



# Anantha Lakshmi

**INSTITUTE OF TECHNOLOGY AND SCIENCES**

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Near SK University, Itikalapalli-515 721. (V), Ananthapuramu (Dist.)

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## Course Material

### Unit-1

## Content Words and Function Words

### Introduction:

Each word in English belongs to one of eight parts of speech. Each word is also either a content word or a function word.

Content: Information, meaning

Function: necessary words for grammar

In other words, content words give us the most important information while function words are used to stitch those words together.

### Content words:

They are usually nouns, verbs, adjectives, and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverbs give us important information required for understanding.

### Examples:

Nouns	Verbs	Adjectives	Adverbs
Home	Enjoy	Heavy	Slowly
Computer	Purchase	difficult	Carefully
Student	Visit	Careful	Sometimes
Peter	Understand	Expensive	Thoughtfully
Science	Believe	Soft	Often



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Lake	Look forward	fast	Suddenly
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The other words like, *no, not and never; this, that, these and those; and what, where, when, how and why* will be included.

## Function Words:

They help us connect important information. They are important for understanding, but they add little meaning beyond defining the relationship between two words. Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns. Auxiliary verbs(do, be, have) are used to establish the tense, prepositions show relationship in time and space, articles show us something that is specific or one of many, and pronouns refer to other nouns.

Auxiliary verbs	prepositions	Articles	conjunctions	Pronouns
Do	In	A	And	I
Has	At	An	But	You
Will	Though	The	For	Him
Is	Over		So	Us
Did	Between		Since	Ours
Are	Under		As	She
Was	Of		As well as	They
Were	On			We

## Differences between Function words and content words:

Content words	Function words
These are stressed in conversation	These are not stressed



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They are highlighted in speech

They are not emphasized in speech

## Exercises:

1. Mary has lived in England for ten years.
2. He is going to fly to Chicago next week.
3. The trees along the river are beginning to blossom.
4. John had eaten lunch before his colleagues arrived.
5. Our friends called us yesterday.

## Word Forms

### Introduction:

Historically, a word entered the English language, or was borrowed, primarily as one form- a noun, a verb or an adjective. In time, additional forms were added to the original word so that it could function in other ways. The table below includes words and its forms.

There is no formal or exact way of knowing which suffix to add when changing a word from one form to another. The methods of adding suffix forms vary. Some patterns exist, depending on whether the origin of the word is Middle English, Latin, French, Greek, German, etc. Even native speakers require a dictionary when trying to select a particular meaning. Compare *Uninterested*, *disinterested* and *not interested*.

A word may not have all four word forms. For example, the noun *fun* is widely used along with its two adjective forms *fun* and *funny*. But usage of *fun* as a verb rare and as an adverb is non-existent.

A word may be newly coined and not yet have other forms. For example, the word *selfie* is widely used as a noun, but no verb, adjective or adverb forms exist. The verb *twerk* can be used as a verb, but can one say a *twerk* (noun), *twerky* (adjective) or *twerkily* (adverb)?



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Word that comes first is in bold

S.No.	Noun	Verb	Adjective	Adverb
1.	Activity	Activate	<b>active</b>	Actively
2	<b>Beauty</b>	Beautify	beautiful	Beautifully
3	Bravery	Brave	<b>brave</b>	Bravely
4	Curiosity	--	<b>curious</b>	Curiously
5	<b>Friend</b>	Friend/befriend	friendly	-
6	<b>History</b>	--	Historical	Historically
7	<b>Perfection</b>	Perfect	perfect	Perfectly
8	<b>Style</b>	Style	stylish	Stylishly
9	Approval	<b>Approve</b>	approving	Approvingly
10	<b>Difference</b>	Differ	different	Differently
11	<b>Education</b>	Educate	educational	Educationally
12	Failure	<b>Fail</b>	failing	Failingly
13	Exactness	<b>Exact</b>	exact	Exactly
14	<b>Decision</b>	Decide	decisive	Decisively

## Exercises:

1. Famous
2. Important
3. Celebrated
4. Suggest
5. Celebrated

## Listening Comprehension/Skills

*'Attention is the rarest and purest form of listening'*

*'Good listening is built on three basic skills: Attitude, Attention, and Adjustment'*



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## Introduction:

**“Speech is difficult, silence is impossible”.** The Chinese sage who made this statement hundred years ago knew very well the pivotal role of listening in making communication effective.

Listening is a passive skill. It is the mother of all speaking because both the communicator and communicatee need to carry on communication.

Listening is an important skill. Most people are oblivious of the time they spend in purposeful listening. Listening is quite similar to reading as it involves the reception and decoding of verbal messages from the other person. For receiving the messages, meticulous efforts should be made besides interpretation of the messages correctly. Several studies indicate that business people spend 45 percent of their time in listening.

## Definitions:

‘No communication process is complete without listening’

‘Listening is an essential management and leadership skill’.

‘Listening is a process of receiving, interpreting, and reacting to a message received from the speaker’.

‘Listen with your mind, your heart and imagination’

## Hearing Vs Listening:

Hearing and listening are not the same. Hearing is a physical act without deliberate effort. On the other hand, listening requires voluntary attention. It requires a conscious effort to interpret the sounds, grasp the meanings of the words and react to the message. The interpretations of sound signals completely depend on the knowledge of the listener and also on his attitude towards the sender and the message.



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## Types of Listening:

**Appreciative Listening:** It is listening for acquiring aesthetic pleasure, as we do when we listen to a comedian, musician or entertainer.

**Empathetic Listening:** When we listen to a distressed person, who wants to vent his feelings, we provide emotional and moral support in the form of empathetic listening.

**Comprehensive Listening:** It is needed in the classroom when students have to listen to the lecturer to understand and comprehend the message. Similarly, when someone is giving you directions to find the location of a place, comprehensive listening is required to receive and interpret the message.

**Critical Listening:** When the purpose is to accept or reject the message or to evaluate it critically, one requires this type of listening.

Although all these types of listening are important, we mainly involve ourselves in comprehensive and critical listening.

## Traits of a good listener:

1. You can become a good listener by developing a desire to listen. Follow this by adopting a positive attitude to the speaker/subject.
2. Ask for clarification or paraphrase.
3. Never make unnecessary interpretations.
4. Adopt suitable facial expressions and natural smiles (without excessive smiling).
5. Open postures (arms are not crossed) and open palms.
6. Respond the speaker non-verbally by following the regular eye contact, body leaning slightly towards the speaker, head nods and a slightly tilted head. By giving these signals you will make the speaker feel more confident and will make be reflecting interest and understanding. You will also be able to generate more trust between yourself and the speaker.
7. Paying attention towards the speaker is also the responsibility of a liostener.

## How to learn Listening:

1. Listen to the radio
2. Watch English TV channels.



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3. Watch movies.
4. Use internet listening resources.

## **Unit-1:**

**Identifying the topic, the context and specific piece of information by listening to short audio texts and answering a series of questions.**

**(Listening and answering method)**

For this, play short audios or transcripts to the students and ask them fill answers in the given handouts/eliciting oral responses. (Basic Level)

## **Reading Skills**

*“Today’s readers are tomorrow’s leaders”*

*“Good reading habit is the hall-mark of a cultured person”*

*“good reading is an act of love; bad reading is an act of self-love”*

Reading is an essential life skill. Reading is a knowledge acquiring process. The main purpose in developing the ability to read among the children is that to enable them to gain the pleasure and profit from the printed pages.

### **Definitions:**

“Reading is decoding (converting into understandable language) or deciphering print or text.”

(text: a spoken or written language material)

“Reading is meaning making. Meaning making is the goal of reading.”

“Reading is a psycholinguistic guessing game”

“Reading is an interaction between the reader, the text and the message. It is triangular process.”

### **Reading for growth and enrichment:**



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Reading as a part of our daily life, expands the horizons of our awareness. The habit of reading is necessary in the practical management of our world. It is done for various purposes; achieving more; organizing better; amusement; enlightenment; better living and even sometimes escaping from the reality.

It is a transmission of ideas, facts, feelings and decisions from the mind and soul of an author to the mind and soul of a person who reads. In reading the author communicates with his readers through the printed words.

## Reading Comprehension:

For the comprehension, we must remember the following points.

A good comprehension depends on a rich vocabulary, high intelligence, sharp perception, and a synthetic interpretation. While reading, a reader perceives the ideas, thinking constantly, suspecting, inferring, deciding, evaluating and arriving at conclusions.

A learner-reader has to pay attention to follow some rules to be good at comprehension.

A good comprehension depends on wide and analytical reading done over years.

## Sub Skills of Reading:

1. Skimming means reading for gist.
2. Scanning means reading for specific information

**Skimming:** It is a reading process where the reader reads quickly in order to find out the central idea/gist/substance of a text.

**Note:** Here the reader does not go for the minute details but frames an overall impression.

It is a glancing of the text to understand its general content.

## Activities:

1. Choosing an appropriate title for the given passage.
2. Selecting a right heading for the news item.
3. Matching the text with pictures/diagrams.

**Scanning:** Glancing rapidly through the text to find out some specific information. The reader never goes for all the details but exclusively traces out the information he requires.

## Activities:





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1. Searching for the telephone number in the directory.
2. Looking up the dictionary for a particular word.
3. Looking up the index to find out the topic.
4. Finding out the score of favourite batsman from the scorecard.

## **Types of Reading:**

The primary objective of a reader is to extract information from the text. Reading may be intensive and extensive.

Reading for full information is known as intensive reading. It is also called thorough reading/in depth reading or reading for accuracy. The purpose of this reading is not to develop speed but to enable the learners to understand every detail precisely. It involves a detailed examination of the text with writer's intentions, arguments, ideas, style, tone, and linguistic aspects.

Extensive reading deals with the wide range of information. The reader reads the content silently and quickly and understands it efficiently. So this type of reading is called as rapid reading or independent silent reading. The main purpose of extensive reading is the cultivation of a taste for reading. Journals, newspapers, reading cards, etc., and supplementary readers are meant for extensive reading.

**Conclusion:** For becoming an efficient reader one has to change his/her intellectual and psychological attitude towards reading. He/she should realize that reading does not mean reading words and phrases only but it is reading the ideas through words, phrases, sentences, diagrams, tables or through even margins, indentations, spaces, punctuations, etc., one should have a confidence oneself that through a regular practice one will be in a position to recognize and interpret the text quickly.

## **Speaking: Greetings/Introductions**

Dialogue:

Raju: Good morning, Venu.



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Venue: Morning. How are you?

Raju: fine, thank you. Where are you going?

Expressions like Good morning are called Greetings/salutations. They form an essential part of our social interactions and provide us with a pleasant atmosphere to continue the conversation.

We use these greetings when we meet others or talk to them. Other greetings/salutations to are:

*Good afternoon* (said in the afternoon)

*Good evening* (said in the evening)

*Good day* (said during the day)

We use *Good night* in the late evening or at night.

*Good night* is a leave taking expression and not a salutation.

Leave taking expressions, said while parting, are also known as valedictions.

Some other leave taking expressions are:

*Good bye*

*See you*

*See you again*

*So long*

*Bye-bye-bye*

We use *Good morning* etc. in formal situations when talking to highly placed persons, seniors and people in authority.

In informal situations, when talking to our equals or friends we use greetings like *Hello, Hai, Hi*, etc.

When someone says *Hello, How are you?* To the other, the response is:

*Hi, I'm fine, thank you or very well, thank you.*



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The expression *How do you do?* is used between strangers. The response to *How do you do?* is *How do you do?* The expression is formal. Even though it is in the form of a question it seeks no information.

Expressions used in introductions may be classified as shown below:

Introduction	Mood	Response
How do you do?	Very formal	How do you do?
How are you?	Less formal	How are you
Hello, Hai, Hi	Very informal	Hello, Hai, Hi

Hello is also spelled Hullo or Hallo

## Look at some Greetings/Introductions

Gopal: Hello,  
Geetha: Fine, thank you, where are you coming from?  
Gopi: The Library  
Geetha: Is it still open?  
Gopi: Yes, but it will be closed in a few minutes.  
Geetha: Then I must rush, Bye Gopi.  
Gopi: Bye

Peter: Hello, Paul how are you?  
Paul: Hai, Peter how about you?  
Peter: Very well, thank you.  
Paul: Peter, meet my friend John.  
Peter: Glad to meet you. (to John)  
John: How do you do? (to Peter)

## Exercises:

1. Greet your teacher in the evening.
2. Greet your friend in the afternoon.
3. Take leave of your uncle at night.
4. Greet you cousin when you meet him after a long time.
5. Introduce your friend to your brother.



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## Writing Skills

*“Pen is mightier than sword”*

*“A drop of ink makes thousands, perhaps millions think”*

*“Read thousand books and your words will flow like river”*

*“The thing that gives me and has always given me that most happiness in life is writing. The mind celebrates a little triumph every time it formulates a thought.”*

### Introduction:

Writing is an expression. We express ourselves either through speaking or through writing. We, however, do not express everything through writing. Writing has some more formal way of expression than speaking has. This is so because the language used for writing is different from the language used for speaking. Also the subject matter for writing is different from the subject matter for speaking. Although we do not strictly categorize themes or subject matters separately for writing and speaking but we know where and what we should have to write i.e., when we have to express ourselves through writing and when not.

Writing is always a deliberate action with a clear purpose. The purpose of writing is to communicate ideas, facts, impressions, analysis, synthesis, conclusion and thesis. A writer shares his or her experiences with his or her readers.

Thinking and writing should go together. A writer, who starts writing with a due reader-research and a due evaluation of his or her capability in the field he or she chooses to write, collecting and compiling resources, arranging them and shaping them, is also thinking simultaneously. Thinking enters the process of writing accordingly. While writing, the writer constantly thinks about the shape and text of his work.

### Process of writing:

1. Prewriting (germination of ideas)
2. Drafting (shaping the skeleton)



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3. Sharing (thinking about what could be shared and how)
4. Revising (redrafting what is said, anything not said, anything unclear, interpolation, elimination, and expression)
5. Editing (the choice of words, their connotations, sentence-building, paragraph-building, padding and exaggerations, precision, arrangement and grouping, etc.)
6. Evaluation (checking the reasoning, logic, ethics and values, how it matches or serves the purpose)

## Features of Effective Writing:

In the art of writing, the effort to express ideas and the constant use of eye, hand and brain comprises a unique way of reinforcing learning and discovering new communication effective, it is essential to follow certain scientific principles.

1. **Clarity:** It refers to thought and expression.

(a) **Clarity of Thought:** The writer must have correct ideas of the purpose of his writing. He should consider carefully the objective, content and medium of communication.

(b) **Clarity of Expression:** In written communication, this quality can be brought by using simple, easy-to-understand words, single words for long phrases, verbs in place of nouns, active and direct constructions instead of passive and indirect constructions. One should use concrete expressions that have a visual impact on the mind and are easy to remember. It is preferred to avoid redundant words and jargons as they make writing tedious and obscure. Ambiguity in the writing can be avoided by using very short sentences and by placing the words correctly and using correct marks of punctuations.

2. **Completeness:** In communication, completeness of facts is absolutely necessary. Otherwise, it leaves the reader baffled. So it is necessary to organize the message in such a way that the receiver has no doubts about anything contained in it.

3. **Conciseness or Brevity:** A reader's time is invaluable. So writing should be as brief as possible. Brevity in expression effectively wins the attention of the reader. So to achieve conciseness in the message, we should include only relevant facts and organize the message



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properly. Repetition and verbosity must be avoided. However brevity should not be affected at the cost of appropriateness, clarity, courtesy, correctness or completeness.

**4. Consideration:** It implies respect for the reader's point of view. This can be done by adopting the you-attitude in the message, emphasizing positive and pleasant facts and by avoiding gender bias.

**5. Courtesy:** Friendliness plays a very important role in communication. this is inseparable from courtesy which demands a considerate and friendly behaviour towards others. The principles that help to promote courtesy are answering or acknowledging the letters promptly, apologizing sincerely for any omissions, thanking profusely for any favours and not using any irrelative or offensive expression. Empathy must be employed in horizontal communication. Message must be brief and complete in upward communication by employing respect and courtesy; in downward communication brevity, clarity and courtesy must be employed.

**6. Correctness or Appropriateness:** Correctness implies transmitting correct facts in correct language at an appropriate time in a suitable style that adapts the message to the needs of the receiver. At the same time one should preserve the factual as well as emotional content of the message. The gap between the sender and receiver can be filled up by encoding the feelings of happiness, anger, wonder, fear, etc. by using appropriate tone.

Also writing requires the skill of dividing a message into paragraphs. As the proverb says "A pen is mightier than a sword", an effectively written message can certainly reach its objectives.

## Forms of Writing:

Sentence structures	Paragraph writing	Expansion of Proverbs	Note making & taking
Letter writing	CV,Resume, Biodata	Reports	E-mail writing
Essays	Information Transfer	Précis	Circular
Memos	Project Proposals	Summary	Minutes of meeting



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statement of purpose	Letter of recommendations	SMS	
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## Summary on 'A Proposal to Girdle the Earth'

**Introduction:** Nellie Bly is a journalist, essayist, feminist and social advocate. Her full name is Elizabeth Jane Cochran. Her undercover investigations in journalism sought reforms on social issues such as child labour, wages and working conditions. She voiced against the poor conditions of lunatics at mad house in Blackwell's island. She became known as 'The Pretty Crazy Girl' and 'The World's Best Reporter'.

Nellie Bly had been working for newspaper for three years continuously without a vacation. She thought that the ideas are the chief stock in trade of newspaper writers and they are the scarcest stock in the market for article writing. It was her custom to think up ideas on Sundays and submit the same on Monday at the editor for approval. One Sunday, she could not get the ideas for her article. She had spent the greater part of the day and half the night but in vain. For that she felt annoyed and determined to take a vacation and plan trip around the world like Phileas Fogg did.

Immediately, the next day, she visited the steamship's office to know the schedules of steamer for her departure. She approached the editor with the same subject. She revealed it when the editor asked her about the ideas for the article. He expressed a faint smile about her proposal. Both of them went to the business manager to discuss it. The manager had given a terrible verdict about a trip which is impossible for a woman based on the reasons such as a woman need a protector, woman cannot carry much luggage, language problems, etc. The manager told her that there was a plan to send a man not woman. She angrily spoke him that she too starts her journey on the same day if anyone was planned to send. Meanwhile, important project for gathering news came up and this visionary idea was put aside.



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A year after this discussion, she was called to the office. The manager asked her to take a trip around the world. She accepted immediately. Next morning, she went to the fashionable dress maker to order a dress that will stand constant wear for three months. She got her dress in time and purchased a handbag to confine her luggage. Before leaving, she wrote letters to all her friends about her visionary trip. She also had a fear about her constant headache which made her impaired, though she consulted a number of physicians. Before starting her journey, she went to the office and collected currency and gold for her expenses. She also carried passport and money in a small pouch.

**Conclusion:** In one of her well-known works, 'Around the World in Seventy Two Days', Bly documented her bold and record breaking 24,899 mile trip around the globe. Bly retired from journalism in 1894 and developed into a leading woman industrialist.

## Unit-2

### Articles

The words 'a/an' and 'the' are called articles. 'A or An' is called the indefinite article. 'The' is called the definite article.

'A or An' is used before countable singular nouns.

'A' is used before words beginning with a consonant sound.

Ex: a box, a house, a horse, etc.

'An' is used before words beginning with a vowel sound.

Ex: an apple, an hour, an heir.

'University', 'European' begin with a vowel in spelling but with a consonant sound.

Ex: a university, a European





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## Use of Indefinite articles:

1. It is used in the sense of one.

**Ex:** I bought **a book**.

He came with **an umbrella**.

2. It is used to represent a class.

**Ex:** A cow is a useful animal. (a cow means all cows.)

An elephant is a huge animal. (an elephant means all elephants)

3. It is used to make a common noun of a proper noun.

**Ex:** Only **a Wordsworth** can write such a poem. (a person with the ability of Wordsworth)

4. It is used to indicate price, speed, etc.

**Ex:** He drove the bus at fifty kilometers **an hour**.

He bought the apples at thirty rupees **a dozen**.

5. It is used in exclamations.

**Ex:** What **a** pity!

What **a** beautiful sight!

6. It is used in certain similes and metaphors.

**Ex:** She walks like **a** queen.

Here is **a** heaven for lunatics.

7. It is used in after prepositions, '*as*', '*for*', '*on*', and '*at*'.

**Ex:** They don't do it **a** rule.

It is only **a** change.

Cloth is manufactured **a** large scale.

8. It is used in some phrases.

**Ex:** to take **an** interest in.....

in a word.....

take a vacation....

play a joke.....

as a matter of fact....



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## Uses of the definite article:

1. It is used to indicate a class with nouns in the singular.

Ex: **The** cow is a useful animal.

**The** monkey is a mischievous animal.

2. It is used to indicate the class with adjectives.

Ex: **The** rich are becoming richer.

**The** poor suffer a lot.

3. It is used with superlatives.

Ex: She is **the** cleverest girl in the class.

He is **the** most popular actor.

4. It is used as an adverb with a comparative.

Ex: **The** higher you go, **the** colder it becomes.

**The** more, **the** merrier.

5. It is used before the names of holy books.

Ex: **The** Ramayana, **The** Bible, **The** Khoran

6. It is used before nouns when these are the names of mountains, rivers, oceans, seas, and certain territories.

Ex: **the** Krishna, **the** USA, **the** Bay of Bengal

7. It is used before the names of things unique of their kind.

Ex: the sun, the moon, the sky, the earth

## Omission of the Articles:

1. Before the proper nouns.

Ex: **Nehru** was a great leader.

But in the plural form take 'the'

Ex: The **Tatas** are famous industrialists.

2. Before plural nouns used to denote a class, or in a general sense.

Ex: **Books** are our friends.



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**Cows** are useful animals.

3. Before material nouns and abstract nouns used in general sense.

Ex: Cotton is light.

**Patience** is a great virtue.

4. Before names of diseases.

Ex: He is suffering from **fever**.

5. Before the names of languages and colours.

Ex: He does not know **French**.

**Blue** is his favourite colour.

6. Before places visited for their primary purpose.

Ex: He goes to **school**.

7. 'The' is used with these words when we refer to them as a definite place, building or object (not for the normal activity).

Ex: The college is near to my **house**.

I met Smith at the **church**.

8. Before the names of relations.

Ex: **Father** has comeback.

**Cook** is angry.

9. Before names of meals.

Ex: **Lunch** is at 12' clock.

## Prepositions

A preposition is a word that can show the relation between a noun or a pronoun which is its object and another word in the sentence.

Ex: I saw cat on a mat.

{at, for, by, from, in, of, on, to, with, above, across, against, along, behind, in front of, out of, around, towards, etc.}



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## 1. **Prepositions of Time:**

**At:** 1. It is used with a definite point of time.

**Ex:** at 7 PM

2. with the names of the festivals and holiday festivals.

**Ex:** at Deepavali, at night

**On:** used more general points of time. It is chiefly used with days and dates.

**Ex:** on Sunday, on 1<sup>st</sup> May

**In:** It is used with parts of the day, months, years, and seasons.

**Ex:** In the morning but at noon.

**By:** not later than that time.

**Ex:** The competition will be over by six PM

## 2. **Preposition of Position:**

Many prepositions may be used to define the position of one object in relation to another.

**Ex:** at the table, in the bed, behind the curtain, below the surface, beside the wall, across the field, between Bombay and Hyderabad, near Delhi, over the fire, above, the fields, within the house, among the bushes, etc.

## 3. **Preposition referring to Place:**

**In:** in Madras, in India (for the names of cities or large towns and countries)

**At:** at a village near Hyderabad ('at' for villages and small towns); (for a particular house or place of residence)

**In:** in Sultan Bazar ('in' for the names of roads and streets)

## 4. **Preposition refer to travel and movement:**

**By:** by bus, by car, by train, by air

**On:** on horse back, on foot, on a bicycle, or by bicycle

**Get in/Get into:** a train/bus/taxi/car/plane/ship



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**Get off:** a train/bus/car/taxi/plane/ship

**5. Some hints:**

Agree with (a person)

Agree to (a thing)

Interfere with ( a person)

Interfere in (a thing)

Deal with (a person)

Deal in (a thing)

**Angry** with a person/at a thing

**Annoyed** with a person/at a thing

**Furious** with a person/ at a thing

**Irritated** with a person/ at a thing

**vexed** with a person/ at a thing

**good** at an occupation/ to a person/ for a purpose

**bad** at an occupation/to a person/ for a purpose

**superior** to

**inferior** to

**junior** to

**senior** to

**prefer** to

**To : with distance**

**Till: With time**

**Cure of**

**Suffer from**



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**Congratulate on**

**Exercise:**

1. The bag is.....the top rack .....the cupboard.
2. They are sorry .....having disturbed you.
3. The woman....the car is my neighbour.
4. Did you read the article .....the applications.....biotechnology.
5. The baby slept peacefully.....the telephone rang.
6. His clients are happy.....Mani's work.
7. The shop is .....my flat.
8. Rini was angry.....Simon.
9. He spoke....him.
10. Sudha sits.....Saroj and Usman.

**Cohesive Devices/Linking Words/Connectors/Discourse Markers/Traditional Words/Linkers:**

While writing paragraphs, making notes or summarizing passages, certain linkers and linking devices have to be used to ensure logical flow of thought and language. Here is a list of linking devices and contexts in which they can be used. Go through the list carefully and use them in speech as well as writing-they are especially useful in presentations and speeches.

**Linking Devices:**

1. (a) Pronouns used instead of nouns already mentioned.  
(b) Words such as 'this', 'that', 'these', 'those'

**2. Logical Connectors:**

S. No.	Logical Connectors	Functions
1.	certainly, indeed, surely, above all, most importantly	Emphasize



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2.	In addition to, furthermore, also, moreover, too	Add to
3.	Similarly, in the same way, equally, correspondingly	Show similarity
4.	Also, moreover, furthermore, in addition, again, what is more, above all	Confirm
5.	To sum up, to summarize, to conclude, in about, so, so far, altogether, thus, therefore, finally, lastly, at-last, briefly, in brief	Sum up
6.	But, however, though, yet, still, except for	qualify
7.	For example, for instance, thus, in this way	illustrate
8.	(a) order of items,-firstly, secondly, next, then, finally, lastly, in the second place (b) order of events-to begin with, in the end, subsequently, eventually, for one-thing, for another thing	Enumerate
9.	Now, next	Show a new stage
10.	So, therefore, consequently, hence, thus, as a result of, accordingly, otherwise	Show the result
11.	In other words, that is to say, by that I mean, namely, in this case, in fact, that is, moreover	Explain
12.	On the other hand, alternatively, but then, rather, instead of	Show an alternative
13.	Instead, in contrast, by contrast, conversely, on the contrary, on the other hand, unlike, whereas	Show a contrast



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14.	However, still, yet, though, in spite of, all the same, nonetheless, for all that, at the same time, it's true, that, as though, even, of course, after all	Show a concession
15.	Incidentally	Show a temporary movement away from the text

## Sign posts and Transition Signals

*Transition signals are connecting words or phrases that strengthen the internal cohesion of your writing. Transition signals act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that they flow and there are no abrupt jumps or breaks between ideas.*

Transition signals also act like **signposts** making it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

There are several types of transition signals. Some lead your reader forward and imply the building of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

The following words and phrases can be used to indicate transitions and to cue your reader about how ideas are logically connected in your writing. This list is also helpful for providing alternative options if you find yourself constantly using the same linking word or phrase.





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<b>To indicate sequence or to logically order ideas</b>	first, second, third, etc., followed by, then, before, after, next, finally, previously, subsequently, initially, followed by, concurrently, at that time
<b>To refer to specific incident or example</b>	for example, to illustrate, for instance, in the case of case, specifically, namely, in this case, such as, on this occasion, notably
<b>To provide emphasis or indicate importance</b>	Indeed, above all, especially, particularly, crucially
<b>To indicate time</b>	Thereafter, initially, at that/ this point, immediately, finally, simultaneously, before, after, then, later, at that/ this time, formerly, meanwhile, prior to, previously, during, at present
<b>To compare and contrast</b>	<p><b>To compare:</b> on the one hand, conversely, while, similarly, correspondingly, whereas, in the same way, similar to</p> <p><b>To contrast:</b> in contrast, on the other hand, unlike, a different view is, on the contrary, differing from, however, balanced against, by/ in comparison, (and) yet</p>
<b>To indicate result or cause and effect</b>	as a result (of this), consequently, as a consequence, therefore, thus, hence, accordingly, for this reason, because (of this), so much (so) that
<b>To introduce a similar idea</b>	Similarly, equally, in the same way, likewise
<b>To add another idea or more information</b>	in addition, furthermore, besides, also, it could also be said, additionally, another, further, moreover
<b>To introduce an opposite idea , to show exception or concession</b>	Alternatively, however, on the other hand, it could also be said that, in contrast, instead, whereas, nevertheless, despite/ in spite of (this), even though, admittedly ,nonetheless, albeit, notwithstanding (this), although, regardless (of this), (and) yet, on the contrary
<b>To give an example</b>	take the case of, for example, for instance,



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	in this case, to demonstrate
To identify or clarify	that is (to say), namely, specifically, thus, in other words
To summarise or conclude	Finally, in brief, on the whole, overall, therefore, in conclusion, in other words, thus, consequently, as a result, ultimately, in summary, hence, to summarise

## Conversations

### Learning Objectives:

1. Master the skills to become a good conversationalist.
2. Learn the effective conversations.

### Introduction:

Conversation is a perhaps one of the most commonly employed methods of self-expression that characterize our everyday speech-making activity. Although conversations occur normally and naturally to us tend to take for granted our ability to make our conversations work. However, like any other form of communication, conversations require effort, focus, and practice. Before talking about how to become a good conversationalist, let us know the basic aims of conversation.

### Purpose of General Conversations:

Following are the general purposes of conversation.

1. Self-expression and interaction
2. Getting to know the other person better.
3. Building trust and credibility.

### Features of Conversations:

1. The conversation should shift back and forth, with each person getting an opportunity to talk. Conversation in this sense is like a ball that is tossed from one person to another, with no one holding on to it for very long.
2. It should be clearly and concisely worded.
3. The sender should deliver the complete message, leaving no room for confusion.

### Tips for improving conversations:



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1. Listen more than speak.
2. Ask questions for expressing oneself.
3. Use appropriate body language.
4. Be fluent while speaking.
5. Pay attention to speaker.

## Model Conversations

### *1. Two friends going to attend a marriage*

Shanthi : Hi, Surekha. Are you ready? Shall we go?  
Surekha : where?  
Shanthi : To St. Gabriel's Church, of course  
Surekha : But why? You puzzle me, shanthi.  
Shanthi : Come on. Don't you remember that Narayana is getting married today.  
Surekha : O my god! I forgot about it completely.  
Shanthi : Then aren't you coming?  
Surekha : Can you wait for ten minutes? I'll get ready and come with you.  
Shanthi : With all pleasure, but be in hurry.  
Surekha : in a jiffy.

### *2. A conversation about the health*

Aarthi : I'm always sick these days, Deepa.  
Deepa : what can you expect? During winter, people often fall sick.  
Aarthi : you are right. Anywhere I go, someone will just sniff, cough, or sneeze. Good Lord, is there anything I can do?  
Deepa : Certainly, there is. You can always do something to boost your immunity and fight those invisible germs gliding your way.  
Aarthi : I'm aware of that. Our immune system relies hugely on the right food we regularly eat.  
Deepa : It's good to see you eating peanuts. Do you know that nut is a great source of energy?  
Aarthi : Yeah. I also read somewhere that nuts have vitamins, fiber, protein, nutrients, and



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antioxidants that can boost the immune systems. In fact, recent studies reveal that nuts can lower the effects of bad cholesterol.

Deepa : That's correct! May be, you need to add more fruits and vegetables to strengthen your immune system. You need to do yoga as well to keep yourself fit.

Aarti : Yes, thanks for reminding me of that. I will surely have fresh fruits and vegetables rich in vitamin C, vitamin A, and immune saving antioxidants. And of course, yoga.

Deepa : Oh! My turn has come, I shall withdraw some money. Bye-bye!

Aarti : Thanks for your wonderful tips. See you. Bye!

## Paragraph Writing

### Introduction:

A paragraph is a cohesive arrangement of sentences moving round one idea. In a paragraph, there are sentences grouped closely under one idea. In a paragraph, the arrangement of sentences and their raking generate progression in thought. A dominant theme binds the sentences together in a paragraph. All sentences, individually, have a distinct role in the development of an idea and in the growth of a paragraph. A text having a solid block-like look with no paragraphs makes itself unapproachable for the reader. Also a text divided in parts creates a picture of unity in variety. Variety, because it partly strengthens a dimension of the text and unity because the text is not complete without a paragraph. A paragraph is a small unit, a link of a bigger unit, a chain. It has its own individuality and its own existence. In a paragraph every sentence gives birth to the sentence that follows it and every two consecutive sentences are connected to each other in thought.

### Characteristics of a Good Paragraph:

**1. Unity:** The unity in a paragraph means that the paragraph deals with one point only. All sentences at the individual level strengthen or develop that joint. No word or sentence makes any digression. The development of a point or idea is also gradually done from one sentence to



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another. There is a movement from the first sentence to the last sentence of the paragraph and when the paragraph ends it gives a sense of completion.

2. **Coherence:** In a good paragraph, there is flow from one sentence to next sentence. The sentences are well-knit. Each sentence is logically connected with the preceding and the following sentences. Every sentence has the seeds to begin the next sentence. There is a movement of thought from sentence to sentence.

3. **Order:** In a good paragraph, there is a proper order with regard to time and space sequence. The order is also from particular to general, from question to answer. The proper order in a paragraph generates a sense of completion. The aspect of order in a paragraph gives a feel of the movement, because the logic and the reasoning develop the order in a paragraph.

4. **Length:** The length of a good paragraph is neither too short nor too long but an optimum one. The optimum length of a paragraph can be effected by weighing each sentence and its effectiveness in terms of precision. Long sentences may be converted into short sentences by one word substitutions or by removing unnecessary details making the sentences compact and concise. For effectiveness a short paragraph creates clarity of expression.

5. **The Topic Sentence:** As a paragraph deals with one point or one topic only, hence, the topic dealt with by the paragraph is shown by one sentence in the paragraph called the topic sentence and all other sentences elaborate that point in the paragraph. Its importance places the topic sentence helps the reader to follow what the writer's train of thoughts.

## Mechanics of Writing

*Meaning symbols serve better when properly interlinked*

### Punctuation:

When we speak, we use pauses between utterances to make our meaning clear. Similarly, when writing we use certain marks of punctuation as an integral part of the communication



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mechanism. These indicate the pauses required in reading, and like road signs, guide the reader's mind as he goes through a piece of writing. Punctuation marks are also used to express grammatical constructions and the dependence of the various sentences and their parts.

The modern trend is to use punctuation marks only where they are needed for clarity of expression. This is done in the interest of easier flow of thought and comprehensibility.

## Some punctuation marks:

- (a) Comma { , }
- (b) Semicolon { ; }
- (c) Colon { : }
- (d) Full stop { . }
- (e) Question mark { ? }
- (f) Apostrophe { ' }
- (g) Mark of exclamation { ! }
- (h) Quotation marks { “ ” }
- (i) Dash { -- }
- (j) Hyphen { - }
- (k) Brackets { ( ) }

## Comma:

It represents shortest pause and denotes a close connection. Its chief uses are the following.

( i ) to separate nouns and pronouns in apposition or in contrast.

-Hari, the son of Govind.....

-Shyam, not Hari, did it.

( ii ) to separate two words or figures that might otherwise be misunderstood.



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( iii ) to punctuate certain conventional expressions.

-It must, however, be remembered that the report is to be submitted tomorrow.

-we know, of course, that the prices will go down after a month or so.

(iv) to separate pairs of words of the same class or rank that go together.

-By night or day, at home or abroad, asleep or awake, Hari has no peace of mind.

(v) to separate from the main clause, phrases beginning with certain coordinative conjunctions.

-He is not only wise, but also clever.

-Anand was not only accused, but also convicted.

(vi) to set off dependent phrases and clauses preceding or following the main clause.

-Although he is industrious, he is not intelligent.

(vii) to separate geographical names, dates, and other elements in address.

- His shop is in Hazaratganj, Lucknow.

- The meeting will be held on Monday, April 17, 1993.

- Please send the parcel to Shri K.P. Kamath, 22, Jahangir Road, New Delhi-110001

(viii) to separate titles following a person's name.

- For the collection of data, you may contact Sri L.T. Gadre, M.S., Assistant Surgeon.

(ix) to separate a direct quotation following an introductory clause.

-Hari said, "This work must be completed today."

(x) to set off the question tag from the main clause.



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- They will close the window, won't they?

-He has written a good report, hasn't he?

## **Semicolon:**

The semicolon is a sort of period within the sentence. It denotes the end of one thought and the beginning of another closely related thought. Its main uses are:

(i) to separate parallel expressions where a distinct pause is desired.

- Health means happiness; illness means misery.

(ii) to mark off clauses which are closely connected or which contain statements of contrast but are not joined by any conjunction.

- You have taken action well in time; there would now be no difficulty in completing the job.

- Peace is constructive; war is destructive.

## **Colon:**

The colon signals that more information or an explanation of a statement made is to follow. It is used for the purpose mentioned below.

(i) to introduce a formal list.

- please send the following:

(ii) to indicate further explanation of the preceding statement.

- hari has to perform a dual function: to handle correspondence with other branches, organizations and the government, and to maintain accounts relating to the income and expenditure of the Delhi branch.

(iii) to indicate certain conventional constructions.





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- sub-title of book

Applied Communications: Business correspondence

-citation to a journal

Journal of Linguistics 6:241-256

## Full Stop:

The full stop is used for the following purposes:

(i) to mark the end of declarative and imperative sentences.

- Do what you are told.

-He is student.

(ii) to indicate the end of indirect questions.

-He asked me what the report was about.

(iii) to indicate certain abbreviations.

- B.E. I.A.S

(iv) To inform the reader that a certain portion is omitted within a sentence, three periods are put.

-Report writing style is distinguished by a ...restrained tone.

## Question Mark:

The question mark usually denotes the end of a sentence and is used for the following purposes.

(i) to mark the end of direct questions.

-When will he finish this job?



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-Is he leaving for Delhi today?

(ii) to indicate the end of the polite questions and question tags.

-Post this letter, will you?

-He has already written the report, hasn't he?

(iii) to express doubt within parentheses in a sentence.

-The report which has written in August 1986 (?) has not been processed yet.

## **Apostrophe:**

The apostrophe is generally used with s but sometimes it occurs by itself also. Examples of both are given below.

(i) For the possessive of singular nouns.

-Hari's books

-The buyer's wish

-The writer's desire

(ii) For possessive of plural nouns not ending in 's'.

-men's enclosure

-Women's enclosure

(iii) for possessive of plural nouns ending in 's'.

-shareholders' meeting

-the buyers' wish



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(iv) to indicate possession in compound words and expressions and in names of companies.

-father-in-law's letter

-Director of Education's circular

-Minister of Food and Agriculture's broadcast

(v) to indicate possession in monosyllabic proper names ending in 's'.

-Keats's poems

-Jones's memo

(vi) for possessive of proper names ending in 's' and having two or more syllables.

-Dickens' novels

-Harbans' books

-Rathas' draft

(vii) to form plurals of figures, letters used alone, and words used as examples of themselves.

-He cannot properly transcribe the 3's and 7's.

-There are too many I's in your letter.

-The q's are not used to frequently as the e's.

-Your if's and but's annoy me.

(viii) to form plurals of certain abbreviations.

-B.A.'s M.P.'s P.O.W.'s

(ix) to show that certain figures or letters have been omitted.



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-77 for 1977

-can't for cannot

-it's for it is

-I've for I have

(x) to refer to a decade.

-1970's

1980's

## **Mark of Exclamation:**

It is used to mark a forceful utterance or to indicate a sudden and strong emotion such as surprise, admiration, incredulity, etc.

-What!

-Nonsense!

-How ridiculous!

-What a piece of work is man!

## **Quotation Marks:**

Quotation marks are used for the following purposes.

(i) to enclose direct quotations.

-He said, "Let us know consider the first suggestion."

-Hari said, "They also think so."

(ii) to indicate special usage of word or phrase or a technical expression.



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-Your interpretation of “socialism” is different from mine.

-In Linguistics “competence” has acquired a new meaning.

(many writers prefer to use single quotation marks in the kind of expressions given above as examples. Single quotation marks are also used to enclose a quotation within a quotation.

## **Dash:**

The main uses of the dash are the following.

(i) to show a break in the thought of a sentence.

-A similar exercise-you would recall-was done last year.

-They came-such was his popularity-from every part of the country.

(ii) to mark the suppression of a word.

-The policeman stated that Sri-was not present.

(iii) to indicate a long pause for the sake of emphasis.

-There is no date to that document-a most significant omission.

(iv) After a colon to introduce a quotation, an enumeration of particulars, a list or the example of a rule

-We have ordered the following:-

## **Hyphen:**

The important uses of the hyphen are indicated below.

(i) to connect the elements of certain compound and complex words.

-Chicken-hearted (compound word)

anti-inflation(complex)



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-cross-examine

pre-engineered

-shell-like

re-educate

(ii) to show the continuation of a word divided at the end of a line.

-It is an interesting study of how these gram

-matical forms are used in English

(iii) to join words which form a compound adjective before a noun.

-go-as-you please ticket

-middle-of-the-road policy

-well-planned campaign

-earn-while-you -learn scheme

-house-to-house survey

(iv) to join compound numbers from twenty –one to ninety-nine.

-forty-three, sixty-nine, eighty-five, ninety-eight, etc.

## Brackets:

They are used mainly for the following two purposes.

(i) to indicate references.

-We have already discussed (chapter 7) how to deal with such situations.

(ii) to insert a parenthesis.

-They are offering 30 per cent of (their usual discount) on these books.



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-Immovable property (land and buildings) can be offered as security for debts.

## Capital Letters:

Like punctuation, the use of capitals is a device to make a written message easy to read and understand. Generally capitals are used in the following cases.

(i) Names of places, persons, things, organizations, and designations.

-Delhi, Prasad, Ganga, Bureau of Statistics, Financial Commissioner

(ii) Names of days and months.

-Monday, February

(iii) Holidays and religious days.

-New Year, Holi, Easter, Id, May Day

(iv) Adjectives of nationality

-Indian, French, Japanese

(v) Names of trains, aeroplanes and ships

-Taj Express, Deccan Queen, Apsara

(vi) Abbreviations of degrees, eras and organizations.

-B.E., A.D., UNESCO

(vii) personified or other important words.

-O Death, O Life, O time, Reformation, Renaissance



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(viii) Nouns and pronouns referring to God.

-Our father in Heaven

-His Grace

(ix) to begin every line of poetry.

-you smug-faced crowds with kindling eye

Who cheer when soldier lads march by,

Sneak home and pray you'll never know

The hell where youth and laughter go.

(x) At the beginning of a direct quotation.

-Hari said, "You have done an excellent job."

(xi) At the beginning of a sentence; that is, following a full stop and a question mark, but following an exclamation mark only if it ends a sentence.

-It was a nice picnic.

-We all enjoyed it.

Why do you hesitate?

(x) We sometimes find it difficult to decide about the capitalization of letters in the case of titles of books, reports, and articles. The general practice is to capitalize the first letter of all main words (nouns, adjectives, verbs, adverbs) but not articles, conjunctions, and prepositions consisting of five or fewer letters.





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## Unit-3

### Direct and Indirect Speech

The words spoken by a person are reported in two ways - Direct and Indirect Speech

In Direct Speech, we can reproduce the words exactly spoken by a person it is enclosed within inverted commas.

Ex:- He said, "I am busy".(Direct Speech)

In Indirect Speech, we express in our own words the substance of the speaker's words. Inverted commas are removed in the Indirect Speech.

Ex: He said that he was busy (Indirect Speech)

### **Rules for changing Direct Speech into Indirect:**

1. *If the reporting verb is in the present tense or future tense, the tense of the verb in the reported clause does not change.*

Ex:- He says, "Life is dull". (Direct Speech).

[here the reporting clause is **He says**, Reporting verb is **says**; reported clause is **Life is dull**]

He says that life is dull (Indirect Speech)

2. *If the reporting verb is in the past tense, the tense of the reported verb is changed in to the corresponding past tense.*

### Direct Speech

is, am

are

may

can

### Indirect Speech

was

were

might

could



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will	would
shall	should
has, have	had
must	had to
do, does	did
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past continuous	Past perfect continuous

## Ex:

1. She said, "I am unwell". (Direct Speech)  
She said that she was unwell. (Indirect Speech)
  2. He said, "We are in the play ground".  
He said that they were in the Play ground.
  3. She said, "It may rain".  
She said that it might rain.
  4. The boy said, "I can do it".  
The boy said that he could do it.
  5. He said to me, "I have met your brother".  
He told me that he had met my brother.
- 
1. She said, "My father went to Guntur".  
She told me that he father had gone to Guntur.

*If the reported clause expresses a universal truth, the tense remains unchanged.*

- Ex:** The teacher said, "The sun rises in the east".  
The teacher said that the sun rises in the east.



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*Words expressing nearness in place or time are changed to words expressing distance in Indirect Speech.*

## Direct Speech

now  
here  
hence  
hither  
this  
these  
thus  
here by  
to day  
to night  
tomorrow  
yesterday  
last night  
night

## Indirect Speech

then  
there  
thence  
thither  
that  
those  
so  
there by  
that day  
that night  
the next day (or) the following day  
the day before(or) the previous day  
the night before(or) the previous

**Ex:-** He said, “ I am glad to be here now”.  
He said that he was glad to be there then.

## **In the case of Assertive sentences:**

In Assertive sentences, “say”, “says” and “said” remain unchanged “say to” becomes “tell”. “Says to” becomes “tells”. “said to” becomes “told”. The conjunction “that” is used at the place where comma and inverted commas are removed.



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**Ex:-**

1. He said, “ I shall go to Madras tomorrow”  
He said that he would go to Madras the next day.

2. He said to me, “I am writing a poem”.  
He told me that he was writing a poem.

3. He says to me, “My son is lazy”.  
He tells me that his son is lazy.

**In the case of Interrogative sentences:**

The reporting verbs used in Questions are *asked, enquire, wonder, and want to know*

When the question is introduced by a verb, the reporting verb is followed by *if or whether*

When the question is introduced by an interrogative word the same word is used in the indirect speech. No conjunction is used.

In the Direct speech, the verb is placed before the subject. In the Indirect speech, verb is placed after the subject. In the Direct speech, a question mark is placed at the end of the sentence. In the Indirect speech, a full stop ( . ) placed at the end.

**Ex:-**

1. My friend said to me, “Is Ramu on leave”?  
My friend asked me if Ramu was on leave.

2. He said to her, “Is your son all right”?  
He asked her if her son was all right.

3. I said to him, “what are you doing there”?  
I asked him what he was doing there.

4. The conductor said to the old woman, “Why have you not bought a ticket for the baby”?  
The conductor asked the old woman why she had not bought a ticket for the baby.

5. “Do you wish to open an account”? The accountant said to the stranger.  
The accountant asked the stranger if he wished to open an account.



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## In Case of Imperative sentences:

The reporting verbs used in imperative sentences are *advise, ask, order, request, urge*.  
The Imperative mood is changed into to-infinitive.

**Ex:-**

1. He said to the boy, "Get out".

He ordered the boy to get out.

2. They said to us, "Grow more trees".

They advised us to grow more trees.

3. He said to me, "Please wait here".

He requested me to wait there.

4. The manager said to the clerk, "Don't come late".

The manager advised the clerk not to come late.

5. Mary's father said to the Principal, "Please pardon my daughter".

Mary's father requested the Principal to pardon his daughter.

## In Case of Exclamatory Sentences:

The reporting verbs used in exclamatory sentences are *exclaim, wonder, remark, wish*.  
The conjunction "*that*" is used. The exclamations are changed into statements in the Indirect speech.

**Ex:-**

1. He said, "How beautiful the garden is!"

He exclaimed that the garden was very beautiful.

2. She said, "Alas! My husband is dead".

She exclaimed sadly that her husband was dead.

3. The old man said to the young player, "Braved you have played well".

The old man applauded the young player saying that he had played well.

4. He said to me, "May God bless you".



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He wished me that God might bless me.

5. She said to me, "Good morning".  
She wished me good morning.

6. He said, "What a nice pen it is!"  
He exclaimed that it was a very nice pen.

## VERB

The word verb comes from the Latin word: "Verbatum" which means an action. It is word or a group of words that describes what a person or thing does or is or possesses.

Eg:-

1. I am a teacher(state)
2. I have two children(Possessive)
3. I teach English grammar (action)

They are mainly two kinds of verbs. They are:-

1. Auxiliary Verbs
2. Main Verbs

### Auxiliary Verbs

A base verb/Root verb	Derivatives
<b>Primary Auxiliaries/Helping Verbs(they work as main verbs also):</b> Be Have Do	Be, is, am, are, was, were, been, being Has, have, had Do, does, did



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## Model Auxiliaries:

Shall

Shall, should

Will

Will, would

Can

Can, could

may

May, might

must

Must

used

Used to

ought

ought

## A list of some verbs and their four forms

Base verb	Present form (V1)	Past form (V2)	Past Participle (V3)	Present Participle (V4)
arise	Arise	arose	arisen	Arising
arrive	Arrive	arrived	arrived	Arriving
	Abide	abode	abode	Abiding
	Be, is, am, are	Was, were	Been	Being
	Bring	brought	brought	Bringing
	Buy	bought	Bought	buying
	Beat	beat	beaten	beating
	Catch	caught	caught	catching
	Call	called	Called	calling
	Drive	drove	driven	driving
	Do, does	did	done	doing
	Hear	heard	heard	hearing
	Go	went	gone	going



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	Come	came	come	coming
	Learn	learnt/learned	learnt/learned	learning
	Read	read	read	reading
	Write	wrote	written	writing
	Take	took	taken	taking
	Give	gave	given	giving
	Build	built	built	building
	Choose	chose	chose	choosing
	Cost	cost	cost	costing
	Cut	cut	cut	cutting
	Draw	drew	drawn	drawing
	Drink	drank	drunk	drinking
	Eat	ate	eaten	eating
	Fall	fell	fallen	falling
<b>Base verb</b>	<b>Present form (V1)</b>	<b>Past form (V2)</b>	<b>Past Participle (V3)</b>	<b>Present Participle (V4)</b>
	Fly	flew	flown	flying
	Flow	flowed	flowed	flowing
	Forget	forgot	forgotten	forgetting
	Fight	fought	fought	fighting
	Freeze	froze	frozen	freezing
	Find	found	found	finding
	Feel	felt	felt	feeling
	Grow	grew	grown	growing
	Get	got	Got, gotten	getting
	Hold	held	held	holding
	Has, have	had	had	having





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	Hurt	hurt	hurt	hurting
	Know	knew	known	knowing
	Keep	kept	kept	keeping
	Lie	lied	lied	lying
	Lie	lay	laid	lying
	Lay	laid	laid	laying
	Lead	led	led	leading
	Lose	lost	lost	losing
	Let	let	let	letting
	Mistake	mistook	mistaken	mistaking
	Melt	melted	Melted	melting
	Pay	paid	paid	paying
	Put	put	put	putting
	Post	posted	posted	posting
	Run	ran	run	running
	See	saw	seen	seeing
	Rise	rose	risen	rising
<b>Base verb</b>	<b>Present form (V1)</b>	<b>Past form (V2)</b>	<b>Past Participle (V3)</b>	<b>Present Participle (V4)</b>
	Sit	sat	sat	sitting
	Stand	stood	stood	standing
	Shake	shook	shaken	shaking
	Speak	spoke	spoken	speaking
	Steal	stole	stolen	stealing
	Sing	sang	sung	singing
	Spring	sprang	sprung	springing
	Strike	struck	Struck	striking



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	Swim	swam	swum	swimming
	Swing	swang	swung	swinging
	Say	said	said	saying
	Seek	sought	sought	seeking
	Send	sent	sent	sending
	Sleep	slept	slept	sleeping
	Sell	sold	sold	selling
	Smell	smelt	smelt	smelling
	Speed	sped	sped	speeding
	Spend	spent	spent	spending
	Sweep	swept	swept	sweeping
	Set	set	set	setting
	Shed	shed	shed	shedding
	Shut	shut	shut	shutting
	Spread	spread	spread	spreading
	Show	Showed	showed	showing
	Throw	threw	Thrown	thrown
	Teach	taught	taught	teaching
	Tell	told	told	telling
	Think	thought	Thought	thinking
<b>Base verb</b>	<b>Present form (V1)</b>	<b>Past form (V2)</b>	<b>Past Participle (V3)</b>	<b>Present Participle (V4)</b>
	Wear	wore	worn	wearing
	Weave	wove	woven	weaving
	Write	wrote	written	writing
	Win	won	won	winning
	Weep	wept	wept	weeping



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	Overflow	overflow	over flown	Over flowing
	Over fly	Over flew	Over flown	Over flying
	Withdraw	withdrew	withdrawn	withdrawing
	Withhold	Withheld	Withheld	Withholding
	Climb	climbed	climbed	climbing
	Reach	reached	reached	reaching
	Rain	rained	rained	raining
	Repair	repaired	repaired	repairing
	Hang	hung	hung	hanging
	Move	moved	moved	moving
	Prove	Proved	proven	proving
	Hate	hated	hated	hating
	Burn	burnt	Burnt/burned	Burnt/burned
	Cloth	clothed	clothed	clothed
	Dream	Dreamt/dreamed	dreamed	dreaming
	Retell	retold	retold	retelling
	Saw	sawed	sawed	sawing
	Sow	sowed	sowed	sowing
	Spin	spun	spun	spinning
	Swell	swelled	swelled	swelling
	Deal	dealt	dealt	dealing
	Heave	Heaved/hove	Heaved/hove	heaving
	Overleap	overleapt	overleapt	overleaping

## Tenses

The word 'Tense' is derived from the Latin word 'Tempus' which means 'time'. Hence the tense is the form taken by the verb to indicate the time (also continuance or completeness) of the action etc.



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An action might have taken place in the past or it may take place in the present or future time. Therefore a verb may refer to tense.

Ex:

1. He writes letters.
2. He wrote letters.
3. He will write letters.

In the first sentence, the verb, 'writes' shows present time. In the second sentence, the verb, 'wrote' shows the past time. In the third sentence, the verb, 'will write' shows the future time.

The verb showing **present time** is said to be in the **present tense**.

The verb showing the **past time** is said to be in the **past tense**.

The verb showing the **future time** is said to be in the **future tense**.

So we have three tenses. They are:

1. Present Tense
2. Past tense
3. Future tense

Each tense is again divided into four forms. So we have totally twelve tense forms. All these twelve tenses show not only **the time of action** but also **the state of action**.

## Present Tense



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## Simple Present Tense:

The verbal construction of it is:

**Active Voice:** Present form of a base verb (V1)

**Passive Voice:** is/am/are + Past Participle (V3)

The simple present tense is used:

1. **To refer to eternal truths/universal truths (things that are believed to be always true).**

Ex: Hydrogen is lighter than oxygen.

The sugar is sweet.

The Earth moves round the Sun.

2. **To refer to present truths (things that are true at the present time but may not be true in the future).**

Ex:

My brother works in a factory.

Ravi stays with his uncle and aunt.

3. **To refer to routine or habitual activity (actions that are performed regularly, or everyday)**

Ex:

Mary goes to church on Sundays.

Daily, I drink coffee in the morning.

He leaves for school at 7:00 am.

4. **To describe or demonstrate (e.g. in sports commentaries and cookery demos) an action or activity which is in progress at the present time.**

Ex:

Tendulkar hits the ball towards the square leg boundary.

5. **To describe objects, places, people, etc.**



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Ex:

A pressure-cooker is a metal vessel with a tight-fitting lid, through which steam cannot escape.

**6. To make a news report more dramatic (in newspaper headlines).**

Ex:

Indian chemist wins international award.

**7. Proverbs**

Ex:

Honesty is the best policy.

**8. To refer to future actions.**

Ex:

The train arrives in ten minutes.

They leave for Madras next week.

**9. To refer to announcements.**

Ex:

The park opens at six.

The shops are closed at nine.

**10. A past event in narration.**

Ex:

Hamlet meets his father's ghost and learns the truth about his uncle.

They go to station and buy the tickets.

**Transformation of Sentences:**

**In Active forms:**

He speaks Spanish. (Positive Sentence)

He does not speak Spanish. (Negative Sentence)



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Does he speak Spanish? (Interrogative Positive sentence)

Doesn't he speak Spanish? (or)

Does he not speak Spanish? (Interrogative Negative Sentence)

## In Passive forms:

Spanish is spoken by him. (Positive Sentence)

Spanish is not spoken by him. (Negative Sentence)

Is Spanish spoken by him? (Interrogative Positive sentence)

Is Spanish not spoken by him? (or)

Isn't Spanish spoken by him? (Interrogative Negative Sentence)

## The Present Progressive/Continuous Tense:

The verbal construction of it is:

**Active Voice:** is/am/are + present participle (V4)

**Passive Voice:** is/am/are + past participle (V3)

## It is used:

1. To refer to an action which is in progress, or continuing, at the moment of speaking:

Ex:

Anjana is reading a lesson now.

2. To show that an activity is only temporary.

Ex: At present, Raghu is teaching art in Mangalore.

3. To indicate an action in the future.

Ex: I am starting a new business next year.

4. The following verbs are not generally used in continuous tense. They are generally used in simple tense.



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Ex: see, hear, smell, feel, want, weigh, love, like, hate, forget, remember, belong, etc.

are non-action verbs.

## Transformation of Sentences:

### In Active forms:

He is writing a story. (Positive Sentence)

He is not writing a story. (Negative Sentence)

Is he writing a story? (Interrogative Positive sentence)

Is he not writing a story? (or)

Isn't he writing a story? (Interrogative Negative Sentence)

### In Passive forms:

A story is written by him. (Positive Sentence)

A story is not written by him. (Negative Sentence)

Is a story written by him? (Interrogative Positive sentence)

Is a story not written by him? (or)

Isn't a story written by him? (Interrogative Negative Sentence)

## Present Perfect Tense:

The verbal construction of it is:

**Active Voice:** has/have + past participle (V3)

**Passive Voice:** has/have + been+ past participle (V3)

It is used:

1. The present perfect tense is used to show an action done in the past has an effect or relevance at the present time.

Ex:

He has read 'War and Peace'.





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I have seen twenty films this year.

## 2. An action just completed.

Ex:

I have written a novel.

Anitha has just returned from Delhi.

## 3. A past action with no definite time.

Ex: I have met him.

Sudha has seen the painting.

## 4. The following adverbs or adverb phrases are used with the present perfect:

*just, often, never, ever, till now, yet, already, for, since, this week, this month.*

### Transformation of Sentences:

#### In Active forms:

He has written a story.

(Positive Sentence)

He has not written a story.

(Negative Sentence)

Has he written a story?

(Interrogative Positive sentence)

Has he not written a story? (or)

Hasn't he written a story?

(Interrogative Negative Sentence)

#### In Passive forms:

A story has been written by him.

(Positive Sentence)

A story has not been written by him.

(Negative Sentence)

Has a story been written by him?

(Interrogative Positive sentence)

Has a story not been written by him? (or)

Hasn't a story been written by him?

(Interrogative Negative Sentence)

### Present Perfect Progressive/Continuous Tense:

The verbal construction of it is:

**Active Voice:** has/have + been + present participle (V4)



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**Passive Voice: No**

It is used:

1. It denotes an action which is going on at the time of speaking though it began in the past.  
Ex: They have been working here for four years.
2. Prepositions 'since', and 'for' are usually used with verbs in this tense form. 'Since' to refer to the point of time in the past when something began, and 'for' to refer to the period of time during which has been going on.
3. It tell us that (a) an activity that began at some point in past , and (b) that it is continuing at the present and (c) that is likely to be continued in near future.

Ex: He has been working here since 2004.

**Transformation of Sentences:**

**In Active forms:**

He has been writing a story.	(Positive Sentence)
He has not been writing a story.	(Negative Sentence)
Has he been writing a story?	(Interrogative Positive sentence)
Has he not been writing a story? (or)	
Hasn't he been writing a story?	(Interrogative Negative Sentence)

**In Passive forms:**

No Passive forms

## Past Tense

**Simple Past Tense:**

The verbal construction of it is:

**Active Voice:** Past form of a base verb (V2)



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**Passive Voice:** was/were + past participle (V3)

It is used:

**1. To refer to an action or event that took place in the past.**

Ex: She drove to Mumbai last week.

He painted many beautiful pictures.

**2. To talk about habitual activity in the past.**

Ex: My mother used to make porridge for breakfast every day.

**3. The adverbs of the past time are used like yesterday, ago, last month, last year, in 1947, a few minute ago, etc.**

**Transformation of Sentences:**

**In Active forms:**

They made a kite. (Positive Sentence)

They did not make a kite. (Negative Sentence)

Did they make a kite? (Interrogative Positive sentence)

Didn't they make a kite? (or)

Did they not make a kite? (Interrogative Negative Sentence)

**In passive forms:**

A kite was made by them. (Positive Sentence)

A kite was not made by them. (Negative Sentence)

Was a kite made by them? (Interrogative Positive sentence)

Wasn't a kite made by them? (or)

Was a kite not made by them? (Interrogative Negative Sentence)

**Past Progressive/Continuous Tense:**

The verbal construction of it is:

**Active Voice:** was/were + present participle (V4)



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**Passive Voice:** was/were +being+ past participle (V3)

It is used:

1. **To refer an action which was in progress at some time in the past, but is not in progress in the present.**

Ex: I was watching a television with my friend last night.

2. **To show that one action /activity was in progress in the past when another happened.**

Ex: I was eating an apple when my friend telephoned.

3. **When two actions took place at the same, to describe the longer action we have to use the past continuous tense and to describe the shorter action we have to use the simple past tense.**

Ex: While I was going to college, I saw an accident.

It was raining when we reached home.

## Transformation of Sentences:

### In Active forms:

They were watching TV.	(Positive Sentence)
They were not watching TV.	(Negative Sentence)
Were they watching TV?	(Interrogative Positive sentence)
Weren't they watching TV? (or)	
Were they not watching TV?	(Interrogative Negative Sentence)

### In passive forms:

TV was being watched by them.	(Positive Sentence)
TV was not being watched by them.	(Negative Sentence)
Was TV being watched by them?	(Interrogative Positive sentence)
Wasn't TV being watched by them? (or)	



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Was TV not being watched by them?

(Interrogative Negative Sentence)

## Past Perfect Tense:

The verbal construction of it is:

**Active Voice:** had + past participle (V3)

**Passive Voice:** had + been + past participle (V3)

It is used:

1. When two actions took place in the past one after the other, for the first action we have to use the past perfect tense and for the second action, the simple past tense.

Ex: I thanked him for what he had done.

When I called Rajat yesterday, he had gone shopping.

When we reached the station, the train had already left.

2. The adverbs 'before' and 'after' are commonly found in sentences which contain a verb in the past perfect tense.
3. Do not use the past perfect when you are referring to only one action or event in the past.

Ex: I had met my friend yesterday. (X)

I met my friend yesterday. (✓)

## Transformation of Sentences:

### In Active forms:

I had posted the letters.

(Positive Sentence)

I had not posted the letters.

(Negative Sentence)

Had I posted the letters?

(Interrogative Positive sentence)

Hadn't I posted the letters? (or)

Had I not posted the letters?

(Interrogative Negative Sentence)

### In passive forms:



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- |  |                                   |
|--|-----------------------------------|
| The letter had been posted by me.          | (Positive Sentence)               |
| The letters had not been posted by me.     | (Negative Sentence)               |
| Had the letters been posted by me?         | (Interrogative Positive sentence) |
| Hadn't the letters been posted by me? (or) |                                   |
| Had the letters not been posted by me?     | (Interrogative Negative Sentence) |

## Past Perfect Progressive/Continuous Tense:

The verbal construction of it is:

**Active Voice:** had + been + past participle (V3)

**Passive Voice:** No

It is used:

1. **For an action which began before a certain point of time in the past and continued up to that time in the past.**

Ex: He had been writing a book.

At that time I had been writing a book.

## Transformation of Sentences:

### In Active forms:

- |   |                                   |
|---|-----------------------------------|
| I had been writing the letters.         | (Positive Sentence)               |
| I had not been writing the letters.     | (Negative Sentence)               |
| Had I been writing the letters?         | (Interrogative Positive sentence) |
| Hadn't I been writing the letters? (or) |                                   |
| Had I not been writing the letters?     | (Interrogative Negative Sentence) |

### In passive forms: NO

## Future Tense

### Simple Future Tense:

The verbal construction of it is:



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**Active Voice:** will/shall + base verb (V1)

**Passive Voice:** will/shall + be + Past Participle (V3)

There are different ways of referring to future time in English.

1. A common way of saying what we think will happen in the future 'will' or 'shall' together with the base form of a verb.

**Ex:** They will leave tomorrow morning.

Note that modern English usage there is little difference between 'will' and 'shall' is usually used with the pronouns 'I' and 'we' as an alternative to 'will', which is used with all pronouns. In spoken English, both 'will' and 'shall' are often shortened (represented in written English as 'll) ('they'll' I'll').

2. Future actions are also indicated by using 'be + going' with the base form of a verb.

**Ex:** I am going to buy a new scooter.

3. A third way of referring to future activity is by using the present progressive forms of verbs.

**Ex:** She is leaving for France on Monday.

4. Finally, we can refer to future time by using the simple present tense form of the verb.

**Ex:** The National Film Festival begins in Mumbai.

## Transformation of Sentences:

### In Active forms:

We shall buy tickets.

(Positive Sentence)

We shall not buy tickets.

(Negative Sentence)

Shall we buy tickets?

(Interrogative Positive sentence)



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Shan't we buy tickets? (or)

Shall we not buy tickets?

(Interrogative Negative Sentence)

## In passive forms:

The tickets will be bought by us.

(Positive Sentence)

The tickets will not be bought by us.

(Negative Sentence)

Will the tickets be bought by us?

(Interrogative Positive sentence)

Won't the tickets be bought by us ? (or)

Will the tickets not be bought by us? (Interrogative Negative Sentence)

## Future Progressive/Continuous Tense:

The verbal construction of it is:

**Active Voice:** will/shall +be + present participle (V4)

**Passive Voice:** No

It is used:

### 1. To refer to action in progress at some time in the future.

Ex: Today in the evening, I shall be going to Cinema.

## Transformation of Sentences:

### In Active forms:

He will be writing a novel.

(Positive Sentence)

He will not be writing a novel.

(Negative Sentence)

Will he be writing a novel?

(Interrogative Positive sentence)

Won't he be writing a novel? (or)

Will he not be writing a novel?

(Interrogative Negative Sentence)

### In passive forms: No

## Future Perfect Tense:

The verbal construction of it is:





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**Active Voice:** will/shall +have+ past participle (V3)

**Passive Voice:** will/shall+ have+ been +past participle (V3)

It is used:

1. **For an action which will be completed by a certain point of time in future. It follows generally with 'by' and 'before'.**

Ex: I shall have completed it by the end of this month.

## **Transformation of Sentences:**

### **In Active forms:**

They will have saved one lakh rupees by this year. (Positive Sentence)

They will not have saved one lakh rupees by this year. (Negative Sentence)

Will they have saved one lakh rupees by this year? (Interrogative Positive sentence)

Won't they have saved one lakh rupees by this year? (or)

Will they have not saved one lakh rupees by this year?(Interrogative Negative Sentence)

### **In passive forms:**

One lakh rupees will have been saved by them by this year. (Positive Sentence)

One lakh rupees will have not been saved by them by this year.

(Negative Sentence)

Will one lakh rupees have been saved by them by this year?

(Interrogative Positive sentence)

Won't one lakh rupees have been saved by them by this year? (or)

Will one lakh rupees have been saved by them by this year?

(Interrogative Negative Sentence)

## **Future Perfect Progressive/ Continuous Tense:**

The verbal construction of it is:



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**Active Voice:** will/shall +have+ been + present participle (V4)

**Passive Voice:** No

It is used:

1. **For an action which is in progress over a period of time that will end in future.**

Ex: You will have been working at SM Pharma for ten months.

**Transformation of Sentences:**

**In Active forms:**

He will have been writing a novel.

(Positive Sentence)

He will have not been writing a novel.

(Negative Sentence)

Will he have been writing a novel?

(Interrogative Positive sentence)

Won't he have been writing a novel? (or)

Will he have not been writing a novel?

(Interrogative Negative Sentence)

**In passive forms:** No

## Practice

1. **Change the following into interrogative forms.**

- He has just finished his work.
- They have been working here since 2018.
- She will build a temple next month.
- He had been writing a novel.
- He plays cricket.

2. **Write negative sentences to the following.**

- Geeta ate mangoes.
- They come to the office.
- Did they write the exams?
- He went to the church.



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e. He will know the case.

3. **Write the suitable verb forms to the following:**

- a. What .....the price of the pen? (be)
- b. Hindi.....in many parts of India.(speak)
- c. We.....the car pass a few minutes ago. (see)
- d. I.....for the bus for two hours. (wait)
- e. The train.....the platform an hour ago. (leave)

## Subject-Verb Agreement

A verb must agree with the subject and number in person.

1. **Two or more singular subjects connected by ‘and’ usually take a verb in plural**

Ex: Swathi and Pinky **are** good friends.

Gold and silver **are** precious metals.

2. **If two singular nouns refer to the same person or thing, the verb must be singular.**

Ex: My friend, Philosopher and Guide **is** here.

3. **‘The’ article is used only once when two nouns refer to the same person. ‘The’ article is, however, used before each noun, if different persons are referred to. In such a case the verb would be plural.**

Ex: My, the philosopher and the guide **are** here.

4. **Two or more singular subjects connected by ‘or’, ‘nor’, ‘either’, ‘or’, ‘neither’, ‘nor’ take the verbs in singular.**

Ex: Neither he nor I **was** present.

5. **Collective nouns take a singular verb when the collection is thought of as a whole; it takes a plural verb when the individual members of the group are thought of.**

Ex: The crowd **was** very peaceful.

The ship **has set** sail.



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The crowd **were** fighting among themselves.

The committee **are** divided in their opinions.

6. **If the nouns suggest one idea or refer the same person or thing, the verb is singular.**

Ex: Bread and butter **is** his only food.

Time and tide **waits** for none.

The horse and carriage **is** at the door.

7. **When the nouns in a subject are thought of as different units, the plural verb is used.**

Ex: Bread and Butter **are** charged separately.

8. **Two nouns qualified by 'each' or 'every' even though connected by 'and' take a singular verb.**

Ex: Every boy and every girl **was** given a packet of sweets.

Each officer and each clerk of this office **is** corrupt.

9. **The following words always take a plural verb.**

**'both', 'few', 'a few', 'many', 'several'**

Ex: Both of them **are** good.

Many were called but few **were** chosen.

Several girls **were** absent.

10. **'None' is constructed in the singular or plural as the sense may require.**

Ex: There **were** none in the market.

There **was** none for you.

11. **Some nouns which are plural in form, but singular in meaning, take a singular verb.**

Ex: The news **is** true.

Mathematics **is** a difficult subject.

Politics **was** a business of his life.

12. **Phrases which express an amount, a quantity, a period of time or a unit of distance take singular verbs, even though the phrases may have plural nouns in them.**



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Ex: Six miles **is** a long distance.

Fifty thousand rupees **is** a big sum.

Three parts of the work **has** been finished.

### 13. The following words must be followed by singular verbs.

‘each’, ‘either’, ‘neither’, ‘every one’, ‘any one’, ‘no one’, ‘one’, ‘someone’, ‘anybody’, ‘somebody’, ‘everybody’, ‘many a’, etc.

Ex: Everybody **was** crying for water.

Each of these minerals **is** found in India.

### Practice:

1. Physics .....an easy subject.
2. Raju and Ravi.....working here for two years.
3. Saree and blouse..... two pieces of a female dress.
4. Washing machine.....an appliance.

### Preparing summary

A summary is a shortened version of a letter, a report, an article, a chapter or a book, written in our own words. Summarising, a skill that is useful in academic and work-related situations, helps us condense long texts for future reference. Summaries also enable us to check if a book or article is of relevance to a subject we are working on. Further, they are useful when we do not have time to read the original texts.

A summary that is about a third of the original is a précis. It covers the main points of the original well enough to give the reader a comprehensive understanding of the piece without reading it. We read a précis because we are interested in the original but have no time to read it completely. Shorter summaries, about a tenth of the original, are abstracts, that we read when we are searching for relevant material on a subject and want to check if we can find it in a particular text.

Summary writing needs the use of many skills, namely reading, understanding and analyzing what is read, selecting important points and making notes, and paraphrasing the original passage clearly and briefly in our own words. Here are some guidelines to help you write summaries.



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- Write the summary in your own words, making sure that you have covered all the main points of the original.
- Do not add any detail or comment not found in the original.
- Follow the original in the organization of the summary, the order and importance given to the main points.
- Use language that is direct, simple and concise.
- Make use of linking words, such as 'firstly' and 'however', to make your summary coherent.
- Avoid sentences in direct speech or, when essential, change them to indirect speech.
- Avoid using idiomatic phrases or fixed expressions.
- Do not use colloquial expressions or slang.
- Omit examples or limit them to one or two if they help the reader understand a point better.
- Omit tables and diagrams included in the original.
- Ensure that your summary has the same tones as the original, and that it does not reflect your attitude towards the subject.
- Use the following steps to summarise:
  - read the text carefully
  - make notes
  - prepare a draft of the summary
  - condense the draft further (in case you find that it exceeds the prescribed word limit) by omitting repetitions and unimportant details, by making sentences shorter, simpler and more concise and, finally, making a fair draft.
- You can reduce the length of a text by:
  - replacing phrases, consisting of more than one word, with a single word:

*Her handwriting could not be read.*

Her handwriting was illegible.

- making sentences shorter by changing their structure:



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*The fact that he is both honest and intelligent is something that everyone appreciates.*

*Everyone appreciates his intelligence and honesty.*

## Unit-IV

### Antonyms

Antonyms are words that mean the opposite words. Learning antonyms is an important part of building your vocabulary because it will help you avoid using long phrases to express the opposite meanings.

A list of antonyms is given below:

S.No	Word	Antonym	S.No	Word	Antonym
1	acquit	convict	21.	abuse	use
2	barren	fertile	22.	accept	reject
3	eager	reluctant	23.	acknowledge	deny
4	exclude	Include	24	accord	discord
5	follow	lead	25	adequate	inadequate
6	lend	borrow	26	admire	despise
7	major	minor	27	adverse	favourable
8	reveal	conceal, hide	28	affirm	deny
9	strict	lenient	29	appreciate	depreciate
10	success	failure	30	ascend	descend
11	urban	rural	31	ability	inability
12	well-mannered	ill-mannered	32	animate	inanimate
13	undersized	oversized	33	voluntarily	involuntarily
14	expensive	cheap, inexpensive	34	possess	dispossess
15	timely	untimely	35	illusion	disillusion



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16	honest	dishonest	36	generation	degeneration
17	legal	illegal	37	authentic	unauthentic
18	do	undo	38	acquire	lose
19	clockwise	anticlockwise	39	barbarous	civilized
20	powerful	powerless	40	benevolent	malevolent

S.No	Word	Antonym	S.No	Word	Antonym
41	bitter	sweet	70	feeble	strong
42	bloom	wither	71	incoherent	coherent
43	bold	timid	72	glad	sorry
44	bondage	freedom	73	guilty	innocent
45	build	demolish	74	harmony	discord
46	broad	narrow	75	grave	frivolous
47	competent	incompetent	76	lament	rejoice
48	cautious	rash	77	ignorant	learned
49	consistent	inconsistent	78	marriage	celibacy
50	continuous	broken	79	oblige	displease
51	covert	overt	80	offend	defend
52	credible	incredible	81	sound	unsound
53	boon	bane	82	straight	crooked
54	dead	alive	83	partial	impartial
55	decision	indecision	84	universal	particular
56	deficient	sufficient	85	vanish	appear
57	delay	haste	86	wholesome	unwholesome





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58	departure	arrival	87	wicked	pious
59	despair	hope	88	vice	virtue
60	diffident	confident	89	adamant	yielding
61	eatable	uneatable	90	ancillary	main
62	egoistic	altruistic	91	clemency	harshness
63	eligible	ineligible	92	senile	youthful
64	employ	dismiss	93	frugal	extravagant
65	divine	human	94	meticulous	careless
66	found	lost	95	quiet	noisy
67	gather	scatter	96	extraneous	relevant
68	fact	fiction	97	plethora	shortage
69	extract	insert	98	mundane	spiritual

## Quantifying Expressions-Adjectives and Adverbs

1. A quantifier is a word like many, a lot of, both, all, and enough. Some quantifiers express a large or small quantity.

**Large:** The burglars did a lot of damage.

**Small:** The burglars took a few things.

2. **Whole and part quantities:** all, most, both etc . Some quantifiers express the whole or a part of a quantity.

**Whole:** All crime should be reported.

**Part:** Most crime remains unsolved.

Some, any and no



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Some has two different meanings.

The burglars took some money. (= an amount of money)

Some (of the) money was recovered. (= a part of the money)

**We use any mainly in negatives and questions.**

They didn't leave any fingerprints.

Have they done any damage?

But any can also mean 'it doesn't matter which'.

I'm free all week. Come any day you like.

## **Other quantifiers**

Others are enough, plenty of, another and some more.

**Quantifiers without a noun:** We can use a quantifier without a noun.

Some burglars get caught, but most get away. (most= most burglars)

## **Degrees of Comparison**

**A Model dialogue which indicates the use of Adjectives/adverbs (Positive, comparative, and Superlative degree):**

Abhiram: Is Arabic a *difficult* language?

Swarag: Well, not for me. It is *easier* than many Indian languages. I think Bengali is one of the *most difficult* languages for Indians.

Abhiram: Yes. I think Telugu and Hindi are two of the *easiest*, but of course I speak Telugu. It is as *sweet* as honey.

Swarag: Well, at the moment, English is the *most important* language for us. And it is certainly the *most useful*.



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Abhiram: You are right. Today it is *widely* spoken. But for me, no other subject is so *bad* as English. That's why I always secure the *lowest* marks.

Swarag: Is that so? It seems you are scared of English. It can be learnt more *easily* than many other foreign languages.

*The above dialogue illustrates that an adjective/adverb is used in different Degrees of Comparison ; the Positive Degree, the Comparative Degree and the superlative Degree .*

## **Positive Degree:**

When an adjective is used to denote its mere quality when no comparison is made and that adjective is said to be in positive degree.

**Ex:** No other boy is as tall as Raju.

## **Comparative Degree:**

When an adjective is used to denote higher degree of quality to show comparison between two persons or things and that adjective is said to be in comparative degree.

**Ex:** Raju is taller than anyother boy.

## **Superlative Degree:**

When an adjective is used to denote the highest degree of quality to show comparison among the persons or things and that adjective is said to be in superlative degree.

**Ex:** Raju is the tallest boy of all.

When a comparison goes on between two persons or two things, we should use either positive degree or comparative degree.



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Superlative degree along with positive degrees can be used when a comparison goes on among more than two persons or two things.

An adjective or adverb gets changed as follows in the interchange of degrees of comparison:

Positive Degree	Comparative Degree	Superlative Degree
big	Bigger	Biggest
brave	Braver	Bravest
beautiful	more beautiful	most beautiful
bad	Worse	Worst
bold	Bolden	Boldest
cold	Colder	Coldest
clever	Cleverer	Cleverest
deep	Deeper	Deepest
difficult	more difficult	most difficult
ferocious	more ferocious	most ferocious
fragrant	more fragrant	most fragrant
Good, well	Better	Best
great	Greater	Greatest
hot	Hotter	Hottest
high	Higher	Highest
handsome	more handsome	most handsome
Positive degree	Comparative degree	Superlative degree
long	Longer	Longest
large	Larger	Largest
much	More	Most
old	Older	Oldest



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nicely	more nicely	most nicely
noble	Nobler	Noblest
poor	Poorer	Poorest
proper	more proper	most proper
precious	more precious	most precious
fragile	more fragile	most fragile
rich	Richer	Richest
splendid	more splendid	most splendid
small	Smaller	Smallest
short	Shorter	Shortest
strong	Stronger	Strongest
sweet	Sweeter	Sweetest
smooth	Smoother	Smoothest
soft	Softer	Softest
young	Younger	Youngest
kind	Kinder	Kindest
wide	Wider	Widest
rare	Rarer	Rarest
heavy	Heavier	Heaviest
rosy	Rosier	Rosiest
tiny	Tinier	Tiniest
fat	Fatter	Fattest
foolish	more foolish	most foolish
far	Farther	Farthest
holy	Holier	Holist

## I Model

**Positive Degree:**

no other



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**Comparative Degree:**            than any other

**Superlative Degree:**            the

## Examples:

1.        Abhiram is the cleverest boy in the class.            (SD)

Abhiram is cleverer than any other boy in the class. (CD)

No other boy in the class is as clever as Abhiram.    (PD)

**Note:** A superlative sentence with definite article 'the' along with singular object when changed to comparative, the following rules are to be taken:

1.        Remove definite article 'the' of the superlative in comparative.
2.        Use the comparative phrase '*than any other*' after the comparative form of the adjective.
3.        When a superlative with *the* or a comparative with *than any other*, if changed to positive form, the following rules are to be taken:
  - (a)        Start the positive degree with the word *no other*.
  - (b)        Take the object of the superlative or comparative and write as the subject in positive after the word *no other*.
  - (c)        Use positive form of the adjective between *as* and *as*.
  - (d)        Take the subject of the superlative or comparative and write as the object in positive form.

Newyork is the biggest city of all.

Newyork is bigger than any other city.

No other city is as big as Newyork.



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## II Model

<b>Positive Degree:</b>	Very few
<b>Comparative Degree:</b>	than most other/than many other
<b>Superlative Degree:</b>	one of the

A superlative sentence with *one of the* along with the object in plural form, when changed to comparative, the following points are to be observed:

1. Remove *one of the* in comparative forms.
2. Use the comparative phrase *than many other* after the comparative form of the object.

### Example:

Alexander was one of the greatest warriors of all.

Alexander was greater than many other warriors.

Very few warriors are as great as Alexander.

**Note:** A superlative with *one of the* or a comparative with *than many other* when changed to positive the following rules are to be taken:

1. Start the positive degree with the word *very few*.
2. The object of the superlative or comparative must be taken and written as the subject after the word *very few* in positive.
3. Use the plural verb after the subject always according to the tense, in positive.
4. Take the subject of the superlative or comparative and write as the object in positive.

### Examples:

1. Raju is one of the cleverest boys of all. (SD)  
Raju is cleverer than many other boys. (CD)  
Very few boys are as clever as Raju. (PD)
2. Mango is one of the sweetest fruits of all. (SD)



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Mango is sweeter than many other fruits. (CD)

Very few fruits are as sweet as mango. (PD)

## III Model

**Positive Degree:** some, at least

**Comparative Degree:** than some

**Superlative Degree:** not + superlative word + of all + plural noun

Ex: Shakespeare is not be greatest of all poets. (SD)

Shakespeare is not greater than some other poets. (CD)

Some poets are at least as great as Shakespeare. (PD)

Bombay is not the largest of all the cities. (SD)

Bombay is not larger than some other the cities. (CD)

Some the cities are at least as lager as Bombay. (PD)

## IV Model

**Positive Degree:** not

**Comparative Degree:** than

**Superlative Degree:** no superlative

Ex:

1. Your pen is better than mine. (CD)

My pen is not so good as yours. (PD)

2. Raju is clever than Ravi. (CD)

Ravi is not so clever as Raju. (PD)

3. Sita is as beautiful as Geetha. (PD)





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Geetha is not more beautiful than Sita.(CD)

**Note:** Positive Sentence: as.....as

Negative Sentence: so.....as

## V Model

A positive sentence with the real verb when changed to comparative, the following rules are to be taken:

1. Take the object of the positive and write as the subject in comparative.
2. Use the phrase *cannot* or *could not* according to the tense after the subject of the comparative.
3. Use the comparative word *than* after the comparative adjective or adverbs.
4. Take the subject of the positive and write as the object in comparative.

### Examples:

1. Kumble bowls as fast as Harabajan. (PD)

Harbajan cannot bowl faster than Kumble. (CD)

2. Sachin took the runs as quick as Ganguli. (PD)

Ganguli could not take the runs quicker than Sachin. (CD)

3. Horse ran as speed as bull. (PD)

Bull could not run speeder than horse. (CD)

### Exercise:

1. A foolish friend is not so good as a wise enemy.
2. Akbar was one of the greatest of Indian kings.
3. The sword is not so mighty as the pen.
4. I like you better than him.
5. The rose is not the most beautiful flower.
6. Silver is not so precious as gold.



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7. Mount Everest is higher than any other peak in the world.
8. No other building in our town is so old as this.
9. A deer runs faster than a horse.
10. Vijayawada is hotter than Hyderabad.

### **Role Play**

After going through this activity, a student is able to:

#### **Learning Objectives:**

1. Learn a language.
2. Improve spoken skills
3. Understand real-life situations.
4. Become confident in framing grammatically correct structures.

#### **Introduction:**

Role play is a kind of speaking activity where the participant involves himself/ herself in a particular role. Sometimes, participant has to imagine/assume the role given by a teacher and weave a situation/incident. In this activity, a student can imagine the role such as manager, scientist, director, principal, etc. and they experience the joy of learning by getting involved in the role.

Role play allows a student to prepare thoroughly for real-life situations through the language. The most important components of role play are speaking skills, listening skills and non-verbal communication. The speaking skills include the ability to use suitable words, spoken forms composing the sentences and speak fluently.

#### **Characteristic Features of Role Play:**



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1. Students are given freedom for choosing the partner/partners. So that the participants feel more comfortable in presentation of the activity.
2. Teacher is a keen observer during the presentation to evaluate the performance.
3. Participant has to live in the given role at the time of presentation.
4. Non verbal communication must supplement to the verbal.
5. It is a learner-centric method.

Role plays make an individual stuff enough in presentations. At present, engineering students are taking active part in these activities to get employed in multinational companies.

## Conclusion

Role play improves speaking and listening skills. Students also develop non verbal communication techniques. They learn to use appropriate language in real-life communication. By providing an opportunity for students to create and participate in role plays, instructions can assess each students better, and students can benefit through increased interaction with the material and with each other. Role play also motivates the quieter students to learn on their own in a more forthright way. Students benefit from explicit feedback that focuses on the learning objectives that, in turn, leads to learning experience.

## Do's

1. Understand and analyse the situation.
2. Identify your role and then act accordingly.
3. Frame sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express yourself.
7. Maintain very good eye contact with the other person.
8. Make use of shortened forms of words like shan't, don't, etc., which are special for spoken form of language.
9. Understand the question and then answer.



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10. Check voice modulation, stress, intonation and speed.

## **Don't s**

1. Be in a hurry to say something.
2. Keep yourself detached from the role given.
3. Speak unchecked.
4. Put on an accent or look animated.
5. Plant yourself at a particular point, bend or move excessively.
6. Use your hands excessively.
7. Avoid eye contact; roll your eyes/state continuously.
8. Read out the written form of communication.
9. Answer in urgency.
10. Be too fast/slow or shout unnecessarily.

## **Example of topics**

1. Priya requests her neighbour, Amitha, to teach her how to bake a cake.
2. Raghu is suffering from fever and cold. He goes to Dr. Bharath for medication. Dr. Bharath examines Raghu and prescribes medicine.
3. Prathyusha goes to the manager with a request for a day's leave.
4. The general manager visits a software company in USA. He decides to call for a meeting to know the progress of the given project. One of the employees arranges a video conference so that the employees could give a report of their project to the manager.

## **Asking for and Giving Information/Directions**

Directing others to perform a particular act is one of the functions of a professional. Being able to give directions and being able to follow instructions and respond appropriately are important in communication. Giving directions is not an easy task to tell others who one expects them to do without causing any psychological or emotional resistance. It is an art which can be cultivated to achieve a single task.



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For instance, if you ask your secretary to make arrangements for meeting, you may instruct him/her to supervise the seating arrangement, supply of stationery, serving of coffee, etc. Here the task is the arrangements for the meeting and all that you have asked your secretary to do is released to that task and is therefore one instruction.

Most often you will be required to give instruction to subordinates and junior officers. While doing so, keep in mind.

- (i) Background knowledge of the receiver
- (ii) Psychological make-up
- (iii) Capacity to grasp and
- (iv) Ability to act upon your instructions.

In this context, the language you use should be plain, polite and direct and the sentences short. Generally, the response to an instruction is an action and its success is measured by the extent to which it has been performed according to your visualization.

## **Ways of Giving Directions:**

Based on the medium you are using to direct your audience, we can divide them into two. They are:

- (i) Written directions
- (ii) Oral directions

When you are directing a person through a written document, you have to be all the more careful. The target person does not have any other support apart from your written document. The five major features need to be kept your mind, they are: clarity, brevity, directness, correct and completeness.

We are more concerned about oral communication because while writing you have adequate time to think, fine tune and edit your work, but oral communication does not give you so much



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of time. Thus, primarily, oral skills of giving directions need to be honed. But the advantages in oral communication are that you can use body language and physical material like maps, models, routes, and demonstration items to communicate effectively. You need to ensure that your audience should complete the target task successfully. A good thought process and a thorough analysis and research of the aim are necessary.

## **Activities:**

1. Direct your friend (who has not visited your house previously) to your house over the telephone.
2. Please write down how one should reach the career goal and express the same orally to your classmates.
3. Direct a stranger to the railway station in your city/town.
4. Guide a friend who is learning to drive a two wheeler with a few steps and tips.
5. Guide your friend to fill in the following forms through a video conference.
6. Direct your mother to send an e-mail message.
7. Direct your classmate to check a book in an e-library.
8. Write instructions to follow in your ELCS lab.

## **Interpreting Charts or Tables**

*Words convey; illustrations convince*

## **Learning Objectives:**

1. To get the immediate information from the chart or table.
2. Quick understanding is possible.
3. Time saving activity.

Any kind of information may be interpreted or presented in various ways like from verbal to non-verbal or non-verbal to verbal. It means the verbal (Oral or written) information may be presented though non-verbal like charts, diagrams, tables, bar charts, pie charts, etc. come under



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this unit. It saves maximum time of the reader in getting the required information from the charts or tables. The reader gets the meaning also immediately.

The letters or figures arranged in the code form convey certain meaning to us. When the meaning of such codes is decoded or interpreted in the written form in a descriptive manner it is called tanscoding.

Any set of symbols that communicates meaningful message is a code. A language is a set of symbols and hence it is a code. Graphs, flow charts, pie charts and tables are all set of symbols and are codes, too. Graphics aids make communication easy to understand.

## Procedure for decoding charts and tables:

1. Take a good look at the given chart or table
2. Understand the meanings of the code symbols
3. Interpret and infer messages from the figures or pictures
4. Prepare a rough draft
5. Put these messages in logical continuity
6. Compare and contrast variables
7. Begin the paragraph with a topic sentence, and follow it up with sentences that help to expand, explain, elaborate, exemplify.

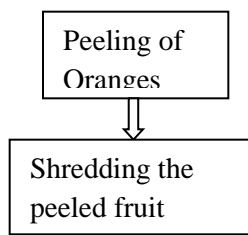
A flow chart is a graphical or symbolic representation of a process. Each step in the process is represented by different symbols and contains a short description of the process. The flow chart symbols are linked together with arrows showing the process in flow direction.

## Sample exercises on Interpreting Chart and Tables:

1. A model chart about the information related to Teaching staff and their details

Sex		Qualifications			Appointment		Age group		
Male	Female	P.G.	M.Phil	Ph.D	Temporary	Permanent	25-30	31-45	45 above
248	52	275	15	10	62	238	73	150	77

2. Process of preparing Orange Juice through **flow chart**





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### 3. *Showing the importance of body language through **Pie Chart***

Here is a sample pie chart. The chart shows that body language is the most powerful element in our communication and is followed by the tone we use when we speak and write. Words, apparently, play only a very small role in our communication.





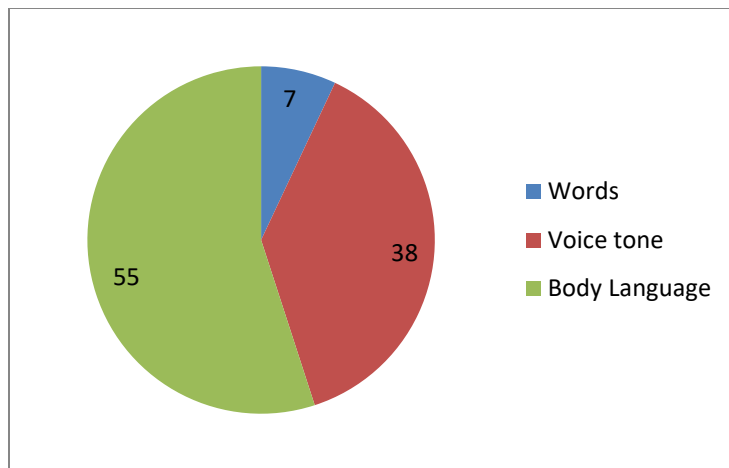
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## Unit-V

### Common Errors

Many words and word-phrases in English are commonly used incorrectly/wrongly by Indian users. A good grasp of grammar rules and an enrichment of vocabulary are of much importance for speaking and writing. One can avoid such errors by extensive reading, learning and practice.

Here are some errors in words, phrases and sentences and their correction. Learning to avoid these mistakes is one way of attaining mastery in English.

**A. Some nouns are used only as singular. They have no plural forms: alphabet, luggage, furniture, information, paper, news, poetry, machinery, bread, soap, advice, scenery, etc.**

#### Examples:

- |    |                              |     |
|----|------------------------------|-----|
| 1. | We received no informations. | {x} |
|    | We received no information.  | {√} |
| 2. | Where are my luggages?       | {x} |
|    | Where is my luggage?         | {√} |



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## B. Some nouns are plural in form but they are used as singular.

### Examples:

3. Mathematics are his favourite subject. {x}

Mathematics is his favourite subject. {√}

4. Measles have broken out in our area. {x}

Measles has broken out in our area. {√}

## C. Some nouns are used only as plural. They have no singular forms: shoes, trousers, shorts, scissors, spectacles, tongs, binoculars, alms, thanks, assets, liabilities, riches, savings, etc.

### Examples:

5. His spectacles is new. {x}

His spectacles are new. {√}

6. My friend bought shoe yesterday. {x}

My friend bought shoes yesterday. {√}

## D. Words dozen, score, hundred, thousand, lakh, million, etc., do not take plural when preceded by a numeral.

### Example:

7. He bought five dozens oranges. {x}

He bought five dozen oranges. {√}

## E. Plurals of compound nouns are formed by adding 's' to the main word.

### Examples:

8. I have two brother-in-laws. {x}

I have two brothers-in-law. {√}

Note: Father-in-law - Fathers-in-law

Son-in-law - Sons-in-law

Commander-in-chief - Commanders-in-chief

## F. Do not add brother or sister to the word cousin.



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## Examples:

9. Jyothi is my cousin sister. {x}

Jyothi is my cousin. {√}

10. Santhosh is my cousin brother. {x}

Santhosh is my cousin. {√}

## G. Running is not used with age.

### Example:

11. He is running sixteen. {x}

He is sixteen. {√}

## H. The verb takes a reflexive pronoun if there is no other object.

### Example:

12. The boys enjoyed during the holidays. {x}

The boys enjoyed themselves during the holidays. {√}

## I. Further refers to something additional and farther refers to distance.

### Examples:

13. Let us not walk any further. {x}

Let us not walk any farther. {√}

14. Raju went to America for farther studies. {x}

Raju went to America for further studies. {√}

## J. Latest denotes time and last denotes position or order.

### Examples:

15. Have you heard the last news? {x}

Have you heard the latest news? {√}

16. The umpire was the latest person to leave the ground. {x}

The umpire was the last person to leave the ground. {√}

## K. Elder and eldest are used to refer to one's family relations. Older and oldest refer to persons and things and denote age.

### Examples:



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17. Her older brother is an engineer. {x}

Her elder brother is an engineer. {√}

18. Neetu is elder than Gitu. {x}

Neetu is older than Gitu. {√}

**L. When 'both' is used as an adjective, it should be followed by 'the'.**

**Example:**

19. We were present on both days. {x}

We were present on both the days. {√}

**M. 'A' is used before words beginning with a consonant sound. The words *university, union, European, one, etc.* begin with consonant sound.**

**Examples:**

20. Frank is an European. {x}

Frank is a European. {√}

21. It is an one rupee note. {x}

It is a one rupee note. {√}

**N. 'An' is used before words beginning with a vowel sound. The words, *honest, heir, honour, etc.* begin with a vowel sound.**

**Example:**

22. Banerjee is a honest man. {x}

Banerjee is an honest man. {√}

**O. Some verbs are not used in the continuous tense: taste, hear, smell, feel, like, shrink, have, own, possess, belong, etc.**

**Examples:**

23. The apple is tasting sweet. {x}

The apple tastes sweet. {√}

24. I am having a problem. {x}

I have a problem. {√}

25. This book is belonging to him. {x}



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This book belongs to him.

{√}

**P. We go by bus, by train, by air, or on foot.**

**Example:**

26. The boy goes to school by walk.

{x}

The boy goes to school on foot.

{√}

**Q. Make a speech, give a lecture.**

**Example:**

27. She gave a speech.

{x}

She made a speech.

{√}

28. The chief guest made an interesting lecture.

{x}

The chief guest gave an interesting lecture.

{√}

**R. Preposition is not used after enter in the sense of 'go into'.**

**Example:**

29. They entered into the room.

{x}

They entered the room.

{√}

**S. Preposition is not used after await.**

**Example:**

30. He is awaiting for you.

{x}

He is waiting for you.

{√}

Use simple present tense to refer to the future after conjunctions like when, after, if, as soon as.

**Example:**

If I will visit London, I will meet you.

{x}

If I visit London, I will meet you.

{√}

**Miscellaneous:**

He was found **guilty for** murder.

He was found **guilty of** murder.

The jar was **full with** oil.

The jar was **full of** oil.



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The teacher is **pleased from** me.

The teacher is **pleased with** me.

This is **superior from/than** that.

This is **superior** to that.

Translate this passage **to** English.

Translate this passage **into** English.

I have written the letter **with** ink.

I have written the letter in ink.

They **have left** for Bombay yesterday.

They **left** for Bombay yesterday.

They ordered me wait.

They ordered me **to** wait.

I ordered **for** coffee.

I ordered coffee. / I **placed an order for** coffee.

He is **more younger** than I.

He is **younger** than I.

She **is taking** milk daily.

She **takes** milk daily.

I avoid **to speak** to her.

I avoid **speaking** to her.

The cattle **is** grazing in the ground.

The cattle **are** grazing in the ground.

Do **how** I say.

Do as I say.

Indians have black **hairs**.

Indians have black **hair**.

I lost all my **belonging**.

I lost all my **belongings**.



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She can play **sitar** well.

She can play **the sitar** well.

The Chennai is a big city.

Chennai is a big city.

Where you are going?

Where are you going?

## Practice:

1. I took my dinner.
2. He lived there a day.
3. I am too glad to see you.
4. He entered the hall.
5. I pitied on him.
6. You are married, isn't it?
7. She is worst than I
8. The police is investigating the case.
9. Every player must bring their bats.
10. Both he and you must attend the function.
11. Sarala is more taller than her sister.
12. Adam is good in English.
13. She is suffering with fever.
14. Swarag is angry on his brother.
15. I am angry with her behaviour.
16. We got down the bus.
17. They started to Vijayawada.
18. The Delhi is the capital of India.
19. The honesty is the best policy.
20. Mary goes to the church daily.



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## 1. Read the following paragraph carefully and correct the mistakes wherever necessary:

Susanna came home from a work. she putted the key in the lock of the apartament door. She opened the door. She clearly heard a voise inside her apartment. Was it the TV? Was it the radio? Was it her neighbour? She not know if she should go in or run away! She couldn't move. She couldn't think. She heard the soft sound of footsteps. She couldn't breathe. The door slowly opened. "Mom! What are you doing here" Susanna said, when she caught her breath. "Hi Honey! Dad and I are cooking dinner for you!"

### Corrected passage:

Susanna came home **from work**. She **put** the key in the lock of the **apartment** door. She opened the door. She clearly heard a **voice** inside her apartment. Was it the TV? Was it the radio? Was it her neighbour? She **did not know** if she should **go** or run away! She couldn't move. She couldn't think. She heard the soft sound of footsteps. She couldn't breathe. The door slowly opened. "Mom! What are you doing **here?**" Susanna said, when she caught her breath. "Hi Honey! Dad and I are cooking dinner for you!"

## 2. Read the following paragraph carefully and correct the mistakes wherever necessary:

Some days are good and some days are bad. Today is day bad. I woke up very too late. My alarm clock not ring. I ran to take a shower. I did not have a towel I ran to find a towel. I got dressed. I could not find my socks. I finally found my shoes and socks. I ran to the corner to catch the bus. He was leaving. I slowly walked home. then I saw that my socks were two different colors. I am going back for bed.

### Corrected passage:

Some days are good and some days are bad. Today is **a bad day**. I woke up **too late**. My alarm clock **did not ring**. I ran to take a shower. I did not have a towel. I ran to find a towel. I got dressed. I could not find my socks. I finally found my shoes and socks. I ran to the corner to





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catch the bus. **It** was leaving. I slowly walked home. Then I saw that my socks were two different colors. I am going back **to** bed.

## Presentation Skills

### Objectives:

1. Know the meaning of presentation and its modes and features.
2. Maintain strong hold/grip over oral Presentation by developing Presentation Skills effectively.
3. Understand the importance of 'Presentation Skill' in day-to-day life.
4. Improve the standard of your spoken language.
5. Improve the standard of your writing skill is making Presentation.
6. Know how to prepare 'Curriculum vitae' (written Presentation).

**Presentation Skills:** Presentation is an important Communication Skills which involves expression of ideas attractively and convincingly in front of an individual or a group to achieve something. Presentation may be oral or written. Oral presentations require eloquence., good language and through understanding of the subject. You are presenting and a deep insight into it. The application with curriculum vitae is an example of written presentation, publication of an article on a project report is another example of written presentation.

**Presentation Purpose:** A presentation has a specific purpose to demonstrate the subject in a useful way.

Eg: A Lecturer wants his students to understand his lecture well.

In order to achieve the goal of presentation, the presenter must know what he/she is presenting, to whom, how long and for what purpose. In other words, he or she has to master Presentation Skills. Everything matters during the presentation; the way you speak, your voice, your facial expression, physical gestures and so on. Apart from oral presentation he must know written Presentation Skills.

**Oral Presentation:** Oral presentation can be made in a variety of forms such as:

1. **Speech:** A Speech is a talk addressed to an audience.

Eg; Ray gave speech on "Films"

2. **Lecture:** A Lecture is generally prepared and given by a person in the subject.



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3. **Discussion(or)G.D.:** A discussion refers to talking about something in a systematic way. It can be discussed in a group of 8 to 12 persons. There may be agreements or disagreements during the discussion. In a discussion participants are supposed to arrive at some kind of conclusion.
4. **Seminar:** In a Seminar, a group of people discuss a problem or topic in the stipulated time.
5. **Conference:** It is a large formal meeting when a lot of people discuss matters such as business, politics, trade and commerce for several days. In conferences, views are exchanged.
6. **Symposium:** It is a small conference for discussion on a particular subject.
7. **Workshop:** A group of people share knowledge and experiences related to a particular topic. It deals with practical work. People should talk less and work more in such activities.
8. **Compering:** It is a program arranged to discuss a topic. It is done on stage or radio and T.V. A compere is a person who conducts the programs. He/she introduces the performers, offers brief comments and functions as a link between the items presented, the performers and the audience.
9. **Commentary:** This is spoken narration of the event/incident/situation. A commentator passes on his opinions, remarks, and explanations on the event.
10. **News Reading/News reporting:** It is done on the Radio/T.V. On the radio, the reader is heard. On T.V., the reader is seen and heard.
11. **Debate:** Debate/Debating is a method of interactive argument between two persons/two groups with different opinions on a topic.

Thus, there are various types of oral presentation. All of them have similar principles.

**Components of Oral Presentation:** Oral presentation has the following components.

1. **Planning:** A presentation is a time bound activity. A neat and careful arrangement of the matter to be presented is necessary. At the level of planning, the strategy of presentation must be chalked out.
2. **Execution:** It is a realization of the preparation and planning made earlier. This is influenced by a number of factors. They are as follows:
  - a. **Confidence:** The presenter should not have stage fear. He/she should have faith in his/her abilities as a presenter. He/she is required to be well-prepared.
  - b. **Relevance:** The presentation should speak only relevant points.
  - c. **Language Competence:** A good presenter makes an effective use of language. He or she must be careful about the use of words and structure.
  - d. **Clarity, audibility and speed:** For giving a good presentation your accent, tone, pitch and pronunciation must be clear.



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- e. **Voice modulation:** Proper intonation should be followed. The rhythm, regularity and beats should be maintained so as to keep up the fluency of the language.
- f. **Body language:** The movements of hands, head, eyes etc., should be appropriate and not excessive. Facial expressions and eye contact should be proper.
- g. **Sincerity:** While speaking, the presenter should be sincere and honest in his presentation. His speech should not be artificial or far-fetched or swallow or mechanical. The speech should be natural effortless and spontaneous.

## Structure of Presentation:

A Presentation would have the following parts/sections

1. Introduction
2. Main body
3. Conclusion
4. Questions and responses

**Introduction:** In the introduction you must do the following

- Greet the audience
- Introduce yourself
- Announce the topic
- Explain the purpose of the presentation
- Mention the duration of the presentation
- Specify when you would like the audience to ask questions.
- Give an outline of the presentation.

This must be completed in thirty percent of the total time of the presentation. For example, if the total time available for your presentation is twenty minutes, your introduction should not take more than six minutes. Here are some useful phrases for each of the tasks to be completed during the introduction.

**Main body:** It is the most important part of the presentation and you should devote about sixty percent of the time available for the part. You should take up each of the points outlined in the introduction one by one develop them logically and rationally, showing the relationship between the themes and arguments.



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In order to make your presentation listener-friendly you should provide the structure of your presentation. You can do this by signaling and linking the different parts of the presentation.

**Conclusion:** You conclude a presentation by summing up the main points, reiterating the central message, offering comments/suggestions or making recommendations. Finally, you thank the audience for listening to you and invite questions from them.

### Handling Questions:

Some confident speakers too, do not look forward to the question and answer session. But without it the presentation is incomplete in order to deal with the questions from the audience confidently.

- Listen carefully to the question.
- Repeat the question, if necessary
- Address the entire audience.

### Suggestions:

In oral presentation some presenters get nervous in the beginning due to stage fear and diffidence. In order to overcome nervousness-keep quiet for a while, look at the audience and make some movements of your hands. This will release your energy and you will feel relaxed. If you are a beginner in making presentations, it is always desirable to keep notes in front of you to refer them from time to time.

**Conclusion:** Thus presentation is an important way of expressions of thoughts.

### Model Presentation

#### Some Guidelines for Compeering /Anchoring:

While compeering, you have to take care of the following:

1. Maintain appropriate distance between you and the mike.
2. Don't unnecessarily raise or lower your voice.
3. Be brief and relevant.
4. Pay attention to time and ensure that the program is conducted as per schedule.
5. The compere/anchor must have a clear knowledge of the entire program.



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6. The presentation should be done in an organized manner.
7. He/she must have a good knowledge about the persons to be introduced.
8. He/she should have a pleasing personality and humour to attract the audience.
9. A compere should have good Communication Skills.
10. Use the expressions, phrases, good quotations to make the presentation interesting.
11. He/she who is conducting a program on T.V. must be comfortable with audio and video equipment.

**Welcome Address/ Welcome speech:** This is usually made to welcome the chief guest one or two important persons and the members of the audience at a function of speech of this type is brief and factual. It can be of 5 to 10 minutes duration. Some of the ways for making welcome speech are given below:

1. It give the great pleasure to welcome Mr/Ms/Prof/Dr-----
2. It extend a warm (hearty) welcome to Mr/Ms/Prof/Dr-----
3. I have a great pleasure in welcoming Mr/Ms -----
4. It is a proud privilege to have Mr.----- in our midst and I convey our hearty welcome to him
5. Hearty welcome to Mr.-----

Distinguished Chief Guest Mr. ----- respected Principal, Members of the Teaching Staff, my dear student, Ladies and gentlemen. It is a proud privilege to have Mr.----- in our midst and I convey our hearty welcome to him. It is very kind of him to have consented to spend some of his valuable time with us and to be the Chief Guest at this function. I am sure his wise counsel will give a proper direction to our deliberations. I also extend a hearty welcome to the guests who have responded to our invitation and to the delegated who have come from different parts of the country to participate in this meeting. I am sure all of you will have a pleasant evening . I thank our respectable Principal for giving me this opportunity to welcome the Chief Guest, once again heartily welcome to you sir, Thank you.

**b. Introductory Speech:** There are many occasions which require speeches of introduction. Very often you will require to introduce the main speaker at a seminar/conference/meeting/function. A speech of this kind is very brief.

When you are called upon to give an introduction speech, gather the basic points about the speaker, you are to going to introduce. You should collect the information about his



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qualification, experiences and fields of activity, interest and specialization in advance. Never try to give information which may cause discomfort to the Speaker.

**Eg:**

Distinguished Chairman of the Committee, Respected Principal, Members of the Teaching Staff, Dear Students and other Guests present here to grace this occasion. I am glad to introduce our distinguished Chief Guest Professor Prasad who is here to deliver his special lecture on ----- . Prof. ----- is so well known to everyday that he needs no introduction. He is great scholar and at the same time a good orator. His lectures have been an inspiration for many students to become scholars or great leaders or social workers in future. He has also authored books on ----- . I believe the seminar thoughts of his address will inspire us and prove fruitful material for meaningful discussion. once again, on behalf our college, I welcome you sir, on this great occasion.

Thank you.

**Vote of Thanks:** The vote of thanks is the last item of an organized function /meeting.

There are some standard expressions to begin the vote of thanks, though the speaker can use his own, innovative and imaginative way of doing it. There is no reply to vote of thanks. The people who are thanked should simply smile modestly or hold their plans together making the gesture of 'Namaskara'. The general expressions are:

2. I am very happy to stand before you to propose the vote of thanks.
3. I thank the organizers for giving me this pleasant duty of proposing a vote of thanks.
4. It gives me immense pleasure to propose the vote of thanks.
5. It is pleasure and privilege for me to thank all of you.

I am here to convey our gratitude to all of you.

## Essay Writing

### **Learning Objectives:**

1. figure out the relevance and importance of essay writing
2. understand the characteristic features of an essay
3. develop techniques required to construct an effective essay





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4. learn about the different stages in essay writing
5. overcome the common pitfalls in the task of essay writing

## Introduction:

Essay writing is the final stage in the development of writing skills. In all other forms like summarizing, note-marking, note-taking, précis-writing we have some material to fall back on, but in essay writing we have to use our own knowledge and understanding of the topics and rely on our own logistic equipment.

## Importance:

An essay is a literary composition of moderate length dealing with a single subject and usually represents the writer's personal views or experiences. The word essay is derived from the word "assay" which means as effort. This form was invented in the 16<sup>th</sup> century by the French writer Montaigne named it ESSAI meaning an attempt. Francis Bacon was the first great English essayist. The importance of the essay has grown over centuries. In the 18<sup>th</sup> century, the essay reached its apex in the hands of Addison, Steele, Swift, Goldsmith and Dr. Johnson. Dr. Johnson defined essays as "a loose sally of the mind, an irregular, undigested piece, not a regular and orderly piece of composition". The essence of the essay is the charm of the author's personality. In the 19<sup>th</sup> century Lamb's essays have attained special place. In the 20<sup>th</sup> century Robert Lynd and A.G. Gardiner have won the hearts of the readers through their brilliant essays. In an essay, the title, introduction, the body and the conclusion have to be well-defined and inter-related.

The ability to collect, select, arrange and use information is developed through essay-writing. While writing an essay, we will be constantly Judging, analyzing, self-examining and self correcting. Thus writing an essay can be considered an exercise in thinking and self-understanding. Writing an essay is not simply adding one sentence to another. The sentences should be arranged logically. We should think of the entire essay and then divide it into paragraphs and then into sentences. Thus essay writing is a systematic process involving preparation, planning and drafting.

## Characteristics of an Essay:

The essay is a large piece of writing on a particular theme or subject. It has a beginning, a middle and an end or conclusion. The beginning presents the subject or the theme, the middle develops the theme and focuses the writer's thoughts. Then the essay is brought to a close in the last paragraph. A good essay must possess the following characteristics:



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1. Unity 2. Coherence, 3. Cohesion 4. Balance, 5. Length 6. Emphasis and 7. Style

## **1. Unity**

The writer should have a clear idea about what he wants to write in the essay. Then only there can be unity in his composition. He should refer to the points relevant to the main theme.

## **2. Coherence**

Some order should be followed in the essay. The essay should move smoothly from the introduction to the conclusion with points arranged in the order of increasing importance. All the thoughts should be united and there should be a logical development of the subject.

## **3. Cohesion**

There should be proper connection between one sentence and another so as to facilitate the reader to move from one thought to another.

## **4. Balance**

The writer should maintain balance in the essay. He should give proper place and length to the introduction, the development and the conclusion of the subject.

## **5. Length**

The length of the essay depends on the subject and the purpose in writing it. It should be divided into paragraphs so as to enable the readers to understand it better. Content is however more important than the length of the essay.

## **6. Emphasis**

The writer should emphasize the most important points in the essay, so that the reader may not forget the main points in the essay. There are three ways of emphasizing a point. The beginning and ending lines should be in the most emphatic position. Emphasis can also be made by explaining a point at length. It is also possible by a direct statement on the part of the writer.

## **7. Style**

The style of the essay depends on the type of the essay. It should suit the theme of the essay. The descriptive and argumentative essays have a formal style with full sentences and fine vocabulary. It should be simple and easily understandable.

## **Types of Essays:**





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There are six main types of essays:

1. Descriptive Essay which describes a person or thing.
2. Expository or Reflective Essay which explains to the reader a subject or theory.
3. Narrative Essay which gives an account of an event, incident or accident.
4. Argumentative Essay which tries to convince the reader that the writer's stand is correct.
5. Imaginative Essay that deals with imaginary subjects or topics like 'If I were the president of my country' or The Autobiography of a lotus.
6. Reflective Essay that expresses the writer's own thoughts or themes like war and peace, love and truth.

## Exercises:

1. Generation Gap
2. Life in Hostel
3. Man Vs. Machine
4. Global Warming
5. Value of discipline in life

## Model Essay

### Dowry system

Dowry system is one of the worst and dangerous evils affecting our society. Not a day passes without some news of dowry death. It is so deep rooted that even legislation has not been able to do much. Many young precious lives of innocent girls are thwarted every year. Although some youth are against taking dowries, this practice is eating into the vitals of our society. We just cannot think of a marriage without dowry. It has turned out to be a big business transaction. It is like buying a bride-groom in the marriage market.

Dowry is payment of cash or kind made by the bride's parents to the bride-groom's parents. This is apart from the gifts or jewellery that follow. Originally the idea was to help the new couple settle in life. In course of time, it has come to stay as the main criterion for the



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marriage. If there is huge dowry, all other qualification are not of much value. The amount of dowry depends on the wealth, status and employment of the bridegroom.

Now a days marriageable daughters have become a burden on the parents. They are a source of worry and tension. Even if they afford to pay dowry, the in-laws often drive the new daughter-in-law to bring to death or very cruelly treated. So educated youth should be enlightened and oppose the evil. This evil practice should be driven out as early as possible