that both boys are just children. She may be disappointed but her disappointment won't last. Just as Eric and Bertie playing with soldiers won't last. Like a lot of young boys, it is just a period that they are going through. It would be unhealthy to force the boys to change the games that they play as this would only lead to the stifling of their independence.

Conclusion

The end of the story is also interesting as both Harvey and Eleanor appear to admit defeat when it comes to what type of toys the boys like to play with. Though Harvey considers that it may have been too late to change the boy's mind this is not a certainty. In all likelihood as the boys grow up and mature they will discard their old toys and play with new toys and soon they will stop playing with toys altogether. There will be other things that will grab the boy's attention as they grow up. Despite the good intentions of both Harvey and Eleanor the boys have not been persuaded to redefine how they play with their toys nor should they be. They are still young and should be allowed the freedom that comes with childhood and decide for themselves what games they like to play. It would be unhealthy to force the boys to change the games that they play as this would only led to the stifling of their independence.

DIALOGUE WRITING - (CONVERSATIONS)

1. Dialogue writing on formal and informal situations.

When starting a speech, the participants consider various factors such as the context, the subject matter, and the identities of the interlocutors, among others. Based on these considerations, the speaker adapts their speech, tone, body language, and language choices to ensure effective communication.

Based on the relationship between the speakers, there are two types of discourse:

- **Formal dialogue:** It happens when there is a conversation between two individuals who are strangers or have no existing friendship or familial bond. In situations that require a higher level of formality, more structured patterns of behaviour are typically observed, and the speakers follow an implicit protocol that governs the sequence and flow of the conversation. For instance, in a job interview scenario.
- **Examples of Formal Dialogue**

1. Dialogue between a teacher and students
2. Dialogue between two strangers
3. Dialogue from a job interview

1. Dialogue between a teacher and students

- Teacher** : Good morning, students. I am Teacher kiran and I will be teaching Communicative English classes.
- Student** : Good morning, Teacher.
- Teacher** : Today we will start with the first topic of the syllabus: Human Values. Please open your textbook to page twenty-four and begin reading.
- Student** : Excuse me, Teacher. My name is Ravi Kiran. Could you please repeat the page number?
- Teacher** : Sure, Ravi Kiran. The page number is twenty -four.
- Student** : Thank you so much, sir.

2. Dialogue between two strangers.

- Keerthi** : Excuse me, sir. I'm looking for Rajaji Street. Do you know where it is?
- Ravali** : Sorry, I'm not from around here. But I can tell you where the police station is so you can ask for directions. I just passed it a moment ago.
- Keerthi** : Could you please give me that information? It would be greatly appreciated.
- Ravali** : Of course. Just walk about 100 meters in that direction and turn left. You'll find the police station at the entrance of the building.
- Keerthi** : Thank you so much.
- Ravali** : No problem. Bye.

3. Dialogue from a job interview

- Interviewee:** Good morning, sir.
- Interviewer:** Good morning, please take a seat.
- Interviewee:** Thank you, sir.
- Interviewer:** Please introduce yourself.
- Interviewer:** Please introduce yourself.
- Interviewer:** So tell me about your experiences.

Interviewee: I have worked for a construction company for three years and I worked there as a design engineer. Then I worked as a site supervisor for a couple of months.

Interviewer: But I said, we were looking for a genuine architect.

Interviewee: Yes, sir I am a genuine architect and I have done quite good results in my course final exam.

Interviewer: Impressive. Can you tell me, why should we hire you?

Interviewee: Sir, I can understand your project better. I have seen some drafts and I can assure you that I can do that with my dedication. I am confident enough about my position.

Interviewer: You seem pretty confident. Do you understand the responsibility of your position?

Interviewee: Yes sir, I can understand. I know that is a very valuable position and I need to take care of lots of big decisions. I am sure that I can handle all these things.

Interviewer: I am happy to see your confidence. Please submit your all papers and we will call you next Sunday. Hope we will be able to hire you.

Interviewee: Thank you so much, sir.

Interviewer: You're welcome.

- **Informal dialogue:** It takes place between individuals who have a friendly or intimate relationship and is usually informal and relaxed. For instance, a chat between friends.

- **Examples of informal dialogue**

1. Dialogue between neighbours

2. Dialogue between friends

3. Dialogue between co-workers

1. Dialogue between neighbours

Mr. Aravind : Good Morning Mr. Raghu. How are you?

Mr. Raghu : Good Morning. I am good.

Mr. Aravind : You do not come for a morning walk nowadays. Is everything okay?

Mr. Raghu : Yeah, everything is fine. I was not in Delhi.

Mr. Aravind : Why?

Mr Raghu : I went to Pune to meet my son.

Mr. Aravind : Oh! How is your son?

Mr. Raghu : He is living happily.

Mr. Aravind : That's great. And how are your daughter-in-law and your grandson?

Mr. Raghu : They are also great. Though my grandson has become a little naughty, still I like spending time with him.

Mr. Aravind : I can relate to that. Even I love to play a lot with my granddaughter.

Mr. Raghu : Yeah! Life seems more beautiful being with family.

Mr. Aravind : But why doesn't he settle down in Delhi itself?

Mr. Raghu : Yes, he is soon planning for that. He also wants to expand his business in Delhi.

Mr. Aravind : That's amazing. Delhi can give his business exposure.

2. Dialogue between friends

Swapna : Hey Geetha? Is it you?

Geetha : Oh Rita! How are you? It's been a long time.

Swapna : I am fine, what about you? Yes, we last met during the board exams.

Geetha : I'm good too.

Swapna : What are you doing now?

Geetha : Well, I have started my undergraduate studies in English Honours at St. Xaviers College in Mumbai.

Swapna : Wow! You finally got to study the subject you loved the most in school.

Geetha : True. What about you Rita? Wasn't History your favourite subject?

Swapna : You guessed it right. I took up History Honours at Lady Shri Ram College for Women in Delhi.

Geetha : That's nice. I am so happy for you.

Swapna : I am happy for you too. Let's meet up again soon.

Geetha : Yes, sure! We have a lot to catch up on.

Swapna : Bye for now. I have to pick up my sister from tuition. Take care.

Geetha : Bye, will see you soon.

3. Dialogue between co-workers

Employee 1 : Hey! Do you know about the meeting?

Employee 2 : Hi! I have no information as such.

Employee 2 : Would you mind telling me about it?

Employee 1 : Yeah, sure!

Employee 1 : This Friday there is a meeting wherein we are asked to deliver a presentation.

Employee 2 : What precisely do we need to present?

Employee 1 : We need to discuss the challenges that we face in our everyday work and the steps we take to resolve those issues.

Employee 2 : Are we only supposed to discuss the problems with the solutions?

Employee 1 : Oh, No! There would be an open discussion post-presentation where you can discuss other things as well.

Employee 2 : Thank you so much.

Employee 1 : You're welcome.

ROLEPLAY

Role-play exercises allow students to assume the role of a person or act out a given situation. These roles can be performed by individual

There are a few important grammar and vocabulary points to remember when asking for and giving directions.

- Take a right/left
- Got it
- I understand
- Do you understand?
- Go straight
- Opposite
- Take the first/second/third / right
- Go right/left/straight at the light/corner / stop sign
- Continue straight on
- Turn right / left at the light/corner / stop sign
- Get on the bus/subway at 12th Ave. / Whitman Street / Yellow Lane
- Follow the signs for the museum/exhibition centre/exit

Common Questions When Asking for Directions

- Is it far? / Is it close?
- How far is it? / How close is it?
- Could you please give me directions?
- Where is the nearest bank/supermarket/gas station?
- Where can I find a bookstore/restaurant/bus stop/restroom?
- Is the museum/bank/department store near here?

FORMAL CONVERSATIONS

Role Play Activity: Asking for and Giving Directions Formal Conversations 1

Karthick: Excuse me! Can you tell me the way to the museum?

Charles: It's this way. Go straight ahead at the traffic lights. Turn right. Go along the street. Walk past the park, and keep going straight until you see the sign for the museum

Karthick: Great! Thanks for your help.

Charles: You're welcome.

Role Play Activity: Asking for and Giving Directions Formal Conversations 2

Keerthi: Excuse me! How do I get to the post office?

Praveena: Sorry, I'm not from around here.

Keerthi: Do you know where the closest bank is?

Praveena: If you cross the street, you'll find a bank there!

Keerthi: Thank you.

Role Play Activity: Asking for and Giving Directions Formal Conversations 3

Rose: Excuse me! Is there a hospital near here?

Jack: Yes, there's one near here.

Rose: How far is it to the hospital?

Jack: It's not far, maybe about 200 yards.

Rose: Could you please guide me?

Jack: It's that way. Go straight ahead. Take a right at the junction. This straight road

will lead you to the hospital.

INFORMAL GREETINGS AND INVITATIONS

Role Play Activity: Informal Greetings and Invitations 1

Nithesh : Hi, Kavya. **What's going on?**
Kavya : **Not much.**
Nithesh : **Wanna come over** for dinner tonight?
Kavya : That'd be great!

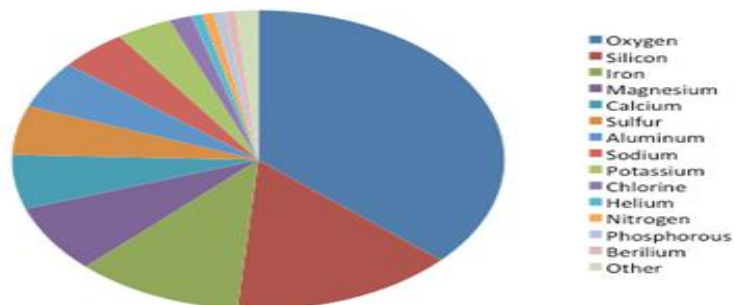
Role Play Activity: Informal Introductions and Small Talk 2

Sowmya : Hi, Priya! How's it going?
Priya : Fine, thanks — and you?
Sowmya : Just fine. Where are you off to?
Priya : To the library. I've got a history exam next week and need to start studying. Ugh.
Sowmya : Oh, no. Well, I'll see you later then. Good luck!
Priya : Thanks. See you later.

STUDYING THE USE OF GRAPHIC ELEMENTS

:

a. Examples of pie charts:



Elements in Martian soil

The chart shows the relative proportion of fifteen elements in Martian soil, listed in order from “most” to “least”: oxygen, silicon, iron, magnesium, calcium, sulfur, aluminium, sodium, potassium, chlorine, helium, nitrogen, phosphorus, beryllium, and other. Oxygen makes up about $\frac{1}{3}$ of the composition, while silicon and iron together make up about $\frac{1}{4}$. The remaining slices make up smaller proportions, but the percentages aren’t listed in the key and are difficult to estimate. It is also hard to distinguish fifteen colours when comparing the pie chart to the colour-coded key

b. Convert the following pie chart into paragraphs (Indian people using vehicles). Use an introductory and a concluding sentence with proper sequential expressions and appropriate connectives.

CYCLE: 20%

CAR: 25 %

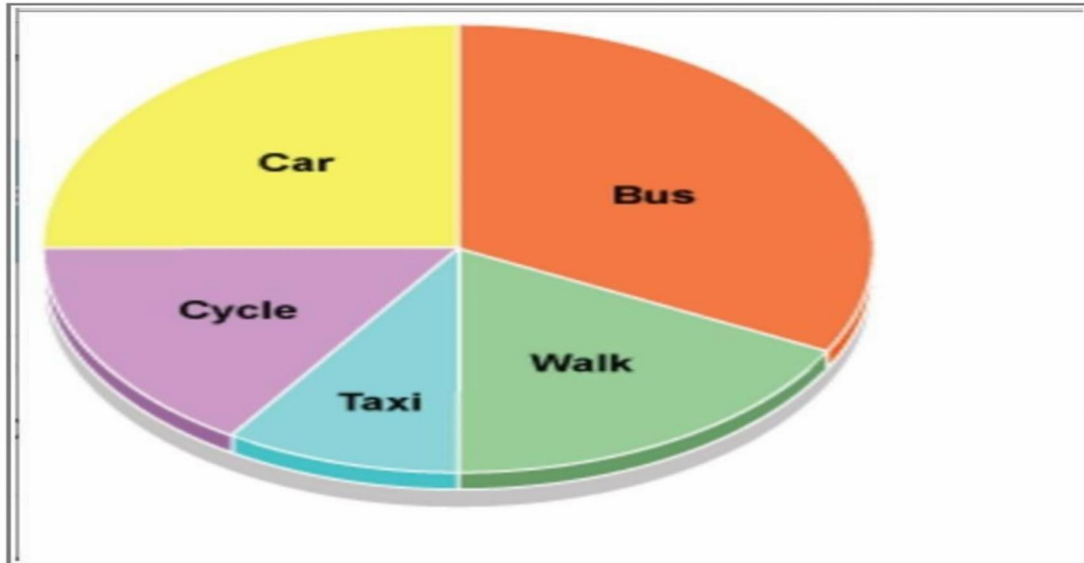
TAXI: 5%

BUS: 30%

WALK: 20%

Convert the following pie chart into paragraphs (Indian people us vehicles). Use an introductory and a concluding sentence with pro sequential expressions and appropriate connectives.

CYCLE :20%
CAR :25 %
TAXI :5%
BUS 30%
WALK : 20%



Pargraph (Answer)

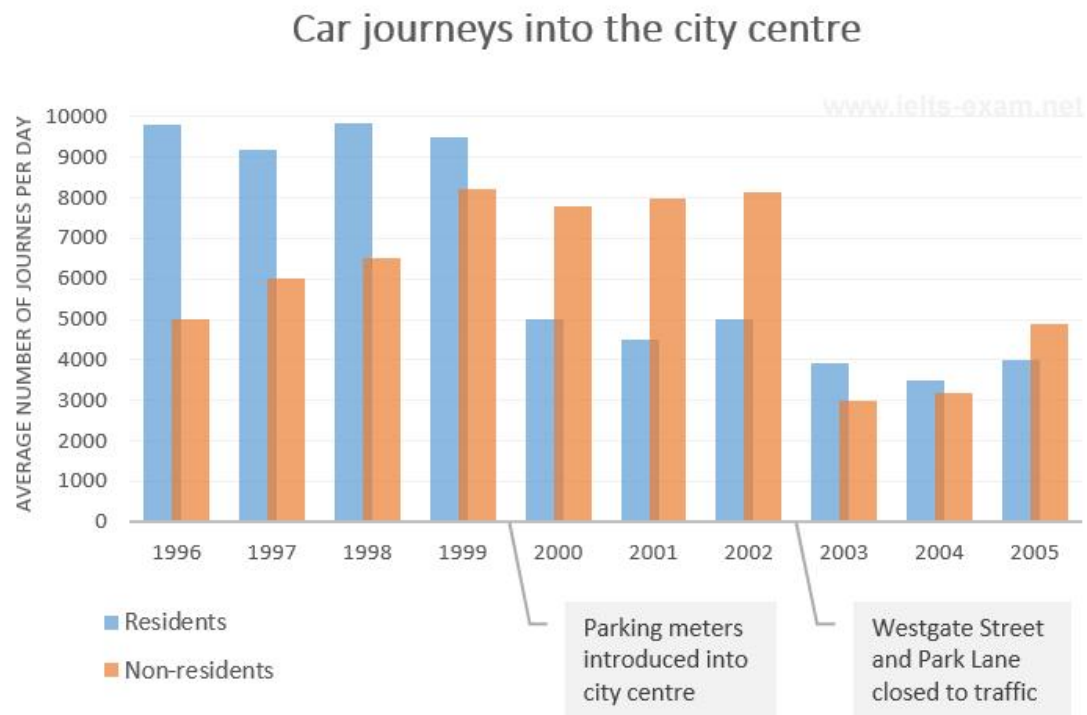
The pie chart shows us a clear picture of the Indian people using vehicles and this type of study is important as the Government and other officials can have an idea about what people prefer so that they can improve in that type of service.

Except for Taxi which is not preferred much by people maybe because of their high charges the other type of transport is more-or-less equally divided. Most people like to travel by bus whose percentage is 30%, the second most preferred way of travel is by car which is 25%. Cycle and the walk are preferred by 20% of the people and this can be assumed to be the people who stay close to where they want to go and so prefer to do exercise while reaching their destinations.

In conclusion, we can state that Indian people do have a diverse range of transportation preferences, with no one mode of transportation being overwhelmingly popular.

C. Examples of Bar Graph:

Convert the following Bar Graph into paragraphs. (Car journeys in the city centre). Use an introductory and a concluding sentence with proper sequential expressions and appropriate



The graph illustrates car journeys in the city centre taken by both residents and non-residents in ten years. In 1996, the residents took an average of around 10,000 car journeys each day. The non-residents took about half the number, which is 5000 journeys per day. It was almost the same for the residents in the subsequent three years. However, the journeys for non-residents increased over the years and went to more than 8000 per day in 1999.

The graph shows that between 1999 and 2000, parking meters were introduced in the city centre. The result was resident traffic reducing to half with only a slight decrease in non-resident traffic. Towards the end of 2002, the number of resident journeys was steady, but the number of non-resident journeys rose to 8000, the same as in 1999. Westgate Street and Park Lane were closed to traffic at this point. It had its consequence of the decline in the non-resident traffic and slightly in the resident traffic too. After this point, the resident traffic more or less remained at the same level. The non-resident traffic showed an increase in level and reached around 5000 journeys each day.

LETTER WRITING

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Types of Letters

Let us first understand that there are broadly two types of letters, namely Formal Letters, and Informal Letters. But there are also a few types of letters based on their contents, formalities, the purpose of letter writing etc. Let us have a look at the few types of letters.

- **Formal Letter**: These letters follow a certain pattern and formality. They are strictly kept professional in nature and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category
- **Informal Letter**: These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Formal Letter Format

The main structure of a formal letter includes:

1. **Sender's Address**
2. **Date**
3. **Name / Designation of Addressee**
4. **Address of the Addressee**
5. **Salutation**
6. **Subject**
7. **Body [Introduction, Content, Conclusion]**
8. **Complimentary Closing Line**
9. **Signature / Name of the Sender**
10. **Designation of the Sender**

Sample formal Letter – 1

Leave Letter

You are okay. Aravind a student of Siddharth Institute of Engineering & Technology, puttur. You are sick and need leave from college for two days. Write a letter to the Principal for the same.

From

K . ARAVIND

I CSE – I Section

SISTK

June 16, 2023

To

The Principal

Siddharth Institute of Science & Technology

PUTTUR

Respected Sir,

Subject: Request for two days sick leave-Reg.

It is said with respect that I, K. Aravind, pursuing I B.Tech in your institution. I respectfully inform you that allow me two days of sick leave since I am suffering from a fever and the doctor has advised me to take rest for two days. Herewith, I have enclosed a copy of my medical certificate with my application.

Hence, I request you to grant me leave for two days from 16-11-2023 to 17-11-2023.

Thanking you

Yours Sincerely

K. ARAVIND

Informal Letter Format - 1

The format of an informal letter to a friend should include the following things:

- **Address of the sender**
- **Date of writing a letter**
- **Address of receiver**
- **Salutation/Greeting**
- **Body of the letter**
- **Conclusion**
- **Signature of the sender**

Sample Informal Letter – 2

A letter to a friend is usually informal in nature. We write this letter to a friend to inform you about something or to invite him/her for any occasion.

Birthday Party Invitation Letter

Date: 18th June, 2022

Dear Preethi

How are you? How are your family members? How is the weather there? I hope you are doing well. I am also fine here.

I am writing this letter to invite you for my birthday party which will be celebrated on 30th June 2023. The party will be conducted in my farmhouse. It will begin at 6 P.M. in the evening. If you have any confusion regarding you can directly call me on my phone number. It's been a long time since we have seen each other. And I will be very happy if you can attend my birthday party.

Waiting to meet you soon.

Yours lovingly,

M. Lavanya

To

Preethi.S

D/O Subramanyam.K

D.No: 25/17, Gandhi Road

Chittoor, AP

RESUME

A resume is a formal document that a job applicant creates to itemize their qualifications for a position. A resume is usually accompanied by a customized cover letter in which the applicant expresses an interest in a specific job or company and draws attention to the most relevant specifics on the resume.

SAMPLE RESUME OUTLINE

B.Tech - CV sample and formats for Fresher's

Ganesh Acharya

Email -

XXXXXXX@gmail.com

Mobile: +91-

XXXXXXXXXXXX

Curent location - Pune

OBJECTIVE

To work in a globally competitive environment on challenging assignments that shall yield the twin benefits of job satisfaction and steady-pace professional growth.

EDUCATIONAL QUALIFICATION

S. N	COURSE	UNIVERSITY/BOARD	YEAR OF PASSING	PERCENTAGE
1	B. TECH	JNTUA UNIVERSITY	2020	80%
2	INTERMEDIATE	BOARD OF INDTERMEDIATE	2016	70%
3	SSC	BORAD OF SECONDARY EDUCATION	2014	70%

TECHNICAL SKILLS

- Operating System: WINDOWS XP/VISTA/WIN7, Unix, MS-DOS.
- Software Language: C and Data structure, Java, Oracle.
- Computer Application: MS OFFICE.

EXTRACURRICULAR ACTIVITIES

- Attended for National Level Technical Symposium in JNTUA, Anantapur and CBIT & VBIT at Proddatur.
- Participated as coordinator and volunteer in Technical Functions.
- Participated in and won Cricket Tournaments as Captain.
- Participation in Social Welfare Activities.

WORK EXPERIENCE

Worked with Infocom as a Project Manager from July 2021 to March 2023.

ACADEMIC PROJECTS

Project Title: X

Duration: X Role: X

Description: XXXXXXXXXXXX

PERSONAL PROFILE

Date of birth -

Languages Known

Address

DECLARATION

I hereby declare that above furnished particulars are true to the best of my knowledge and belief.

Place:

Date:

Signature

REPORTING VERBS

In English grammar, a reporting verb is a verb (such as say, tell, believe, reply, respond, or ask) used to indicate that discourse is being quoted or paraphrased. It's also called a communication verb.

Let's take a look at how to use reporting verbs in real sentences. Below, we have divided the verbs into their different grammar structures so they are easier for you to learn.

1. Reporting verb + infinitive

Verbs: Refuse, decide, promise, demand, agree, threaten, plead with

Examples:

1. Charlotte **refused to make** a cake. (**NOT:** Charlotte **refused to make** a cake)
2. My boss **decided to give** me a promotion.
3. The teacher **demanding to know** who was responsible for the mess
4. We **agreed to keep** quiet and not tell anyone the news (Or) We **agreed that we would keep** quiet
5. We **threatened to go** to the police.
6. They **pleaded with** the man **to release** the hostage

2. Reporting verb + somebody + (not) infinitive

Verbs: remind, ask, beg, warn, order, encourage, persuade, advise, urge, agree

Examples:

1. Charlotte **reminded her mum to make** a cake.
2. They **asked me to cook**

3. He **begged his friend not to tell**
4. They **warned me not to go** there by myself.
5. The government has **ordered everybody to stay** at home.
6. Her parents always **encourage her to work**
7. They **persuaded me to stay** for another drink.
8. The doctor **advised me to stop**
9. Our new neighbours have **invited us to have** dinner with them tomorrow.

3. Reporting verb + verb +ing

Verbs: Deny, suggest, recommend, report, propose, and admit

These verbs can be used with **+ing** or with **that**, but it's generally better to be concise and use the +ing verb. Short and sweet!

Examples:

1. They **denied taking** the last biscuit.
2. She **admitted to stealing** the money.
3. She **suggested taking** a taxi because it would be quicker.
4. I **recommend going** in the morning when the weather isn't so hot.
5. I **propose cancelling** the next meeting until we have made a decision.

4. Reporting verb + preposition + verb + ing

Verbs: Blame for, accuse of, insist on, apologise for, complain about, confess to, forbid from, agree to, think about\

Examples:

1. They **blamed me for missing** the train.
2. She **accused her friend of**
3. He **apologised for breaking** the window.
4. She is **thinking about moving** to France.
5. He **insisted on paying** for everybody. / He **insisted that he paid** for everybody.
6. They **complained about not having** a small hotel room. 7. They **complained that they didn't have** a bigger room.

Some verbs of reporting are given. Choose the appropriate verbs and fill in the blanks in the sentences:

1. "Leave me alone," my mother _____ (were complaining, shouted, replied, remarked, ordered, suggested).
2. "Perhaps he isn't a bad sort of a chap after all", _____ the master. (were complaining, shouting, replying, remarking)
3. "Let's go and look at the school grounds", _____ the sports teacher. (were Complaining, remarking, ordering, suggesting).
4. The traffic police _____ all the passers-by to keep off the road. (shouted, replied, ordered, suggested).
5. Why didn't you _____ me that you don't eat meat? (say, tell)

DIRECT AND INDIRECT SPEECH

Direct speech – reporting the message of the speaker in the exact words as spoken by him.

Direct speech example: Maya said 'I am busy now'.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Maya said that she was busy then.

Both direct and indirect speech have two parts which are complete sentences in themselves. They are: Reported speech is more of a speaker's 'Mood/ Tone'. The reported speech can be

- **Assertive/Declarative,**

Ex. Keerthi said, "I have an interview tomorrow."

Keerthi said that she had an interview the next day.

- **Imperative,**

Ex. The policeman said to the driver, "Show me your license."

The policeman ordered the driver to show him his license.

- **Interrogative,**

Ex. Mahesh said, "What is he doing?"

Mahesh asked what he was doing.

- **Exclamatory.**

Ex. She said, "How beautiful the night sky looks!"

She exclaimed with wonder that the night sky looked very beautiful

1. Place of Pronouns

Rules for converting Direct into Indirect speech

Direct Speech	Indirect Speech
Me	Him, her
We	They
Us	Them
You	He, She,. They
You	He, her, them
My	His, Her
Mine	His, Hers
Our	Thier
Ours	Theirs
Your	His, her, their
Yours	His, her, theirs

To change a sentence of direct speech into indirect speech various factors are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

2. Reported speech- Play of the tenses:

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple Past	Past Perfect
Past Continuous	Past Perfect Continuous
Present Perfect Tense	Past Perfect Tense
Past Perfect Tense	Past Perfect Tense

3. Reported speech- Time transitions:

Direct Speech	Indirect Speech
Here	There
This	That
These	Those
Now	Then
Thus	So
Hence	Thence
Ago	Before
Today	That day
Tomorrow	The next day
Yesterday	The previous day
Last night	The previous night

Direct Speech	Indirect Speech
Last week	The previous week
Tonight	That night
The next day	The following day
Say	Say
Says	Says
Say to	Tell
Says to	Tells
Said	Said
Said to	Told
Will say	Will say
Will say to	Will tell

Direct and Indirect Speech Examples

Here are some simple examples of sentences in both direct speech and indirect speech:

Direct Speech:

1. "I am going to the store," said Sarah.
2. "It's a beautiful day," exclaimed John.
3. "Please turn off the lights," Mom told me.
4. "I will meet you at the library," said Tom.
5. "We are going to the beach tomorrow," announced Mary.

Indirect Speech:

1. Sarah said that she was going to the store.
2. John exclaimed that it was a beautiful day.

3. Mom told me to please turn off the lights.
4. Tom said that he would meet me at the library.
5. Mary announced that they were going to the beach the next day.

Rules for converting Direct into Indirect speech

To change a sentence of direct speech into indirect speech various factors are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

Rule 1 – Speech Conversion – Reporting Verb- When the reporting verb of direct speech is in the past tense, all the present tenses are changed to the corresponding past tense in indirect speech

Direct: She said, ‘I am happy’.

Indirect: She said (that) she was happy.

Rule 2 – Speech Conversion – Present Tense- Present Perfect Changes to Past Perfect.

Direct: “I have been to Boston”, she told me.

Indirect: She told me that she had been to Boston.

Rule 3 – Speech Conversion – Past Tense & Future Tense- Simple Past Changes to Past Perfect

Direct: She said, “Irvin arrived on Sunday.”

Indirect: She said that Irvin had arrived on Sunday.

Rule 4 – Speech Conversion – Interrogative Sentences- No conjunction is used if a sentence in direct speech begins with a question (what/where/when) as the “question-word” itself acts as a joining clause.

Direct: “Where do you live?” asked the boy.

Indirect: The boy enquired where I lived.

Rule 5 – Speech Conversion – Changes in Modals- While changing direct speech to indirect speech, the models used in the sentences change like:

- Can become could

- May becomes might
- Must become had to /would have

Direct: She said, 'She can dance'.

Indirect: She said that she could dance.

Rule 6 – Speech Conversion – Pronoun - The first person in direct speech changes as per the subject of the speech.

Direct: He said, "I am in class Twelfth."

Indirect: He says that he was in class Twelfth.

Rule 7 – Speech Conversion – Request, Command, Wish, Exclamation- Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for negative sentences. Therefore, the imperative mood in direct speech changes into the Infinitive in indirect speech.

Direct: She said to her 'Please complete it'.

Indirect: She requested her to complete it.

Direct: Hamid said to Ramid, 'Sit down'.

Indirect: Hamid ordered Ramid to sit down.

Exercise Task:

Convert the following sentences from direct speech to indirect speech

1. **Direct Speech:** She said, "I work in a bank"

Indirect: She said that _____

2. **Direct:** She said, "Her sister can dance"

Indirect: She said that _____

3. **Direct:** He said, "She has completed her work".

Indirect: He said that _____

4. **Direct:** The manager said to the peon, "Get out of my office."

Indirect: The manager ordered to the peon _____

5. **Direct:** Kohli said, "Hurrah! We won the match."

Indirect: Kohli exclaimed with joy that they had _____

6. Direct: Rahim said to the girl, “Why are you shouting?”

Indirect: Rahim asked the girl why _____

ACTIVE VOICE AND PASSIVE VOICE

Active Voice Definition: A verb is in active voice when its form shows that the person or thing denoted by the subject does something or in other words, is the doer of the action. Hence in an active voice, the subject is the doer.

Examples:

1. Sita loves Savitri.
2. The mason is building the pillar.
3. The peon opened the gate.
4. Some girls were helping the wounded man

Passive Voice Definition: A verb is said to be a passive voice when its form shows that something is done to the person or thing denoted by the subject. Hence in passive voice, the subject is in a passive state, that is, suffers or receives some action.

Examples:

1. Savitri is loved by Sita.
2. The wall is being built by the mason.
3. The gate was opened by the peon.
4. The wounded man was being helped by some boys.

Active And Passive Voice Rules For Conversion:

- The object of the active verb becomes the subject of the passive verb.
- The active sentence’s subject becomes the object of the passive sentence (or is dropped).
The finite form of the verb is changed to past participle or V3 form.
- The preposition “by” is used before the passive object.

The Pronoun in the sentence will also be changed

Active Voice Pronoun	Passive Voice Pronoun
I	Me

We	Us
He	Him
She	Her
They	Them
You	You
It	It

Active and Passive Voice in Tenses form

The passive voice is formed with the suitable tense of the verb followed by the past participle.

Study the table given below-

Tense	Active Voice	Passive Voice	Examples
Simple Present	Subject + Verb + Object	Object + is/am/are + V3 + by Subject	Active: I eat mangoes Passive: Mangoes are eaten by me.
Present Continuous Tense	Subject + is/am/are + verb + ing + Object	Object + is/am/are + being + V3 + by Subject	Active: Ramesh is calling Neena. Passive: Neena is being called by Ramesh
Present Perfect Tense	Subject + have/has + V3 + Object	Object + has/have + been + V3 + by Subject	Active: I have made some cakes. Passive: Some cakes have been made by me.
Simple Past tense	Subject + Verb(past tense) + Object	Object + was/were + V3 + by Subject	Active: Preeti stole my clothes. Passive: My clothes were stolen by Preeti
Past Continuous Tense	Subject + was/were + Verb + ing+ Object	Object + was/were + being + V3 + by Subject	Active: The postman was delivering the letters. Passive: The letters were being delivered by the postman.
Past Perfect	Subject + had + V3	Object + had been	Active: The girls had eaten all the

Tense	+ Object	+ V3 + by subject	muffins. Passive: All the muffins had been eaten by girls.
Simple Future Tense	Subject + shall /will +V1 + Object	Object + shall/will + be +V3 + by subject	Active: We shall finish the whole work by 6 p.m. Passive: The whole work will be finished by us by 6 pm
Future Perfect Tense	Subject + shall/will + have + V3 + Object	Object + shall/will + have been + V3 + by subject	Active: They will have won the football match. Passive: The football match will have been won by them.

Change Active Voice into Passive Voice Exercises with Answers

Change the following sentences from active voice to passive voice.

1. The dog chased the cat.
2. The dog bit the boy.
3. The peon rang the bell.
4. Ram played hockey.
5. Miss Mary teaches us English.

Answers –

1. The cat was chased by the dog.
2. The boy was bitten by the dog.
3. The bell was rung by the peon.
4. Hockey was played by Ram.
5. English is taught to us by Miss Mary.

Exercises – 1 -

Change the following sentences from Active Voice to Passive Voice

1. The police arrested the smuggler. (Active Voice)

Ans: _____ (Passive Voice)

- | | |
|---------------------------------------|-----------------|
| 2. Sam had taken the medicines. | (Active Voice) |
| Ans: _____ | (Passive Voice) |
| 3. Ram played hockey | (Active Voice) |
| Ans: _____ | (Passive Voice) |
| 4. Rita will take a photograph. | (Active Voice) |
| Ans: _____ | (Passive Voice) |
| 5. My sister has drawn this portrait. | (Active Voice) |
| Ans: _____ | (Passive Voice) |

Exercises - 2

Change the following sentences from Passive Voice to Active Voice.

- | | |
|--|-----------------|
| 1. The letters had been delivered by her | (Passive Voice) |
| Ans: _____ | (Active Voice) |
| 2. A letter was being written by him. | (Passive Voice) |
| Ans: _____ | (Active Voice) |
| 3. The novel was read by Mom in one day. | (Passive Voice) |
| Ans: _____ | (Active Voice) |
| 4. The match will be played by him | (Passive Voice) |
| Ans: _____ | (Active Voice) |
| 5. A game has been played by me. | (Passive Voice) |
| Ans: _____ | (Active Voice) |

WORDS OFTEN CONFUSED

Commonly Confused Words

Some words in English cause trouble for speakers and writers because these words share a similar pronunciation, meaning, or spelling with another word. These words are called commonly confused words. For example, read aloud the following sentences containing the commonly confused words: **new and knew:**

These words may sound alike when spoken, but they carry entirely different usages and meanings. *New* is an adjective that describes the sweater, and *knew* is the past tense of the verb *to know*.

Commonly Confused Words

accept: to receive

except: with the exclusion of

advice: recommendation (noun)

advise: to recommend (verb)

adverse: behaviour

averse: opposed to

affect: to influence (verb); emotional response (noun)

effect: result (noun); to cause (verb)

aisle: space between rows

isle: island

allude: to make indirect reference to

elude: to avoid

allusion: indirect reference

illusion: false idea, misleading appearance

already: by this time

all ready: fully prepared

altar: sacred platform or place

alter: to change

altogether: thoroughly

all together: everyone/everything in one place

a lot: a quantity; many of something

allot: to divide or portion out

angel: supernatural being, good person

angle: shape made by joining two straight lines

are: plural form of “to be”

our: plural form of “my”

accent: pronunciation common to a region

ascent: the act of rising or climbing

assent: consent, agreement

assistance: help

assistants: helpers

bare: nude, unadorned

bear: to carry; an animal

beside: close to; next to

besides: except for; in addition

boar: a wild male pig

bore: to drill a hole through

board: a piece of wood

bored: uninterested

born: brought into life

borne: past participle of “to bear” (carry)

breath: air taken in (noun)

breathe: to take in air (verb)

brake: device for stopping

break: destroy; make into pieces

buy: to purchase

by: next to; through the agency of

canvas: heavy cloth

canvass: to take a survey; a survey

capital: major city

capitol: government building

choose: to pick

chose: past tense of “to choose”

clothes: garments

close: to shut; near

cloths: pieces of fabric

coarse: rough

course: path; series of lectures

complement: something that completes

compliment: praise, flattery

conscience: a sense of morality

conscious: awake, aware

corps: regulated group

corpse: dead body

council: governing body

counsel: advice; to give advice

dairy: place where milk products are processed

diary: personal journal

descent: downward movement

dissent: disagreement

dessert: a final, sweet course in a meal

desert: to abandon; dry, sandy area

device: a plan; a tool or utensil

devise: to create

discreet: modest, prudent behaviour

discrete: a separate thing, distinct

do: a verb indicating the performance or execution of a task

dew: water droplets condensed from air

due: as a result of

dominant: commanding, controlling

dominate: to control

die: to lose life; one of a pair of dice

dye: to change or add colour

dyeing: changing or adding colour

dying: losing life

elicit: to draw out

illicit: illegal, forbidden etc.,

Complete the following sentences by selecting the correct word.

- 1.) Riya wants to _____ this car for her father (buy / by)
- 2.) What is the _____ of this photo frame (prize/price?)
- 3.) _____ your answer sheet before you submit it (cheque/check)
- 4.) Teacher wants to _____ my parents (meat/meet)
- 5.) Rima is _____ in dancing (weak / week)
- 6.) I ate a _____ of cake (peace/piece)
- 7.) Do not _____ food (waste/waist)
- 8.) Meet my elder _____ Raj (son/sun)
- 9.) Today _____ is sunny (weather / whether)
- 10.) Sharvil got first _____ in essay writing (prize/price)

Jargons

Jargon is the occupation-specific language used by people in a given profession, the “shorthand” that people in the same profession use to communicate with each other. For example, plumbers might use terms such as *elbow*,

Most words in the English language are a part of common, everyday speech, understood by almost anyone who speaks the language. However, jargon is like a type of shorthand between members of a particular group of people, often involving words that are meaningless outside of a certain context. Following are some examples of jargon that will help illustrate the concept.

List of Jargon Words

Jargon can be found in a variety of fields, from law to education to engineering. Some examples of jargon include:

- **Due diligence:** A business term, "due diligence" refers to the research that should be done before making an important business decision.
- **AWOL:** Short for "absent without leave," AWOL is military jargon used to describe a person whose whereabouts are unknown.
- **Hard copy:** A common term in business, academia, and other fields, a "hard copy" is a physical printout of a document (as opposed to an electronic copy).
- **Cache:** In computing, "cache" refers to a place for short-term memory storage.
- **Dek:** A journalism term for a subheading, usually one or two sentences long, that provides a summary of the article that follows.
- **Stat:** This is a term, usually used in a medical context, that means "immediately." (As in, "Call the doctor, stat!")
- **Phospholipid bilayer:** This is a complex term for a layer of fat molecules surrounding a cell. A simpler term is "cell membrane."
- **Detritivore:** A detritivore is an organism that feeds on detritus or dead matter. Examples of detritivores include earthworms, sea cucumbers, and millipedes.

- **Holistic:** Another word for "comprehensive" or "complete," "holistic" is often used by educational professionals about curriculum that focuses on social and emotional learning in addition to traditional lessons.
- **Magic bullet:** This is a term for a simple solution that solves a complex problem. (It is usually used derisively, as in "I don't think this plan you've come up with is a magic bullet.")
- **Best practice:** In business, a "best practice" is one that should be adopted because it has proven effectiveness.

Examples of Medical Jargon

- atypical - something that isn't completely normal
- Negative - results of a test that indicate a tested condition is not present

Business Jargon Examples

- Core best practice - the best way to do something
- Best competency - basic strength of a group or company

Legal jargon

- Injunction: a specialised court order that commands a party to do something or refrain from doing something.
- Libel: a written and published false statement that damages a person or party's reputation.

Usage of jargon

Jargon is the language of specialized terms used by a group or profession. It's common shorthand among experts and used sensibly can be a quick and efficient way of communicating.

jargon used in different profession

Jargon exists in just about every occupation: medicine, law, marketing, banking, insurance, education, engineering, farming, auto repair, construction trades, and more. Jargon is fine to use when communicating with other members of your profession

UNIT-V

Presentation:

A presentation is a communication process that involves sharing information, ideas, or data with an audience. It can take various forms, such as written documents, slides, videos, or charts

Oral Presentation:

An oral presentation, on the other hand, is a type of presentation that is delivered through spoken words. It typically involves the use of visual aids, such as slides or videos, to support the speaker's message.

Strategies of Oral Presentation:

Know your audience, and tailor your presentation accordingly. If you are presenting to high school freshmen, you cannot assume that they will have any background in your field, and you must therefore spend a major portion of your time providing background. If you are presenting to college undergraduates from many different fields, you can assume they are familiar with many basic concepts, but you must remember that your biology classmates are less familiar with Shakespeare and Hemingway than English majors. Plan accordingly. If you are presenting at a national meeting of neuroscientists, of course you can assume that everyone present will be familiar with most aspects of the nervous system.

Include an introduction.

As you are building your presentation, be certain to include an introduction to give the audience some background, and try to make this portion of the talk especially interesting and attention-getting. You know why you found the topic interesting so let others know too.

Use visual aids sparingly.

The main portion of the presentation should flow well, which generally happens when you have a clear logic for what information should be presented in which order. Use visual aids sparingly, and only use the best available, as AUDIENCE MEMBERS WILL LOOK AT THE VISUAL AIDS, NOT YOU, AS LONG AS THEY ARE VISIBLE. If that is your goal, fine, but be certain that you understand this point, and use it accordingly. While examining visual aids, audience members will tend to be unable to focus on your explanations, unless you interact with the visual aids often and in a powerful way.

Practice your presentation, formally, in front of an audience, at least ten times.

Each time you practice, you will discover something you could improve, and your speech will become much smoother, with fewer jarring pauses and mistakes. This also allows you to time

yourself. You should know exactly how long your presentation would be, within about thirty seconds or so.

Always end your talk before time runs out to allow time for questions.

This is crucial, and in many professional meetings, there will be monitors who will literally stand up and stop you if you do not stop yourself on time. Remember that no one ever receives praise for going on and on, even if your presentation is the best ever given. Continuing to speak while taking time from the next presenter is the ultimate in rude behavior.

Pauses are fine, as long as they are planned.

After making a particularly important statement, or while the audience is examining a new slide, you can be silent. Just be certain that you are relaxed about it, and everyone knows that the pause was planned, not awkward. Pauses are much better than filling the air with sound, especially “ummm” and “like.” While practicing, have audience members count the number of times you use those fillers.

Conclude with a short re-hash of the main points.

Try to finish with an especially strong sentence or two that makes it clear that you are finished. Something like, “I hope this gives you a greater appreciation for the work that went into Mark Twain’s writing, thanks for your attention,” is so much better than “ummmm, I guess I’m out of time.”

Steps for effective Oral Presentation:

- Determine the purpose of your presentation and identify your own objectives.
- Know your audience and what it knows.
- Define your topic.
- Arrange your material in a way that makes sense for your objectives.
- Compose your presentation.
- Create visual aids.
- Practice your presentation (don’t forget to time it!)
- Make necessary adjustments.
- Analyze the room where you’ll be giving your presentation (set-up, sight lines, equipment, etc.).
- Practice again.

Reading Comprehension

Reading comprehension is the ability to process written text, understand its meaning, and to integrate with what the reader already knows. Reading comprehension relies on two abilities that are connected to each other: word reading and language comprehension.

Comprehension Skills that can be applied as well as taught to all reading situations include:

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

Seven cognitive strategies of effective readers:

- Activating
- inferring
- monitoring-clarifying
- questioning
- searching-selecting
- summarizing and
- visualizing - organizing.

Read the following passage and answer the questions given below.

What, one wonders, is the lowest common denominator of Indian culture today? The attractive Hema Malini? The songs of Vividh Bharati? Or the mouth-watering Masala Dosa? Delectable as these may be, each yield pride of place to that false symbol of a new era-the synthetic fibre. In less than twenty years the nylon sari and the terylene shirt have swept the countryside, penetrated to the farthest corners of the land and persuaded every common man, woman and child that the key to success in the present-day world lie in artificial fibers: glass nylon, crepe nylon, tery mixes, polyesters and what have you. More than the bicycles, the wristwatch or the transistor radio, synthetic clothes have come to represent the first step away from the village square. The village lass treasures the flashy nylon sari in her trousseau most delay; the village youth gets a great kick out of his cheap terrycot shirt and trousers, the nearest he can approximate to the expensive synthetic sported by his wealthy city bred contemporaries. And the Neo-rich craze for 'phoren' is nowhere more apparent than in the price that people will pay for smuggled, stolen, begged, borrowed second hand or thrown away synthetics. Alas! Even the uniformity of nylon.

Q.1. 'The lowest common denominator' of the Indian culture today is –

- (A) HemaMalini
- (B) Songs of VividhBharati

- (C) Masala Dosa
- (D) Synthetic fibre**

Q.2. The synthetic fibre has

- (A) Always been popular in India
- (B) Become popular during the last twenty years**
- (C) Never been popular the last twenty years
- (D) Been as popular as other kinds of fibre

Q.3. The latest symbol of modernity for the rural people is –

- (A) The bicycle
- (B) The wristwatch
- (C) The transistor
- (D) The synthetic cloth**

Q.4. The term ‘Neo-rich’ means –

- (A) The aristocracy
- (B) The industrialists
- (C) The newly rich people**
- (D) The common people

Q.5. The tone of the passage is –

- (A) Tragic
- (B) Ironic
- (C) Sombre
- (D) Satiric**

Q.6. Pick out “Interjection” from this passage.

Ans: Alas!

Writing Structured Essays

Essay Writing

An essay is generally a short piece of writing outlining the writer’s perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics.

The two main things to keep in mind when working on your essay structure:

- Making sure to include the right information in each part
- Deciding how you’ll organize the information within the body.

Strategies for writing an effective essay :

- Choose a subject
- Create an outline
- Research you topic
- Use proper vocabulary
- Use proper sentence structure
- Know about punctuation ,grammar and style

- Know about essay argument and support it with evidence
- Read the essay of other people
- More use of active voice
- Don't use of informal expression
- Write an effective conclusion
- Do proofreading your essay.

Wonder of Science

Looking at the age when a man led a life like a savage, we notice how far we have come. Similarly, the evolution of mankind is truly commendable. One of the major driving forces behind this is science. It makes you think about the wonder of science and how it has proven to be such a boon in our lives. Most importantly, science has helped develop a great civilization. All the advancements that man has been able to make are with the help of science only. However, it won't be wrong to say that science is a two-edged sword. It comes with its own set of advantages and disadvantages.

Advantages of Science : To say that science has a lot of benefits would be an understatement. The benefits of science do not just limit to one sphere, but it has proven useful in various spheres of the world. When we talk about innovations in science and engineering, electricity is the first thing that comes to mind. It has helped power the world through its development.

That is to say, all the credit goes to science, as it weren't for science, life in the 21st century would be impossible. After all, it is quite hard to imagine a world without computers, medicines, televisions, AC's, automobiles and more. In addition, science has contributed largely to the medical field as well.

It has helped cure deadly diseases and also perform surgeries which were hard to perform before. Therefore, science has changed the world in unimaginable ways.

Disadvantages of Science

As the saying goes 'there is no rainbow without rain', similarly science has drawbacks of its own. One must always remember that anything in excess is poison, and science is no different. If it falls into evil hands, it can cause destruction on a massive level. For instance, science is used to create nuclear weapons.

These are deadly enough to cause war and wipe out full-fledged countries. Another drawback is the pollution caused by it. As the world became more industrialized because of science, pollution levels increased. All the high-scale industries are now polluting natural resources like water, air, wood, and more.

Subsequently, this industrial growth has increased rates of unemployment as machines are replacing human labor. So, we see how it also has a considerable amount of drawbacks as well.

In conclusion, we can say that surely science is very beneficial to the modern man. But, innovations and discoveries have also become destructive in various ways for mankind.

Conclusion

Therefore, it must be properly used for the greater benefit of mankind. We must ensure the wise use of these scientific inventions in order to save the world from the evil side of science. As Dr. A.P.J. Abdul Kalam once stated that science is a beautiful gift to humanity, we must not distort it, likewise, we must live by this quote and monitor the utilization.

Technology

The word "technology" and its uses have immensely changed since the 20th century, and with time, it has continued to evolve ever since. We are living in a world driven by technology. The advancement of technology has played an important role in the development of human civilization, along with cultural changes. Technology provides innovative ways of doing work through various smart and innovative means.

Electronic appliances, gadgets, faster modes of communication, and transport have added to the comfort factor in our lives. It has helped in improving the productivity of individuals and different business enterprises. Technology has brought a revolution in many operational fields. It has undoubtedly made a very important contribution to the progress that mankind has made over the years.

The Advancement of Technology:

Technology has reduced the effort and time and increased the efficiency of the production requirements in every field. It has made our lives easy, comfortable, healthy, and enjoyable. It has brought a revolution in transport and communication. The advancement of technology, along with science, has helped us to become self-reliant in all spheres of life. With the innovation of a particular technology, it becomes part of society and integral to human lives after a point in time.

Technology is Our Part of Life:

Technology has changed our day-to-day lives. Technology has brought the world closer and better connected. Those days have passed when only the rich could afford such luxuries. Because of the rise of globalisation and liberalisation, all luxuries are now within the reach of the average person. Today, an average middle-class family can afford a mobile phone, a television, a washing machine, a refrigerator, a computer, the Internet, etc. At the touch of a switch, a man can witness any event that is happening in far-off places.

Benefits of Technology in All Fields:

We cannot escape technology; it has improved the quality of life and brought about revolutions in various fields of modern-day society, be it communication, transportation, education, healthcare, and many more. Let us learn about it.

Technology in Communication:

With the advent of technology in communication, which includes telephones, fax machines, cellular phones, the Internet, multimedia, and email, communication has become much faster and easier. It has transformed and influenced relationships in many ways. We no longer need to rely on sending physical letters and waiting for several days for a response. Technology has made communication so simple that you can connect with anyone from anywhere by calling them via mobile phone or messaging them using different messaging apps that are easy to download.

Technology in Education:

Technology is making the education industry improve over time. With technology, students and parents have a variety of learning tools at their fingertips. Teachers can coordinate with classrooms across the world and share their ideas and resources online. Students can get immediate access to an abundance of good information on the Internet. Teachers and students can access plenty of resources available on the web and utilize them for their project work, research, etc. Online learning has changed our perception of education.

Disadvantages of Technology:

People have become dependent on various gadgets and machines, resulting in a lack of physical activity and tempting people to lead an increasingly sedentary lifestyle. Even though technology has increased the productivity of individuals, organisations, and the nation, it has not increased the efficiency of machines. Machines cannot plan and think beyond the instructions that are fed into their system. Technology alone is not enough for progress and prosperity. Management is required, and management is a human act. Technology is largely dependent on human intervention.

Computers and smartphones have led to an increase in social isolation. Young children are spending more time surfing the internet, playing games, and ignoring their real lives. Usage of technology is also resulting in job losses and distracting students from learning. Technology has been a reason for the production of weapons of destruction.

Dependency on technology is also increasing privacy concerns and cyber crimes, giving way to hackers.

Editing short text

Editing is a process that involves revising the content, organization, grammar, and presentation of a piece of writing. The purpose of editing is to ensure that your ideas are presented to your reader as clearly as possible. Proofreading focuses on checking for accuracy in smaller details of your work. Editing is an important step in the writing process. It helps to improve the clarity and organisation of your writing, as well as the grammar and style.

Strategies for editing text

- ✓ Read your writing in a new format
- ✓ Take a break

- ✓ Read it aloud
- ✓ Remove uncertain language
- ✓ Avoid repetitive phrases
- ✓ Eliminate filler words
- ✓ Remove weak 'to be' verbs
- ✓ Remove weak adjective
- ✓ Use grammar to find mistakes
- ✓ Separate your editing task

Common errors in grammar and usage

Fill in the blanks with suitable articles

- a) He is not **an** honorable man.
- b) Mount Everest is **the** highest peak in the world.
- c) Sanskrit is **a** difficult language.
- d) Raju is **a** university professor.
- e) He's working in **the** garden.
- f) Tom is **a** player in our team.
- g) I have fixed **an** appointment with **the** doctor.
- h) **The** Eiffel Tower lights up at night.
- i) We had **a** mulberry tree in the garden.

A few sentences using the following Prepositions

(since, instead of, opposite, under, beneath, within, during ,in addition to, on, to, in, onto, by, with, at, in front of)

According to Albert Einstein, "where there is a will, there is away".

- **In addition to** Cricket he can play Tennis.
- Mr.Sunil used a black board **instead of** a whiteboard.
- He has submitted the report **within** a stipulated time.
- **During** night, I was travelling on the bus to visit Sri-City.
- He has been working here **since** 2018.
- I will be going **to** church **in** the morning.
- She placed the plates **on** the dining table.
- Jack found the cat hiding **under** the bed.
- Will you be **with** Raimy or Mazeeka?
- I love sitting **on** the beach **at** night.
- Rachel met Phoebe **by** the lake.
- Finn stood **opposite** Lisa.
- The grocery store is right **in front of** the bus stop.
- My brother climbed **onto** the roof.
- It feels great to sit **beneath** the trees and read.

Exercise on Tense forms

- She **goes** to school in the morning. (Go)
- It **has been raining** since this morning. (Rain)
- India **won** Independence in 1947. (Win)
- She usually **does not care** of my advice. (not care)
- If you get up early, you **will** catch the bus. (catch)
- When we reached the field, the match **had started** already. (start)
- We **practiced** martial arts together (practice)

Subject verb Agreement – Exercise

1. The quality of the candies **is** poor. (is/are)
2. Thirty years **is** long time. (is/are)
3. Either of the two girls **has** done this work just now. (has/have)
4. Bread and butter **is** a healthy food.(is/are)
5. The shoes **are** very expensive. (is/are)
6. Rickets **have** spread over in the district.(has/have)
7. Annie and her brothers **are** at school. (Is/are)
8. Benito **doesn't** know the answer.(doesn't/don't)
9. Each of the girls **has** her own dress. (has/have)
10. Uma, my childhood friend, **is** leaving for Delhi next month. (is/are)
11. Most of my friends **are** government employees. (is/are)

Technical Jargons

Technology jargon is a collection of words and phrases that people use in industries dealing with computers and software. Using this terminology can help them communicate more quickly and effectively. Even if you're not in this industry, technology jargon can help you talk to other clients and potential suppliers. Jargons are specialised words or phrases used by a certain profession or group to refer to things that happen in that profession or group. People outside of these professions are likely to find these jargon expressions difficult to understand. Jargon often includes technical terms, acronyms, or specialized vocabulary that is specific to a particular field, industry, or community.

Examples

Peer assessment: marking a classmate's work

Point Evidence Explanation (or 'PEE'): a method for structuring essays effectively

Coursework : work done throughout the year to be assessed, instead of exams

Critical thinking: approaching a topic analytically and with logical reasoning

Application: An application is software that completes a task, whether for a user or another application.

Bug: A bug is a coding error that interferes with a website's normal operation.

Text editor: A text editor is a program for writing plain text for coding.

Coding: Coding refers to using a programming language for software development.

Comment: A comment adds explanatory notes to the code without affecting the document's layout.

White boarding: White boarding is the manual process of tracking work progress, typically using whiteboards, charts or drawings

Data architecture: Data architecture is the structure that an organization has to collect, store and use its information.

Data modeling: Data modeling is analyzing a business's requirements for collecting and storing information.

Data visualization: Data visualization is the use of charts, tables or graphics to analyze and communicate information.

Motivation

Motivation is about your drive to improve and achieve: setting high standards for yourself and working consistently towards your goals. Take the initiative: be ready to act on opportunities as they come along, and practice being assertive. Motivation is also about optimism and resilience, and finding the positive in a situation, even or especially those that didn't go well.

Interpersonal communication motivation is one of the key factors that play a significant role in why people communicate and what they accomplish in their life. Interpersonal communication motivation is defined through the reasons and wants to action, a process where a person dynamically develops a plan and it becomes framed by the things that someone does.

Some of the key characteristics of motivation in communication are direction, determination, activity, patience and human ability to satisfy what is primary to the individual.

Motivation can be either external (extrinsic) and internal (intrinsic).

External- motivation - the driving force that triggers you in achieving your goal. Such as:

- Money.
- Prize.
- A simple smile and encouragement.

Internal- motivation - the force that leads you to achieve a goal because of personal satisfaction or desire. Examples are:

- Putting up your own business.
- Participating in a competition.

Trophies, medals, money, discounts, grades, entrance to programs or schools, new clothes and losing weight are all examples of extrinsic motivators. These are used to motivate individuals to pursue their goals.

Here are some more examples of external motivation:

- Doing an article for a specific website in exchange for a high salary.

- Joining a web design competition just to win a brand new iPad Air.
- A company needs an employee who is a research addict.
- Doing a logo design for a very prestigious company.
- A company looking for a versatile IT enthusiast.

These are examples of internal motivation:

- Determination to get a college education.
- Putting up a computer cafe.
- Working for a company as a blogger.
- Participation in an online game competition.
- Pursuing a Master's degree in Computer Science.

Intrinsically motivated, you are able to feel some enjoyment and personal satisfaction and develop the skill and competency that you want. It's a personal accomplishment. It is not about getting something in return.

Ways To Get Motivated Externally

- Disregard What Is NOT Important.
- Reject Boredom
- Laugh a Lot
- Stay Fit
- Make a Playlist
- Avoid Energy Leeches
- Make Time to be Creative
- Support an Advocacy
- Have a Break
- Diet Shift

Ways To Get Motivated Internally

- Think Fun and Variety
- Make or Deal with Yourself
- Be Efficient
- Clean Your Room
- Always Think of Your Achievements
- Generate Anticipation
- **Master a Skill**
- **Try Befriending Courage and Altruism**
- Believe in yourself

Self-motivation

Self-motivation has given the drive to make myself complete a task, even when I don't feel like it. Procrastination is not a habit I take part in. Being self-motivated has allowed me to keep up with my school assignments. I've been able to maintain good grades through all of high school,

in all subjects. Being on top of my schedule and assignments helps to reduce stress in my life as well. Self-motivation has had a positive impact on my life.

Self-Motivation is a great achievement. It allows me to be independent, driven, and responsible. Being self-motivated has taught me to value my education. It has enabled me to be a good student, as well as reduced stress in my life. I consider self-motivation my greatest academic achievement because it is a feat that will stay with me the rest of my life.

Everyone suggests other than the person lack motivation, or directly suggests the person remain motivated. But, no one ever tells what is the motivation of how one can stay motivated. Motivation means to face the obstacle and find an inspiration that helps you to go through tough times. In addition, it helps you to move further in life.

Meaning of Motivation

Motivation is something that cannot be understood with words but with practice. It means to be moved by something so strongly that it becomes an inspiration for you. Furthermore, it is a discipline that helps you to achieve your life goals and also helps to be successful in life. Besides, it is the most common practice that everyone does whether it is your boss in office or a school teacher or a university professor everyone motivates others in a way or other.

Role of Motivation

- It is a strong tool that helps to get ahead in life.
- For being motivated we need a driving tool or goal that keeps us motivated and moves forward.
- It helps in being progressive both physically and mentally.
- You need the right mindset to be motivated.
- You need to push yourself towards your goal no one other than you can push your limit
- You should be willing to leave your comfort zone because your true potential is going to reveal when you leave your comfort zone.

Types of Motivation

Although there are various types of motivation according to me there are generally two types of motivation that are self-motivation and motivation by others.

Self-motivation- It refers to the power of someone to stay motivated without the influence of other situations and people. Furthermore, self-motivated people always find a way to reason and strength to complete a task. Also, they do not need other people to encourage them to perform a challenging task.

Motivation by others- This motivation requires help from others as the person is not able to maintain a self-motivated state. In this, a person requires encouragement from others. Also, he needs to listen to motivational speeches, a strong goal and most importantly and inspiration.

Importance of Motivation

Motivation is very important for the overall development of the personality and mind of the people. It also puts a person in action and in a competitive state. Furthermore, it improves efficiency and desire to achieve the goal. It leads to stability and improvement in work.

Above all, it satisfies a person's needs and to achieve his/her goal. It helps the person to fight his negative attitude. The person also tries to come out of his/her comfort zone so that she/ he can achieve the goal.

To conclude, motivation is one of the key elements that help a person to be successful. A motivated person tries to push his limits and always tries to improve his performance day by day. Also, the person always gives her/his best no matter what the task is. Besides, the person always tries to remain progressive and dedicated to her/his goals.

This refers to a psychological phenomenon in which a person assumes or expects something from the job or life but gets different results other than his expectations. In a profession, it is a primary criterion for determining if the person will stay or leave the job.

Some of the best motivators are:

- Inspiration
- Fear of failure
- Power of Rejection
- Passion
- Don't pity your self
- Be assertive
- Stay among positive and motivated people
- Be calm and visionary

The Power of Intrapersonal Communication

Communication is the key to everything life has to offer, good communication is the difference between a professional interview leading to a dream career and the basic college graduate who can't put two sentences together. Communication creates confidence it helps create a reputation and more than anything it defines who you are. As businessmen and women graduate college and go into the marketplace it is important that they know the proper chain of communication, how to handle conflict verbally rather than suppressing it in the office, and the proper business etiquette when it comes to communicating through emails and other forms of technology.

Intrapersonal communication can help individuals develop a more positive self-image, which, in turn, can help us become mentally and emotionally healthy. Individuals can reduce negative self-judgment and build a stronger sense of self-worth by engaging in positive self-talk and practicing self-compassion. This can lead to improved emotional resilience and a more optimistic outlook.

Definition

"Intrapersonal communication can be defined as communication with one's self, and that may include self-talk, acts of imagination and visualization, and even recall and memory."

The power of intrapersonal communication in boosting workplace productivity

Strong intrapersonal communication skills can significantly contribute to workplace productivity and help foster healthy relationships with colleagues. According to a LinkedIn report, a whopping 86% of executives and employees have attributed workplace failures to a lack of effective communication and collaboration. That's why developing intrapersonal communication skills can be a game-changer for professionals.

Managing Emotions and intrapersonal conflict: Intrapersonal conflict refers to the psychological tension and struggle that an individual experiences within themselves. It arises from a clash of opposing thoughts, feelings, or beliefs, and can cause emotional turmoil, anxiety, and stress.

Understanding Communication Styles: Understanding your communication style and emotional needs can help you work more effectively with colleagues.

Leveraging Collaborative Software: With the rise of collaborative software tools, it's essential to understand how to use them to enhance intrapersonal communication. Individuals can effectively communicate their ideas, collaborate on projects, and build strong relationships with colleagues by using project management software, video conferencing tools, and messaging apps. Understanding your intrapersonal communication style can help you leverage these tools to overcome communication barriers and work more effectively with colleagues, regardless of their location or time zone.

The future of intrapersonal communication

In today's world, technology is transforming the way we communicate and interact with each other. As we navigate this digital age, it's essential to recognize the importance of intrapersonal communication and its role in our personal growth and success.

While mindfulness and journaling remain effective strategies for developing intrapersonal communication skills, there are additional skills that will be crucial for thriving in a rapidly changing world. Emotional intelligence, adaptability, and creativity are among the critical skills that will be essential for success in the future.

Developing strong intrapersonal communication skills is a process that requires time and effort. However, by practicing self-reflection exercises, eliminating distractions, and being kind to ourselves, we can enhance our self-awareness and develop a deeper understanding of our emotions and needs.

As we move forward, it's essential to recognize the value of intrapersonal communication and its impact on personal growth and well-being. By cultivating these skills and adapting to new technologies and communication methods, we can thrive in a rapidly changing world and lead more fulfilling lives.

You must be the change you wish to see in the world.