

HS1101 Communication Skills I – B. Tech 1st year (SEM1)

Externals: 60 Marks

L-T-P-C*

Internals: 40 Marks

2-0-0-1

Objectives:

1. To make the students efficient communicators via experiential learning.
2. To enhance learners' analytical and creative skills, so that they will be capable to address a wide variety of challenges in their professional lives.
3. To help learners to improve the leadership qualities and professional etiquette
4. To expose learners to an effective communicative environments.

OUTCOMES:

Students will be able to:

1. develop interpersonal communication, small group interactions and public speaking.

2. exercise the writing assignments, precise writing for informational, persuasive and creative purposes.
3. apply right form of structural usage of sentences in their written and oral communication.
4. develop confidence and skills related reading comprehension.
5. improve a logical framework for the critical analysis of spoken, written, visual and mediated messages upon a diverse platforms.
6. demonstrate the ability to apply vocabulary in practical situations.

Unit I – Introduction to communication

Introduction – Importance of Communication Skills – Definition – Scope and Nature – Verbal and Nonverbal communication

Unit II – Reading Skills

Reading Comprehension of unseen passage – Prose – News Paper Reading and Analysis (Editorial)

Unit III - Grammar

1. Parts of Speech
2. Subject and predicate
3. Articles – Determiners

4. Conjunctions (Linkers; connectors; cohesive devices)
5. Verbs – Transitive and Intransitive - Finite and Infinite - Regular and Irregular - Modals
6. Tenses
7. Prepositions/ Prepositional verbs
8. Adverbs – types and their order in sentences
9. Adjectives
10. Including Degrees of Comparison and also Quantifiers

Unit IV – Enhancing Vocabulary

Developing Professional vocabulary – Using Dictionary: Spelling – Grammar and Usage

Unit V - Composition

Paragraph – Essay - Expansion - Describing the Pictures – Giving Directions – Situational Dialogue writing – Social and Professional Etiquette – Telephone Etiquette

Suggested References:

1. Joseph Mylal Biswas book of English Grammar
2. R. Murphy -Cambridge Press
3. Wren and Martin

4. The Good Grammar book by OUP
5. Communication skills by M. Raman and Sangeeta Sharma
6. How to Win Friends and Influence people by Dale Carnigie
7. How to Read and Write Better by Norman Lewis
8. Better English by Norman Lewis
9. Use of English Collocations by OUP
10. www.humptiesgrammar.com
11. www.bbcenglisgh.com
12. www.gingersoftware.com
13. www.pintest.com

Unit I – Introduction to Communication

Learning Outcomes:

By the end of this unit, you should be able to:

1. Explain what is meant by the word „communication“ in general;
2. Identify the main elements in the communication process;
3. Differentiate between oral and written communication;
4. Highlight some basic tips on writing; and
5. List the common pitfalls to avoid in written communication.

Introduction To Communication

This topic gives you an overview of communication and introduces you to the main elements of the communication process. It also highlights the importance of writing clear, positive messages and offers you some basic tips and guidelines on this form of communication so that you may become more proficient in the kind of writing needed at home as well as in the college and workplace. You will also learn about some of the common pitfalls which may impede the effectiveness of written communication.

Why Are Communication Skills Important?

Communication is the heart of every organization. Everything you do in the workplace results from communication. Therefore good reading, writing, speaking and listening skills are essential if tasks are going to be completed and goals achieved. As you develop your career you will find various reasons why successful communication skills are important to you, for example:

To secure an interview:

You will need good communication skills to make sure your application letter is read and acted upon.

To get the job:

You will need to communicate well during your interview if you are to sell yourself and get the job you want.

To do your job well:

You will need to request information, discuss problems, give instructions, work in teams, interact with colleagues and clients. If you are to achieve co-operation and effective teamwork, good human relations skills are essential. Also, as the workplace is also becoming more global, there are many factors to consider if you are to communicate well in such a diverse environment.

To advance in your career:

Employers want staff that can think for themselves, use initiative and solve problems, staff who are interested in the long-term success of the company. If you are to be seen as a valued member of the organization, it is important not just to be able to do your job well, but also to communicate your thoughts on how the processes and products or services can be improved.

Benefits of effective communication:

The most successful organizations understand that if they are to be successful in today's business world, good communication at all levels is essential. Here is a useful mnemonic to remember the benefits you and your organization can achieve from effective communication:

Stronger decision-making and problem-solving

Upturn in productivity

Convincing and compelling corporate materials

Clearer, more streamlined workflow

Enhanced professional image

Sound business relationships

Successful response ensured

What Are Communication Skills?

Communication is simply the act of transferring information from one place to another.

If someone has superb communication skills, he or she probably has an aptitude for clearly and collectedly conveying and receiving messages to and from others both verbally and through body language, including facial expressions, eye contact, arm movement, and posture. General communication skills are important for everyday communication in all situations when you are exchanging conversation with someone else. They are helpful from small talk to deep conversation.

What is Verbal Communication?

Verbal communication encompasses any form of communication involving words, spoken, written or signed. The conversation we have with our coworker at lunch, the morning news or the sports page we read in the morning--even the text message you send to your spouse telling him to pick up some milk is a form of verbal communication. Our ability to communicate with a language that is based on an organized system of words, rather than merely sounds, is what sets us apart from lower species. Not only do we have language, but we also have the technology that enables us to communicate with one another no matter the physical distance.

We use verbal communication for most purposes. Verbal communication may be oral or written.

a) ORAL COMMUNICATION:

Oral Communication is more natural and immediately available for responding to a comment / statement. In natural and informal situations, we speak readily without hesitation in order to

communicate with others; but in a formal and official situation, many persons feel nervous and cannot speak easily. It needs training, practice and skill to speak effectively in a formal situation.

Oral communication requires the presence and simultaneous attention of both the persons. Need for personal presence makes certain demands on the skills of both; each must be able to respond to the body language of the other, and must be able to make immediate response to what the other says. Oral communication occurs in situations like conversations, telephone talk, interviews, presentations, group discussions, and meetings.

FACE-TO-FACE CONVERSATION: Oral communication is best when it is face-to-face. A face-to-face setting is possible between two individuals or among a small group of persons at an interview, or in a small meeting, where both the sender and the receiver could see each other and communicate. Communication can flow both ways in these situations. Here, an immediate feedback, which gives clarification, is possible. Besides, a face-to-face setting offers a rich communication experience owing to the presence of the living personality whose voice, tone, expressions and movements add significance to the words

TELEPHONE TALK: Telephone talk depends entirely on the voice and its quality. It does not have the advantage of physical presence or facial expressions since there is no option to look at others physical appearance at live. Clarity of speech and skillful use of voice are important in this kind of communication. There can be confusion between similar sounding words like “pale” and “bale”, or between “light” and “like”. Names and addresses communicated on the telephone are sometimes

wrongly received. It is therefore customary in telephonic conversation to clarify spellings by saying G for God, P for pen etc.

PRESENTATION: It has a face-to-face setting. It is a formal, well-prepared talk on a specific topic, delivered to knowledgeable and interested audience. It looks odd and slumbers if the presentation is not welcomed by the audience to which it is presented. At times a touch of humor always enriches the presentation. The purpose for such kind of communication is to give / pass on the information rather than making them dull and sleepy.

PUBLIC SPEECH: A public speech or lecture also has a face-to-face setting, but here the space between the speaker and audience do matters. This distance increases as the audience gets larger, as in an open air public meeting. This way of communication much depends on the speaker's skill in using gestures and using the microphone in the correct order.

INTERVIEW: An interview is a meeting at which one person or panel of persons, who are the interviewers, discuss a matter with another person or ask questions of another person, who is the interviewee. The purpose is, usually to assess, to judge whether it would be worthwhile to enter into a relationship with the other. An interview is of structured question and answer type of communication.

MEETING: Usually a meeting involves many persons; there is a chair person or leader who leads and guides the communication and maintains perfect order. There is a fixed agenda, that is, a list of issues to be discussed at the meeting. Meetings are of many types, from the small committee meeting

consisting of three or four persons to the large conference or the share holders' meeting. This type of oral communication is backed up by note-taking and writing up of minutes.

b) WRITTEN COMMUNICATION:

Written communication is used for many purposes. Many types of documents are required for official work. Letters, circulars, memos, notices, reports and minutes are constantly prepared and exchanged in and between organizations. All has a format and layout which is fixed by custom.

Letter: Letters are the most widely used form of written communication. They are used mostly for external communication. A letter has a complex lay-out which has to be carefully followed.

Memo: Memo, short form of memorandum, is an informal message between members of an organization and generally relates to daily work. Information or instructions can be conveyed by a memo. A memo may or may not be signed.

Notice: A notice is used in order to communicate the same message within an organization. It is the most common method of mass communication, within an organization. It should be short, its language should be simple and the type should be large and well spaced for easy reading.

Circular: A circular is a detailed document giving information, instructions or orders on a specific matter. A circular has a number and date for reference, and is signed by the authorized signatory of the issuing office. They are generally issued by government department and other official bodies like government departments, councils, universities and Head Offices of organizations.

Report: A report is a document prepared by an individual or a committee entrusted with the task of collecting information on a given subject. It requires careful research, collection of data and

presentation of the findings, conclusions and recommendations. Reports are of varying length and may be anything from two pages to a full book dived into chapters.

Minutes: Minutes are the written record of decisions taken at a meeting. Different bodies have their own convention of recordings the discussion and the decisions. Minutes may be written by hand or typed and pasted in minute books, or typed and filled in a minute file. Minutes are a legal document.

NON-VERBAL COMMUNICATION

Non-verbal methods of communication can be consciously created and used with both written and oral communication. Graphics of all kinds can enrich the message presented in a document or in a speech. Pictures, maps, charts, diagrams, sketches, cutouts, models, etc., communicate more effectively quality vice and clarity vice than verbal communication. Apart from these symbols we consciously may convey the meaning by facial expressions, gestures, eye contact, clothing, posture, etc. These are called body language. They do communicate more than verbal communication.

Non-verbal communication occurs even when there is no verbal communication. Going by the road side, on seeing the no parking board, we are not parking our vehicles near it. Rather a NSS volunteer person when suggesting not to leave our vehicle in that place, often we ignore him. Thus we say that non-verbal communication, by way of a picture here, communicates something more than what is communicated through verbal communication. Henceforth, a good understanding of non-verbal

communication will entitle a person or persons to communicate more effectively than what is conveyed through verbal communication.

What is Non-Verbal Communication?

Verbal communication coexists alongside non-verbal communication, which can affect people's perceptions and exchanges in subtle but significant ways. Non-verbal communication includes body language, such as gestures, facial expressions, eye contact and posture. Touch is a non-verbal communication that not only indicates a person's feelings or level of comfort, but illustrates personality characteristics as well. A firm handshake or warm hug indicates something very different than a loose pat on the back or a timid handshake does. The sound of our voice, including pitch, tone and volume are also forms of non-verbal communication. The meaning behind someone's words is often entirely different than the literal translation, as is seen in instances of sarcasm and mockery. The clothing we wear and the way we design our living space are also forms of non-verbal communication that frequently shape people's judgments about others, regardless of whether or not the perceptions are true.

Unit II – Reading Skills

Outcomes:

- help your students understand the relation between reading purpose and reading efficiency;
- give your students practice in the sub-skills of skimming for an overall idea and scanning for specific information;

- help your students understand text structure, so that they can distinguish between main, subordinate ideas and illustrations, and digression, if any; and
- help your students develop their reading efficiency by modifying their style of reading to suit the purpose for which they are reading.

What is reading comprehension?

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

What factors affect reading comprehension?

While word identification is a process that results in a fairly exact outcome (i.e., a student either reads the word "automobile" or not) the process of comprehending text is not so exact. Different readers will interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and

genres, knowledge of cognitive and Meta cognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text," and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for children to read will not teach many students the comprehension

strategies they need to be proficient readers. These need to be taught directly as students learn to read simple sentences and this direct instruction need to continue in different forms throughout a student's elementary and secondary school experience.

Sub skills of Reading

a) Scanning:

Searching quickly for a specific piece of information or a particular word. For example, when looking up a word in a dictionary, an address in a directory or the flight arrival schedule of a particular flight, we do not read entire pages or passages. We search for the keywords or ideas because we know what we are looking for. Scanning involves moving our eyes quickly down the page seeking specific words and phrases.

b) Skimming:

Reading through a text quickly to get an overall idea of the contents; that is, the gist of the passage. For example, before buying a book we glance quickly at the cover page, the reviewer's comments on the back cover (also called book jacket), the contents page, etc., to get a general idea of its contents.

Activity 1: Reading for gist: Skimming

In real life, we read a variety of materials in the languages we know (our home language or English, for example). Some materials like course books are read with close attention to detail as we need to use the information in examinations.

**Activity
1**

Other materials, like magazine articles, are read for pleasure. Then there are things like billboards and hoardings that we mostly read with little concentration as we really do not need to use their information in our daily activities.

In this activity, we will deal with the sub-skill of **skimming**, which is

used to get an overall idea of the text.

To begin the activity, ask the class to list the different types of things they read. They will probably come up with things like *textbooks, storybooks, magazines, comics, signboards, letters, postcards, menu cards, labels on things they buy, phone books, instruction manuals (for phones, TVs, cameras, etc.), subtitles of English movies, maps, encyclopaedias* and so on. Now tell them to list these different types of texts and classify them according to the *reasons* for reading them given in column 2, in the table below. Write the list on the board as the students respond.

Your board might look like this:

Kinds of things we read	Reasons for reading
<ul style="list-style-type: none">• Novels, short stories, fiction• Non-fiction, textbooks, travel books, encyclopedias• Newspapers, journals,	<ul style="list-style-type: none">• For specific information• To pass an exam• To pass time

<p>magazines, maps, directories, dictionaries</p> <ul style="list-style-type: none"> • Forms, applications, questionnaires • Brochures, catalogues, hoardings, advertisements, notices, labels, posters, displays at airports, stations, etc. • Letters, reports, proposals 	<ul style="list-style-type: none"> • To know details of something • To have an overall idea • For having a general idea
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Activity 2: Reading for specific information: Scanning

Activity 2 Another important sub-skill of reading that all efficient readers use as a strategy is called **scanning**, or looking for specific information.

To demonstrate the use of this sub-skill, have the students work in pairs and say which kinds of texts given in the list below they read

very quickly, and why.

- A play
- A telephone directory, to look for someone's phone number
- The sports page in the morning newspaper
- The school notice board
- The label on a bottle of jam, to find the price
- The back cover (jacket) of a book
- A shopping list
- The questions on the question paper in an exam
- The large advertisement on the main road
- The departure announcement board in a train station
- The booklet that came with the new CD player I bought recently

Scanning is a very important reading skill that is frequently used for real-life purposes.

Activity 3: Understanding text and distinguishing text style

The texts we read do not all deal with their topic in the same style, and do not all present information in a uniform, step-by-step manner. An efficient reader is one who can recognise the style of paragraphs in a prose text and know whether it deals with **a main idea, a supporting detail, illustrations, a detour or digression.**

Activity 3 Such a reader then knows which part needs to be read with more attention to detail, and which part needs less concentration. This is not to suggest that efficient readers are careless people who do not read a passage thoroughly — it merely means that they can vary their reading speed and comprehension according to the purpose for which they are reading.

In this activity, you will be able to help your students understand how to recognise whether a paragraph is dealing with main or subordinate

points, examples or digressions (that is, things that are not directly related to the topic). One way in which this is done is by noticing the use of special phrases that give us the necessary clue.

For this activity, first give students the following short paragraph and ask them to underline the most important sentence in it and say how they recognised it:

Unlike my friend Samuel, I enjoy coming to school. Regular school attendance is very important for the development of knowledge. For example, we not only get to learn from our teachers, we get a chance to chat with our friends and share jokes. My cousin has a good store of jokes.

They should have underlined the second sentence, and the word *important* would probably have helped them decide. Now have them match the sentences in the paragraph with the headings in the second column in the table below:

1. <i>Unlike my friend Samuel, I enjoy</i>	Main idea
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<i>coming to school.</i>	
1 <i>For example, we not only get to learn from our teachers, we get a chance to chat with our friends and share jokes.</i>	Related idea
1 <i>My cousin has a good store of jokes.</i>	Example
1 <i>Regular school attendance is very important for the development of knowledge.</i>	Unrelated idea

(Answers: Sentence 1 — Related idea, Sentence 2 — Example, Sentence 3 — Unrelated idea and Sentence 4 — Main idea)

Draw the students' attention to the fact that passages usually have a mixture of all these types of sentences or paragraphs, and so we must recognize which ones are important to remember. These need to be read more slowly and carefully, while a lot of time need not be spent on the less important sections. Sum up by introducing the terms **Main Idea**, **Subordinate Idea** (related idea), **Illustration** (example) and **Digression** (unrelated idea).

Clues that help us identify different styles are found in expressions like:

An important point here is.../We want to emphasise that... (main idea)

The reason for this is.../Another idea connected to this is... (subordinate idea)

A good example of this is.../For instance,.../I would like to illustrate this point by... (illustration)

By the way,.../We may note in passing that.../Something interesting, but not directly related to this is... (digression)

For more practice, give your students the exercises in **Resource 3**. You could also bring to the class interesting passages from storybooks, newspapers or magazines and have them identify the four categories. To make them test their reading speed and comprehension, ask them to *time* themselves and read the passages on their own the first time. Then, working with a partner, ask them to identify the main and subordinate ideas, illustrations and digressions, and then read the passage again. This time, they should improve in both speed and understanding.

Resource 3: Understanding text organization:

Resource Passage 1

3

Look at the picture: What fish is it? What do you know about this fish? Have you ever seen such a fish?

Here is a short paragraph on this fish, but the sentences are not arranged in the proper order. Your task is to arrange the sentences

correctly and number the sentences: Write 1 over the most important sentence, 2 over a supporting detail or subordinate idea, 3 over an illustration and 4 over any unrelated idea.



1. Are you afraid of sharks?
2. My uncle says that sharks have a bad reputation just because people think that all sharks are killers.
3. I haven't taken a seaside holiday for the last three years.
4. The largest sharks like the whale shark and the basking shark are not killers.
5. There are, of course, several other types of sharks that use their rows of sharp teeth to tear apart everything, including human

beings!

6. But the next time you see a shark, try not to be scared. Even if you fall into the water, it may not attack you.

(Correct sequence: 1, 2, 4, 5, 3, 6)

Main idea (1): 2

Subordinate idea (2): 1, 5, 6

Illustration (3): 4

Digression (4): 3

Passage 2

Does your family rear cattle? What kinds of products do we get from cattle?

Here is a passage on livestock farming in Kenya. The paragraphs are all numbered. Discuss them with a partner, and say which paragraphs deal with main ideas, subordinate ideas, illustrations and digressions.

(Note: Some passages may not contain all these categories. In the passage below, for example, there is no digression. Draw the students' attention to this during the discussion and make sure they understand that it does not signal a weakness in the text.)

Beef and livestock farming

1. Beef farming is the rearing of cattle for meat production whereas dairy farming is the rearing of cattle for milk production. Kenya has a cattle population of about 10 million herds.
2. Beef farming is widespread in Kenya but more common in drier parts of the rift valley: North-Eastern, Eastern and Nyanza. About 90 per cent of beef cattle in Kenya are kept by subsistence farmers and pastoralists. There are cattle ranches in Laikipia, Trans-Nzoia, Malindi, Molo, and Kajiando.
3. Examples of breeds are Zebu and Boran; crossbreeds include Hereford, Aberdeen Angus and Galloway. Beef is consumed countrywide. Canning and freezing are done in Nairobi, Thika



and Nakuru.



- 1 Dairy farming is important for the following reasons:
 - i. It provides milk which is a source of protein

- ii. Milk is used in the production of the other products such as chocolate, biscuits, sweets, butter and cheese
- iii. The animal waste is used as manure
- iv. It has also led to the establishment of industries and Kenya Meat Commission that offers employment

1 The following are the most common dairy breeds in Kenya.

<p><i>Friesian</i>: White and black in colour. The forehead and the feet are usually white.</p> 	<p><i>Ayrshire</i>: White and red in colour.</p> 
<p><i>Jersey</i>: Brown in colour and the smallest of the</p>	<p><i>Guernsey</i>: Brown in colour. Some are white</p>



c) Extensive Reading:

It is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. It improves our general knowledge of business procedures.

Some of the examples of extensive reading are the latest marketing strategy book, a novel you read before going to bed and a magazine article that interest you.

d) Intensive Reading:

It is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Some examples are a bookkeeping report, an insurance claim and a contract.

e) Guessing the meanings of Unfamiliar Words:

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

f) Note-Making:

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

UNIT- 3 English Grammar

What is a sentence?

Sentence:

'A group of words with complete sense is called a sentence.'

or

"A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses."

B	
declarative (definition)	a sentence that makes a statement
declarative (punctuation)	use a period
interrogative (definition)	a sentence that asks a question
interrogative (punctuation)	use a question mark
imperative (definition)	a sentence that

	commands or requests
imperative (punctuation)	use a period or exclamation mark
exclamatory (definition)	a sentence that shows excitement
exclamatory (punctuation)	use an exclamation mark
declarative - sentence	I need some new socks.
declarative - sentence	A pencil is on the floor.
interrogative - sentence	Do you know my phone number?
exclamatory - sentence	I won the lottery!
imperative - sentence	Go clean your room.
declarative - sentence	Sally decorated her house for the holidays.
exclamatory - sentence	Wow, I got a 100!
imperative - sentence	Please take out the trash.
interrogative - sentence	How is your mother?
declarative - sentence	I like Raindew water.
declarative - sentence	I like Poland Springs.
interrogative - sentence	How about you?
declarative (fact)	The most common type of sentence
imperative (fact about subject)	contains an "understood" YOU as subject

imperative (fact about parts of speech)	Often begins with an action verb
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Part of Speech Overview:

In the English language, words can be considered as the smallest elements that have distinctive meanings.

Based on their use and functions, words are categorized into several types or parts of speech.

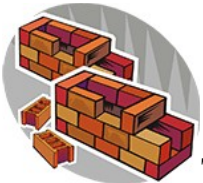
There are 8 major parts of speech in English grammar: **Noun, Pronoun, Adjective, Adverb, Verb, Preposition, Conjunction** and **Interjection**.

THE PARTS OF SPEECH POEM

Every name is called a **noun**,
As **field** and **fountain**, **street** and **town**.
In place of noun the **pronoun** stands,
As **he** and **she** can clap their hands.
The **adjective** describes a thing,
As **magic** wand or **bridal** ring.
The **verb** means action, something done,
As **read** and **write** and **jump** and **run**.
How things are done the **adverbs** tell,
As **quickly**, **slowly**, **badly**, **well**.
The **preposition** shows relation,
As **in** the street or **at** the station.
Conjunctions join, in many ways,
Sentences, words, **or** phrase **and** phrase.
The **interjection** cries out, "**Hark!**"
I need an exclamation mark!"

There are thousands of words but they don't all have the same job. For example:

- some words express **action**
- other words express **things**
- other words **join** one word to another word



These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, similarly when we want to build a sentence, **we use the different**

types of word.

Each type of word has its own job.

- verb (***deliver*** - expresses action)
- noun (***computer*** - expresses a thing)
- adjective (***yellow*** - tells us more about a noun)
- adverb (***quickly*** - tells us more about a verb)

The other parts of speech are mostly small words:

- pronoun (***it*** - replaces a noun)
- preposition (***on*** - links a noun to another word)
- determiner (***the*** - limits a noun)
- conjunction (***and*** - joins words)
- interjection (***ouch!*** - expresses feeling)

Parts of Speech Table

This is a summary of the 9 parts of speech.

part of speech	function or "job"	example words	example sentences
<u>Verb</u>	action or state	(to) be, have, do, like,	Virat Kohili is a cricketer.

		work, sing, can, must	I like sweets.
<u>Noun</u>	Names anything in the universe	pen, dog, work, music, town, Rampur, teacher, Jayendra	This is my dog . He lives in my house . We live in Basar .
<u>Adjective</u>	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
<u>Determiner</u>	limits or "determines" a noun	a/an, the, 2, some, many	I have two dogs and some rabbits.
<u>Adverb</u>	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.

<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is an Indian. She is a beautiful woman.
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.
<u>Conjunction</u>	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
<u>Interjection</u>	short exclamation used to express sudden emotions, feelings	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well , I don't know.

NOTE: Verbs may be treated as two different parts of speech:

Lexical Verbs (*work, like, run*)

Auxiliary Verbs (*be, have, must*)

Determiners may be treated as adjectives, instead of being a separate part of speech

Activity -1

1. Identify punctuation marks in first chapter, para 1, 2 and 3 of Harry Potter series- book 1. Speak to your friend reg. where and why writer JK. Rowling has used them?
 2. Watch a show of Bear Grylls in English and write the subtitles with appropriate punctuation marks.
 3. Play a game of name, place, thing and animal using - all 5 kinds of nouns.
 4. Re write a paragraph by identifying its parts of speech with a pencil.
-

TENSES:

Tense	Signal words	use	form	Examples affirmative	Examples negative	Examples interrogative
Simple present	Every day					
	Sometimes	1) Something happens repeatedly	Infinite	I work.	I don't work.	Do I work?
	Always					
	Often	2) How often something happens	he/she/it: infinite +s	He works.	He doesn't work.	Does he work?
	Usually					

	<p>Seldom</p> <p>Never</p> <p>First...then</p>	<p>3)One action follows another</p> <p>4)Things in general</p> <p>5)With verbal like(to love, to hate, to think etc)</p> <p>6)Future meaning: timetables, programs</p>		<p>I go.</p> <p>He goes.</p>	<p>I don't go.</p> <p>He doesn't go.</p>	<p>Do I go?</p> <p>Does he go?</p>
<p>Present progressive</p>	<p>Now</p> <p>At the moment</p> <p>Look!</p> <p>Listen!</p>	<p>1)Something is happening at the same time of speaking or around it</p> <p>2)future meaning: when you have already</p>	<p>Be(am/ar e/is) +infinite + ing</p>	<p>I'm working.</p> <p>He's working.</p> <p>I'm going.</p>	<p>I'm not working.</p> <p>He isn't working.</p> <p>I'm not going.</p>	<p>Am I working?</p> <p>Is he working?</p> <p>Am I going?</p>

		decided and arranged to do it(a fixed place or date)		He's going.	He isn't going.	Is he going?
Simple past	Last....	Action took place in the past, mostly connected with an expression of time(no connection to the present)	Regular: Infinitive + ed Irregular: (2 nd column of table of irregular verbs)	I worked.	I didn't work.	Did I work?
ago			He worked.	He didn't work.	Did he work?
	In 1990			I went.	I didn't go.	Did I go?
	yesterday			He went.	He didn't go.	Did he go?
Past progressive	While	<p>1)an action happened in the middle of another action</p> <p>2) Someone was doing sth. at a certain time(in the past)- you don't know whether it was</p>	Was/were + Infinitive +Ing	<p>I was working.</p> <p>He was working.</p> <p>I was going.</p> <p>He was going.</p>	<p>I wasn't working.</p> <p>He wasn't working.</p> <p>I wasn't going.</p> <p>He wasn't going.</p>	<p>Was I working?</p> <p>Was he working?</p> <p>Was I going?</p> <p>Was he going?</p>

		finished or not.				
Simple present perfect	Just	1) You say that sth. has happened or is finished in the past and it has a connection to the present 2) Action started in the past and continues up to the present.	Have/has + past participle * *(infinite +ed)or (3 rd column of table of irregular verbs)	I have worked.	I haven't worked.	Have I worked?
	Yet			He has worked.	He hasn't worked.	Has he worked?
	Never			I have gone.	I haven't gone.	Have I gone?
	Ever			He has gone.	He hasn't gone.	Has he gone?
	Already					
	So far,					
	Up to now,					
	Since					
	For					
	Recently					
Present	All day	1) Action		I have	I haven't	Have I been

perfect progressive	<p>The whole day</p> <p>How long</p> <p>Since</p> <p>For</p>	<p>began in the past and has stopped.</p> <p>2) How long the action has been happening</p> <p>Emphasis: length of time of an action</p>	<p>Have/has + been+infinite ing</p>	<p>been working.</p> <p>He has been working.</p> <p>I have been going.</p> <p>He has been going.</p>	<p>been working.</p> <p>He hasn't been working.</p> <p>I haven't been going.</p> <p>He hasn't been going.</p>	<p>working?</p> <p>Has he been working?</p> <p>Have I been going?</p> <p>Has he been going?</p>
Simple past perfect	<p>Already</p> <p>Just</p> <p>Ever</p>	<p>1)mostly when two actions in a story are related to each other: the action which had already happened is put into past perfect, the other action</p>	<p>Had + past participle *</p> <p>*(infinite + ed)or(3rd column of table</p>	<p>I had worked.</p> <p>He had worked</p> <p>I had gone.</p>	<p>I hadn't worked.</p> <p>He hadn't worked.</p> <p>I hadn't gone</p>	<p>Had I worked?</p> <p>Had he worked?</p> <p>Had I gone?</p>

		into simple past 2)The past of the present perfect	of irregular verbs)	He had gone.	He hadn't gone.	Had he gone?
Past perfect progressive	How long Since For	How long something had been happening before something else Happened	Had + been + infinite + ing	I had been working. He had been working. I had been going. He had been going.	I hadn't been working. He hadn't been working. I hadn't been going. He hadn't been going.	Had I been working Had he been working? Had I been going? Had he been going?
Will – future		1) Predictions about the future (you think that sth will happen)	Will +infinite	I'll work. He'll work.	I won't work. He won't work. I won't go.	Will I work? Will he work? Will I go?

		<p>3) You decide to do sth. Spontaneously at the time of speaking.</p> <p>4) Main clause in type I of the conditional sentences.</p>		<p>I'll go.</p> <p>He'll go.</p>	<p>He won't go.</p>	<p>Will he go?</p>
<p>Going to – future</p>		<p>1) When you have already decided to do sth. in the future</p> <p>2) What you think what will happen</p>	<p>Be(am/ar e/is) +going to +infinite</p>	<p>I'm going to work.</p> <p>He's going to work.</p> <p>I'm going to go.</p>	<p>I'm not going to work.</p> <p>He's not going to work.</p> <p>I'm not going to go.</p> <p>He's not</p>	<p>Am I going to work?</p> <p>Is he going to work?</p> <p>Am I going to go?</p>

				He's going to go.	going to go.	Is he going to go?
Future progressive		<p>1) An action will be in progress at a certain time in the future.</p> <p>This action has begun before the certain time.</p> <p>2) Something happens because it normally happens.</p>	Will +e+ infinite +ing	<p>I'll be working.</p> <p>He'll be working.</p> <p>I'll be going.</p> <p>He'll be going.</p>	<p>I won't be working.</p> <p>He won't be working.</p> <p>I won't be going.</p> <p>He won't be going.</p>	<p>Will I be working?</p> <p>Will he be working?</p> <p>Will I be going?</p> <p>Will he be going?</p>
Future perfect simple		Sth. will already have happened before a certain time in the future	<p>Will+ have+ Past participle *</p> <p>*(infinite</p>	<p>I'll have worked.</p> <p>He'll have</p>	<p>He won't have worked.</p> <p>He won't have</p>	<p>Will I have worked?</p> <p>Will he have worked?</p>

			+ed)or (3 rd column of table of irregular verbs)	worked. I'll have gone. He'll have gone.	worked. I won't have gone. He won't have gone.	Will I have gone? Will he have gone?
Future perfect progressive		<ul style="list-style-type: none"> will already have happened before a certain time in the future <p>Emphasis: length of time of an action</p>	Will +have+ Been +infinite +ing	I'll have been working. He'll have been working. I'll have been going He'll have been going.	I won't have been working. He won't have been working. I won't have been going. He won't have been going.	Will I have been working? Will he have been working? Will I have been going? Will he have been going?

Conditional simple		<p>1) that might happen</p> <p>2) Main clause in type II of the conditional sentences</p>	Would + infinite	<p>I would work.</p> <p>He would work.</p> <p>I would go.</p>	<p>I wouldn't work</p> <p>He wouldn't work.</p> <p>I wouldn't go.</p>	<p>Would I work?</p> <p>Would he work?</p> <p>Would I work?</p>
Conditional progressive		<p>sth. that might happen</p> <p>Emphasis: length of time of an action</p>	Would +be+ infinite +ing	<p>I would be working.</p> <p>He would be working.</p> <p>I would</p>	<p>I wouldn't be working.</p> <p>He wouldn't be working.</p> <p>I wouldn't be going.</p>	<p>Would I be working?</p> <p>Would he be working?</p> <p>Would I be going?</p>

				be going. He would be going.	He wouldn't be going.	Would he be going?
Conditional perfect		1) sth. that might have happened in the past 2) main clause in type III of the conditional sentences	Would +have +past participle * *(infinitive +ed) or (3rd column of table of irregular verbs)	I would have worked. He would have worked. I would have gone. He would have gone.	I wouldn't have worked. He wouldn't have worked. I wouldn't have gone. I wouldn't have gone.	Would I have worked? Would he have worked? Would I have gone? Would he have gone?
Conditional perfect		• that might have	Would +have+	I would have been	I wouldn't have been	Would I have been working?

progressive		happened in the past Emphasis: length of time of an action	been+ infinite+ ing	working. He would have been working. I would have been going. He would have been going.	working. He wouldn't have been working. I wouldn't have been going. He wouldn't have been going.	Would he have been working? Would I have been going? Would he have been going?
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Tenses for advanced learning:

Present Simple:

The present simple is used for established facts and things in general.

It is also used for habitual activities or routines.

"A dog's tail is never quite straight."

"India imports gold."

"Sandeep Maheshwari gets up at five and starts work at seven."

"Going to Delhi sounds just great because the streets appear less crowded and the prices seem quite reasonable."

The simple tenses are generally used with **verbs of perception**: *sound, seem, appear, smell, taste, look* and *feel* (note, however, that *look* and *feel* can also be used with the continuous tenses).

"This gulab jamun smells quite fresh, tastes delicious, feels very soft, and looks just great."

COMPARE: "I am not feeling very well today" and "You are looking wonderful in that new dress, my dear, but what happened to the curtains?"

The present simple is used with *hear*, and with *see* (except when it means "to meet").

"I hear footsteps. Quick, someone's coming!"
"I see you don't understand what I mean."

COMPARE: "She is seeing the dentist tomorrow."

The simple tenses are always used with so called **state (or stative) verbs**, such as: *agree, approve of, believe, belong to, consider* (hold an opinion), *consist of, contain, cost, depend, disagree, gather* (understand), *hate, have* (own), *know, like, loathe, love, mean, own, need, possess, prefer, realize, regret, remember, resemble, suppose, think* (hold an opinion), *understand, want, wish*, etc.

"Some people believe in UFOs, but I think they're misguided."

"Hamid regrets what he did and wishes to make amends."

"Although, of course, I don't normally approve of gossip, I do like her new autobiography. It contains a number of shocking revelations about the world of showbiz."

The present simple is usually used with so called **performative verbs** (i.e. utterances that actually constitute an action), such as: *accept, acknowledge, admit, advise, apologize, assume, deny, guarantee, hope, inform, predict, promise, recommend, suggest, warn*, etc.

It is used for schedules drawn up by others.

It is often employed when telling jokes or funny stories.

The present simple is favored by live sports commentators for word economy, and to convey a sense of excitement and directness.

The present simple is also preferred in newspaper headlines for succinctness where space is at a premium.

"He admits he made a big mistake, acknowledges full responsibility, accepts the consequences, apologizes from the bottom of his heart, and promises not to do it again."

"His ship sails at dawn."

"The next train leaves at half-past six."

"A man wanders into a restaurant and says he can eat a horse. The waiter tells him he's come to the wrong place."

"Farah leads four games to one in the first set."

"The crowd roars as Tyson takes a huge bite out of Holyfield's ear."

"Iraq Invades Kuwait"

"Man Steals Clock, Faces Time"

"Fake Cardiologist Breaks Woman's Heart"

Present Continuous Tense

The present continuous is used for temporary actions or events going on at or around the time of speaking.

"The electrician is mending a fuse."

"It's raining."

"In Hyderabad, Mahati is staying at the

It is used for self-made schedules, generally for the not too distant future.

It is also used for longer-term enterprises.

Used with adverbs of (high) frequency to express disapproval of annoying habits.

The present continuous also used to set the scene for jokes or funny stories told in the present simple.

The present continuous of *to be* is used to react to behavior perceived as uncharacteristic for someone.

The present continuous must be used with *have* when it is an **action verb**.

Remember that so called **state verbs** cannot be used in continuous tense forms.

Hyderabad Central."

"Mohan's leaving for Bombay after lunch."

"Dinesh and Chandrika are getting married in June."

"He's studying hard to become a doctor."

"Mira Kumar's running for President."

"He is always complaining."

"She's forever losing her keys."

"This guy is sitting all by himself in a bar looking pretty inebriated, so the barman refuses to serve him another drink."

"He really is being stupid" (meaning this person is normally more sensible).

COMPARE: "He really is stupid" (meaning he is stupid all the time).

"She is having another baby. (conceiving) / curd rice for dinner (having/eating food) / a shower / a heart attack / etc."

"She is having has a lot of money."(error)

"She is knowing knows how to fly a plane"(error)

"He is preferring prefers coffee to tea."(error)

Present Perfect Tense:

The present perfect connects the recent past with the present. It explains the **impact** of a recent activity or occurrence **on present circumstances**.

American English prefers the simple past tense to convey personal news. It thereby loses the subtlety of British English to clearly distinguish between recent and not so recent events.

It is used for breaking news headlines or when wishing to emphasize *that* something has occurred rather than exactly *when* it occurred.

The present perfect is used with *already*, *just* and *yet*.

Note that American English often uses the simple past tense with *already*, *just* and *yet*.

It is used to refer to a person's entire life experience since they were born.

It is used with *ever* to question a person's

"Someone has eaten my samosa (which explains why now the plate is empty and I'll have to go hungry)."

"I've lost my passport (hence I can't leave the country)."

"I lost my passport." (Today? Last week? Last year?)

"Two lions have escaped from Nehru Zoo Park."

"Powerful tornadoes have hit Mississippi, Louisiana and Arkansas"

"Samantha has already left, but Chandrika has just arrived, so I guess the party hasn't finished yet."

"Samantha already left, but Chandrika just arrived, so I guess the party didn't finish yet."

"Danush has traveled a great deal, but he has never been to Greenland."

"Have you ever seen a straight banana?"

entire life experience of something in particular.

American English, on the other hand, prefers the simple past tense with *ever*.

The present perfect is also used to **quantify** something done, or progress made so far.

"Has Chuck ever done an honest day's work in his life?"

"Did you ever see a straight banana?"

"Did Chuck ever do an honest day's work in his life?"

"Ujwala has driven 200 miles since breakfast."

"Sabrina has saved 3 crores toward her new BMW."

Present Perfect Continuous Tense:

Used to emphasize **activities** that were in progress right up to or shortly before the time of speaking and so have a direct influence on the current situation.

Used with *for* or *since* to say how long an ongoing or continuing activity has been in progress.

In many other cases the present perfect continuous can be exchanged for the present perfect, although when the latter is chosen one tends to feel that change might be in the offing.

Remember that so called **state verbs** cannot

"She has been using a computer all day (so her eyes are now bloodshot)."

"Someone has been eating my sandwiches (so half of them are missing)."

"Ujwala has been driving for three hours."

"Sabrina has been saving for her BMW since last summer."

"I've been living here for ten years (in other words, I feel almost like a native)."

"I have lived here for ten years (so perhaps it's about time I moved on to pastures greener)."

"I have been knowing known Samantha for

be used in continuous tense forms.

19 years."(error)

Past Simple:

The past simple is used for activities or events completed at a specific time in the past (which is either understood or indicated by a time expression).

It is used for two or more completed past activities or events that occurred in sequence rather than in parallel.

The past simple corresponds to the **foreground** in a painting. It is used for the action in a story for which the past continuous sets the scene.

It is used with adverbs of frequency to talk about repeated actions or events in the past; *would* and *used to* are also used to talk about past habits and routines.

It is used with verbs of perception: *sound*,

"Manchester United thrashed Chelsea 4:1."

"The ice sculptures attracted many visitors."

"Most of the super markets are closed at midnight."

"I went into town at ten, booked my summer holiday at the travel agent's, ate lunch at Aroma Restaurant, saw the new Bond film at the Asian cinema, did my shopping for the weekend, and arrived home in time for tea at four."

"The rock group was performing when the earthquake struck. Nobody noticed."

"Former British Prime Minister Margaret Thatcher often slept only four hours a night. She would go to bed at one in the morning and get up at five to read the morning papers. The first thing she used to check was what they were saying about her."

"The gulab jamun smelt fresh, tasted

seem, appear, smell, taste, look and feel (note that *look* and *feel* can also be used with the continuous tenses).

The simple tenses are always used for so called **state verbs** such as *agree, approve of, believe, belong to, consider* (hold an opinion), *consist, contain, cost, depend, disagree, gather* (understand), *hate, have* (own), *know, like, loathe, love, mean, own, need, possess, prefer, realize, regret, remember, resemble, suppose, think* (hold an opinion), *understand, want, wish*, etc.

The past simple is *usually* preferred with so called **performative verbs** (i.e. utterances which actually constitute an action) such as: *accept, acknowledge, admit, advise, apologize, assume, bet, deny, guarantee, hope, inform, predict, promise, recommend, suggest, warn*, etc.

Past Continuous Tense:

The past continuous corresponds to the

delicious, felt very soft and looked just great."

COMPARE: "Mahesh wasn't feeling at all well today. He really was looking under the weather."

"The minister was agreeing agreed to resign, even though he wasn't thinking didn't think he was needing needed to." (error)

"Although the rich oil sheik promised (was promising) the Hollywood actress ten million dollars in cash, a brand new Mercedes, and a house in Palm Beach, her lawyer advised her not to marry him."

"I was leaning back in my armchair staring

background in a painting. It sets the scene for all the action reported in the past simple.

It is used for temporary actions or events that were going on at or around a particular time in the past when something of shorter duration occurred.

It is also used for two activities of similar duration that were going on in parallel.

Remember that so called state verbs cannot be used in continuous tense forms.

up at the night sky. The moon was beaming brightly. All the stars were twinkling. Then it came to me: I would have to get the roof fixed."

"While I was waiting for the ferry, I ate lunch in Ustad Hotel when I was wolfing down my fish fry, one piece of fish started moving."

"I was washing the car while my wife was cleaning the house."

"I was knowing knew Samantha very well."
(error)

Past Perfect:

This tense is used to talk about the pre-past, i.e. activities or events **completed before** (but relevant to) subsequent activities or events referred to in the simple past.

If, however, the second action is a direct result of the first, then the past simple is used for both.

"I had just prepared a ppt presentation for the class when the Director called me."

"Madhavan had studied Finnish for 3 years before he emigrated to Finland."

"When the artist had finally appeared on stage, everyone applauded."

The past perfect tense is used to report on past intentions that were sadly never realized.

"The boss had hoped to slip off to the golf course for the rest of the afternoon, but head office wanted to speak to him about disappointing sales figures."

Past Perfect Continuous Tense:

The past perfect continuous is used to report on an **activity of interest or direct relevance** that was still in progress up until or immediately prior to a subsequent event in the past.

Remember that so called state verbs cannot be used in continuous tense forms.

"Police arrested the chief executive whose team had been making torrents."

"In 2007, I had already been knowing known Samantha for 10 years." (error)

Simple Future Tense:

WILL: used to express pure futurity (i.e. without any element of willpower).

"The sun will rise tomorrow morning."

WILL: used when making predictions based upon one's knowledge of a person's

"Suman will help you, I'm sure."

character.

WILL: used for plain, informal requests, as well as orders given to subordinates.

WILL: used with emphasis to express irritation over the bad habits of others.

WILL/SHALL: used for spontaneous offers or plans made at the time of speaking, or to agree to something.

WILL/SHALL: used for promises.

SHALL: sometimes used instead of WILL in the first person singular and plural in more formal style to express futurity, especially in cases where the element of willpower is involved.

SHALL: used when seeking others' approval of offers or suggestions.

SHALL: used to elicit more information.

GOING TO: used to talk about plans already made before the time of speaking.

"Dear girl, will you post this letter for me?"

"Manoj, will you show Mr. Aanand to the accounts department, please?"

"My husband will always invite his friends round for a drink just as I'm trying to put the kids to bed!"

"If you do decide to buy this car model, sir, we'll include this sophisticated satellite navigation system."

"Okay, I'll talk to my bank manager about a loan."

"Don't worry, I won't / shan't tell a soul!"

"I shall (will) be late this evening."

"We shan't (won't) go that nightclub anymore; their prices are exorbitant."

"We shall overcome!"

"I shall succeed!"

"Shall I buy you a watch for your birthday?"

"Shall we all go out to dinner?"

"Which restaurant shall we go to?"

"I'm going to buy a new digital camera. My old one doesn't seem to produce sharp enough pictures."

GOING TO: used when forecasting what is likely or inevitable because all the signs are there.

PRESENT CONTINUOUS: often used instead of GOING TO for self-made plans and voluntary schedules, especially for the not too distant future.

PRESENT CONTINUOUS: usually preferred to the GOING TO future with GO and COME.

PRESENT SIMPLE: used for schedules decided by others.

"Look over there. That crazy driver's lost control. He's going to crash!"

"I feel awful after that raw fish. I think I'm going to throw up."

"We're having a gathering on Friday night."

"She's leaving home right after breakfast and driving all the way up to Hyderabad in her grandma's old car."

"He is going to go to New York after he leaves Washington."

"Nani is going to come home from Canada next spring."

"He flies to Cairo on business at noon tomorrow."

Future Continuous Tense:

Used for actions or events forecast to be in progress at or around a particular time in the future.

Used for future events that is the result of

"The kids will be sleeping when I get home."

"Some Japanese schoolboys will, no doubt, still be donning 19th century black Prussian military uniforms in a hundred years' time."

"As you know, I'll be working overtime this

previous arrangements or decisions.

evening."

"Nancy will be staying at her parents' home over Christmas (she always does)."

The future continuous tense can be used instead of the present continuous with future meaning.

"She'll be leaving home after breakfast."

It is also used to make extra polite enquiries about someone's future plans.

"Is IBM going to be recruiting any new personnel in the near future for CSE internships?"

Remember that so called state verbs cannot be used in the continuous tense forms.

"The museum is well sign-posted, so you will be knowing know which way to go."
(error)

Future Perfect Tense:

Used for activities or events forecast to be **completed** by a particular time in the future.

"No matter what their academic performance, many students at Japan's most prestigious universities will have found a job one whole year before they graduate."

Used to quantify progress forecast to have been made at a given time in the future.

"He learns 10 new vocabularies a day, so by this time next year he will have mastered 3,650 vocabulary items."

Future Perfect Continuous Tense:

Used for activities forecast still to be **in progress** at some time in the future.

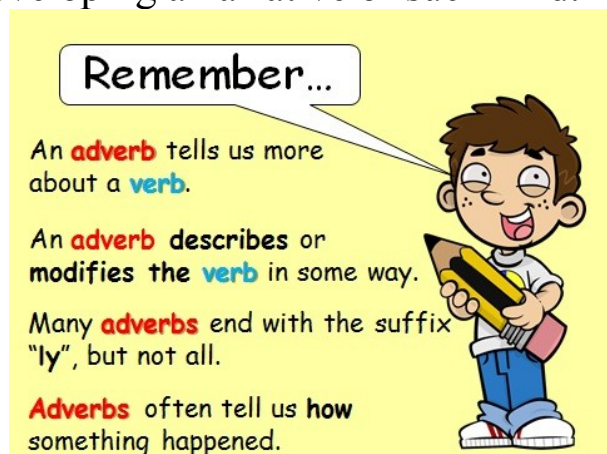
Remember that so called state verbs cannot be used in continuous tense forms.

"By the end of 2023, we will have been flying in planes for 120 years."

"Next summer, I will have been knowing known Samantha for 20 years." (error)

Activity 3:

1. Write a short story of Akbar and Birbal, make sure of the tenses that you are implying while developing a narrative of such kind.



2. Hope you are now clear about 'Verb', now go through the text in the picture and describe adverbs and research on kinds of adverbs and their uses. For more information see point 4 below.

3. Observe report writing style from The Reader's Digest understand and explain, what kind of tense is used and why?

Adverbs

How?	When?	How often?	Where?
angrily	merrily	afterwards	always
anxiously	nervously	again	annually
cautiously	quickly	before	constantly
cheerfully	sadly	beforehand	daily
courageously	safely	early	hourly
crossly	shyly	late	monthly
cruelly	solemnly	never	never
defiantly	weakly	now	occasionally
doubtfully	well	often	often
elegantly	wildly	punctually	once
		recently	regularly
			above
			around
			away
			below
			down
			downstairs
			everywhere
			here
			inside
			outside
			there
			un

Adverbs

Girl runs **quickly**.

This is a **very** sweet mango.

Peter reads **quite** clearly.

An **adverb** is a word which modifies the meaning of a verb, an adjective or another adverb.

4. Classify adverbs based on usage and re write in a chart.

Active Voice
You stole the cookie from the cookie jar.

Passive Voice
The cookie was stolen from the cookie jar.

ACTIVE VOICE - PASSIVE VOICE

In general we tend to use the active voice. That is when a subject does an action to an object.

1. Somebody stole my laptop. (subject = Somebody / action(verb) = stole / object = my laptop)

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

1. My laptop **was stolen**. (The object – now the subject = My laptop / action= was stolen)

1. Passive: Hyderabad **is known** for its tasty biryani.

2. Active: [Many people] know Hyderabad for its biryani.

1. Passive: Twenty civilians **were killed** in the bomb explosion.

2. Active: Someone killed twenty civilians in the bomb explosion.



The passive agent

When we know who the subject is, we put it at the end with by. We call this an agent.

1. Passive: The Mona Lisa was painted **by Leonardo Da Vinci**. (agent =Leonardo Da Vinci)
2. Active: Leonaro Da Vinci painted the Mona Lisa.

Most writing instructors and editors recommend against using the passive voice, when possible. The reason for this is that when you use the active voice, your writing is clearer and less complicated.

1. Active: While Mr. Mahesh was driving down NH 63, a police officer pulled him over and gave him a fine slip.
2. Passive: While Mr. Mahesh was driving down NH 63, he was pulled over and given a fine slip by a police officer.

If it's a long sentence and you know who the subject is, it's best to use the active voice.

The passive is often used to report something or to state a fact.

1. Highway 15 was closed yesterday due to a serious road accident.
2. A lot of soya is grown in Basara.

Converting Active Voice to Passive Voice::

The passive voice is not a tense in English. Each tense has its own passive voice which is created by using a form of the auxiliary verb

The passive voice in each tense:

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present simple	am, is, are + made	Wine is made from grapes. Many cars are made in Japan.
Present progressive	am, is, are + being + sent	The document is being sent right now. I am being sent to work in the IIT Kharakpur campus.
Past simple	was, were + invited	Prof. Rama was invited to speak at the conference. We were invited to Daniel and Mary's wedding.
Past progressive	was, were + being + washed	The dog was being washed when I got home. Their cars were being washed while they were in the mall shopping.
Future (will)	will be + signed	The contract will be signed tomorrow. The documents will all be signed by next week.
Future (going to)	am, is, are + going to be + built	A IIIT campus at Warangal is going to be built within the next two years. New houses are going to be built in our neighborhood.
Present perfect	has, have + been + sold	That antique piece has been sold for rupees 5 million. The rights to his software have been sold for rupees 250,000.
Past perfect	had + been + hired	The new manager had been hired before Laxman left the company.

Tense	Auxiliary verb + sample V3 (past participle)	Examples
		All the employees had hired before the store opened.
Future perfect	will + have been + finished	The lorry will have been loaded by the time he gets home. The crates will have been loaded by then.
Modals: can/could	can, could + be + issued	A passport can only be issued at the embassy. He said the documents could be issued within the week.
Modal: have to	have to, has to, had to + be + arranged	A babysitter has to be arranged for this evening. Raheem's travel plans have to be arranged by December.
Modal: must	must + be + stopped	Criminals must be stopped before they commit crimes.

All of the rules for passive negatives and questions are the same as for the active voice.

Note: Verbs that have no object (no one to “receive” the action) cannot be put into the passive, such as, arrive, come, die, exist, go, happen, have, live, occur sleep, etc.

Activity:

Fill in the correct passive form of the verb in parentheses.

1. After the earthquake, aid was sent to the people of Haiti. (sent)

2. The electricity was cut off because the bill hadn't been paid. (not pay)
1. Penicillin _____ by Alexander Fleming in 1928. (discover)
2. Statements _____ from all the witnesses at this moment. (take)
3. Whales _____ by an international ban on whaling. (must protect)
4. Both weddings _____ by Good Taste. (cater)
5. A Picasso _____ from the Metropolitan Museum of Art. (steal)
6. _____ this washing machine _____ in Germany? (make)
7. Tea _____ in China. (grow)
8. When we reached the airport, we found that all the flights _____ due to the storm. (cancel)
9. The fax _____ until tomorrow morning. (not send)
10. The soundtrack of a movie _____ always _____ after the filming is finished. (is/add)

Answers:

1. was discovered
2. are being taken

3. must be protected

4. were catered

5. was stolen

6. Was/made

7. is grown

8. had been cancelled

9. won't be sent

10. is/added

DIRECT SPEECH – INDIRECT SPEECH

1. Direct Speech / Quoted Speech:

QUOTED:

"I'm angry."



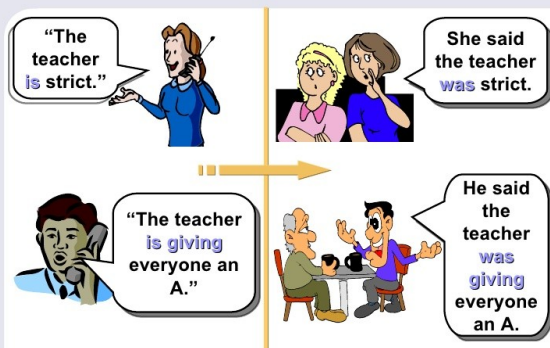
REPORTED:

Ben said he was angry.



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Examples 1



We often have to give information about what people say or think. In order to do this you can use direct or quoted speech, or indirect or reported speech.

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks ("...") and should be word for word.

For example:

Teacher said, "Today's lesson is on presentations."

or

"Today's lesson is on presentations", teacher said.

2. Indirect Speech / Reported Speech:

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

For example:

Direct speech	Indirect speech
"I'm going to the cinema", he said.	He said he was going to the cinema.

Tense change

As a rule when you report something someone has said you go back a tense: (the tense on the left changes to the tense on the right):

Direct speech	Indirect speech
Present simple She said, "It's cold."	Past simple › She said it was cold.
Present continuous	› Past continuous

She said, "I'm teaching English online."

Present perfect simple

She said, "I've been on the web since 2010."

Present perfect continuous

She said, "I've been teaching English for seven years."

Past simple

She said, "I taught online yesterday."

Past continuous

She said, "I was teaching earlier."

Past perfect

She said, "The lesson had already started when he arrived."

Past perfect continuous

She said, "I'd already been teaching for five minutes."

She said she was teaching English online.

Past perfect simple

› She said she had been on the web since 2010.

Past perfect continuous

› She said she had been teaching English for seven years.

Past perfect

› She said she had taught online yesterday.

Past perfect continuous

› She said she had been teaching earlier.

Past perfect

› NO CHANGE - She said the lesson had already started when he arrived.

Past perfect continuous

› NO CHANGE - She said she'd already been teaching for five minutes.

Modal verb forms also sometimes change:

Direct speech

Indirect speech

will

She said, "I'll teach English online tomorrow."

can

She said, "I can teach English online."

must

She said, "I must have a computer to teach English online."

shall

She said, "What shall we learn today?"

may

She said, "May I open a new browser?"

would

› She said she would teach English online tomorrow.

could

› She said she could teach English online.

had to

› She said she had to have a computer to teach English online.

should

› She asked what we should learn today.

might

› She asked if she might open a new browser.

Note - There is no change to; could, would, should, might and ought to.

Direct speech

"I might go to the cinema", he said.

Indirect speech

He said he might go to the cinema.

You can use the present tense in reported speech if you want to say that something is still true.

Direct speech	Indirect speech
	<i>He said his name was Naman.</i>
"My name is Naman", he said.	<i>or</i>
	<i>He said his name is Naman.</i>

You can also use the present tense if you are talking about a future event.

Direct speech (exact quote)	Indirect speech (not exact)
<i>"Next week's lesson is on reported speech", she said.</i>	<i>She said next week's lesson will be on reported speech.</i>

Time change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

Now	+ 24 hours - Indirect speech
"Today's lesson is on presentations."	She said yesterday's lesson was on

presentations.

or

She said yesterday's lesson would be on presentations.

Expressions of time if reported on a different day

this (evening)	› that (evening)
Today	› yesterday ...
these (days)	› those (days)
now	› then
(a week) ago	› (a week) before
last weekend	› the weekend before last / the previous weekend
here	› there
next (week)	› the following (week)
tomorrow	› the next/following day

In addition if you report something that someone said in a different place to where you heard it you must change the place (here) to the place (there).

For example:-

At work	At home
<i>"How long have you worked here?"</i>	She asked me how long I'd worked there.

Pronoun change

In reported speech, the pronoun often changes.

For example:

Me	You
<i>"I teach English online."</i>	Direct Speech She said, " I teach English online." " I teach English online", she said. Reported Speech <i>She said she teaches English online.</i> or

*She said **she** taught English online.*

Reporting Verbs

Said, told and asked are the most common verbs used in indirect speech.

We use **asked** to report questions:-

*For example: I **asked** Sambodhi what time the lesson started.*

We use **told** with an object.

*For example: Sambodhi **told** me she felt tired.*

Note - Here me is the object.

We usually use **said** without an object.

*For example: Sambodhi **said** she was going to teach online.*

If said is used with an object we must include **to**.

*For example: Sambodhi **said to** me that she'd never been to China.*

Note - We usually use **told**.

For example: Sambodhi told me (that) she'd never been to China.

There are many other verbs we can use apart from said, told and asked.

These include:-

accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Using them properly can make what you say much more interesting and informative.

For example:

He asked me to come to the party:-

He invited me to the party.

He begged me to come to the party.

He ordered me to come to the party.

He advised me to come to the party.

He suggested I should come to the party.

Use of 'That' in reported speech:

In reported speech, the word **that** is often used.

*For example: He told me **that** he lived in Godavarikhani.*

However, *that* is optional.

For example: He told me he lived in Godavarikhani.

Note - That is never used in questions, instead we often use *if*.

For example: He asked me if I would come to the ppt presentations on English Grammar.

Usage of Comma:

We usually follow British English, so we tend to place the comma inside quotation marks when it's part of the sentence being quoted.

"I didn't notice that the comma was inside the quotation marks," Manoj said.

Activity:

1. Play a role play using Direct and Indirect Speech.
 2. I identify Direct and Indirect Speech in The Hindu Editorial and convert them into respective speech.
-

SIMPLE – COMPLEX AND COMPOUND SENTENCES

There are mainly three kinds of sentences in English: **Simple**, **Complex** and **Compound**.

Simple sentence

Definition

A simple sentence consists of just one clause. Examples are given below.

- The dog barks.
- The kettle boils.
- Birds live in nests.
- The boys are singing.

In its simplest form, a simple sentence consists of a subject and a verb.

We can add more meaning to the sentence by including qualifiers, objects, complements etc.

- Sitting on a branch, the monkey gibbered.
- The little girl was carrying a basket of toddy fruit on her head.

Compound sentence

A compound sentence is made up of two or more independent clauses.

- The old women sang and the young girls danced batukamma.

This compound sentence consists of two simple clauses connected by the coordinating conjunction **and**.

Another example is given below.

- Men may come **and** men may go, **but** I go on forever.

This compound sentence consists of three independent clauses.

We make compound sentences by joining independent clauses with the help of coordinating conjunctions.

More examples of compound sentences are given below.

- You may watch TV **or** you can go out to play.
- You should **either** sit quietly **or** go out.
- The old man could **neither** see **nor** hear.
- Mr. Bean took the test several times **but** he couldn't pass.
- Bill Gates is famous, **yet** he is very humble.
- Shivani was angry, **still** she kept her cool.
- The thieves **not only** robbed the man of his possessions, **but also** inflicted injuries on him.

Note:

The words **however**, **therefore** and **nevertheless** are not conjunctions. They cannot be used to connect two independent clauses.

- My car broke down on the way; **therefore**, I hired a taxi. (NOT My car broke down on the way, therefore I hired a taxi.)
- He lost all his money; **nevertheless**, he is cheerful.

Two independent clauses need to be connected with a **coordinating conjunction** or separated with a full stop or a semicolon.

Definition:

A complex sentence is made up of one independent clause and one or more dependent clauses.

Before we arrived at university, we met up at the coffee day across the street.

We met up at the coffee day across the street [independent]

+ before we arrived at university (dependent)

= complex sentence

(Before we arrived at university),[we met up at the coffee day across the street.]

Charan, who has an incredible voice, was asked to sing the school song.

Charan was asked to sing the school song [independent]

+ who has an incredible voice (dependent)

= complex sentence

[Charan, (who has an incredible voice), was asked to sing the school song.]

The book that I had found disappeared after Seeta returned it to me.

The book disappeared [independent]

+ I had found that (dependent)

+ after Seeta returned it to me (dependent)

= complex sentence

[The book (that I had found) disappeared] (after Seeta returned it to me.)

Definition:

A compound-complex sentence has two or more independent clauses and one or more dependent clauses.

My father and I went to the movie that I had been wanting to see, and then we went to the restaurant near the theater.

My father and I went to the movie [independent]

+ then we went to the restaurant near the theater [independent]

+ I had been wanting to see that (dependent)

= compound-complex sentence

[My father and I went to the movie] (that I had been wanting to see), and [then we went to the restaurant near the theater.]

Before they were friends, Lata and Jaya knew Anita, but they didn't realize that they knew her until they met.

Before they were friends (dependent)

+ Lata and Jaya knew Anita [independent]

+ They didn't realize [independent]

+ that they knew her (dependent)

+ until they met (dependent)

= compound-complex sentence

[(Before they were friends), Lata and Jaya knew Anita], but [they didn't realize (that they knew her) (until they met).]

DEGREES of COMPARISON:

Degrees of Comparison are used when we compare one person or one thing with another. There are three Degrees of Comparison in English.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

Positive Degree

When we speak about only one person or thing, We use the Positive degree.

Ex:

- This house is **big**.
- He is a **tall** student.
- This flower is **beautiful**.
- He is an **intelligent** boy.

Each sentence mentioned above talks about only one noun.

Comparative degree

1. When we compare two persons or two things with each other.

2. We use both the Positive degree and Comparative degree.

Ex:1. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term “bigger” is comparative version of the term “big”. Both these sentences convey the same meaning.

When we compare more than two persons or things with one another,
We use all the three Positive, Comparative and Superlative degrees.

Ex: (Model 1)

A. Jaya is as clever as Sita.

B. Sita is not clever than Jaya.

C. Bharath is at least as tall as Joseph.

D. Joseph is not taller than Barath.

E. Muzeeb is not as intelligent as Madina.

F. Madina is more intelligent than Muzeeb.

Ex:[Model 2]

A. Mt. Everest is taller than Mt. K2.

B. Mt. K2 is not so tall as Mt. Everest.

Ex: [Model 3]

A. Jagan is the richest man in Hyderabad.

B. Jagan is richer than any other man in Hyderabad.

C. No other man in Hyderabad is as rich as Jagan.

Ex: [Model 4]

A. Delhi is one of the biggest cities in India

B. Delhi is bigger than most other cities in India.

C. Very few cities in India are so big as Delhi.

Ex: [Model 5]

A. Shakespeare is the greatest of all dramatists in the world.

B. Shakespeare is greater than all other dramatists in the world.

C. No other dramatist is so great as Shakespeare.

Ex: [Model 6]

A. Manoj is stronger than Nitin.

B. Nitin is not less strong than Manoj.

Ex: [Model 7]

A. Bholu is not the most intelligent boy in our class.

B. Some boys in our class are not intelligent than Bholu.

C. Some boys in our class are at least as intelligent as Bholu.

Please practice all the above and try transforming few more sentences.

		Comparative degree	Superlative degree
Short adjectives	small *big	smaller bigger	the smallest the biggest
Adjectives that end in -y	funny heavy	funnier heavier	the funniest the heaviest
Adjectives with two syllables or more	careful expensive	more careful more expensive	the most careful the most expensive
Irregular adjectives	good bad far many, much	better worse further/farther more	the best the worst the furthest/farthest the most

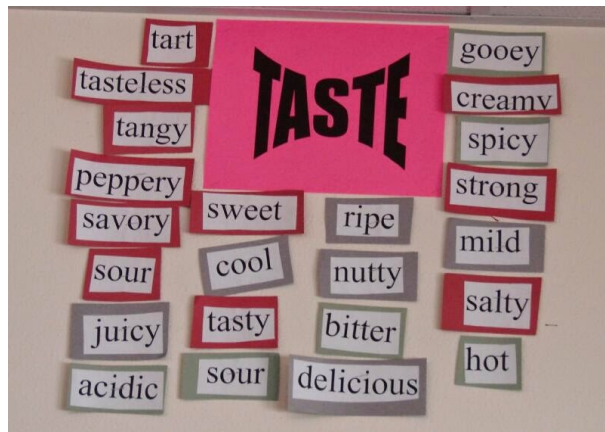
Activity:

1. Observe the below picture and try few more examples of such kind.
2. Read the below table to frame your own example with similar comparative notions.



Table 1. Types of comparative notions (Heine 1997: 109)

Notion	Example
a. Positive	<i>David is smart</i>
b. Equative	<i>David is as smart as Bob</i>
c. Superior Comparative	<i>Davis is smarter than Bob</i>
d. Inferior Comparative	<i>David is less smart than Bob</i>
e. Superlative	<i>David is the smartest</i>
f. Elative	<i>David is very smart</i>
g. Excessive	<i>David is too smart</i>



3. Observe the picture and identify the part of speech in it, present yourself in front of the dais to talk about other such kinds.
4. Identify the eight wonders of the world and write the degrees of comparison for each one.

PREPOSITION

Definition:

A word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in ‘the man *on* the platform’, ‘she arrived *after* dinner’, ‘what did you do it *for*?’.

SOME COMMON PREPOSITIONS				
PLACE	POSITION	DIRECTION	TIME	OTHER
above across along among at away from behind below beside between	beyond by down from in in front of inside into near off	on opposite out (of) outside over around through to towards under	after before at by for during from in	except as like about with without by for

		up		
--	--	----	--	--

Preposition is always followed by a noun or noun group or a pronoun, but never by a verb except gerund.

(Gerund is a kind of noun with –ing form)

Subject + Verb	Preposition	"noun"
The pen is	On	the table.
He lives	In	India.
Henry is looking	For	you.
The newspaper is	Under	your green book.
Pascal is used	To	English people.

She isn't used	To	working.
We ate	Before	coming.

At/On/In – Prepositions of Place and Time

At	In	On
At 4:30 pm	in March	on Monday
At 3 o'clock	In Winter	On 6 March
At noon	In the summer	On 22 Dec.2012
At dinnertime	In 1990	On Christmas Day
At bedtime	In the next century	On your birthday
At the moment	In the future	On New Year's Eve

At/On/In - Places

At	In	On
At the bus stop	In Aandhra Pradesh	On the wall
At the corner	In the garden	On the ceiling
At the entrance	In a box	On the floor
At the crossroads	In a building	On the carpet
At the top of the page	In a car	On a page

At/On/In: _

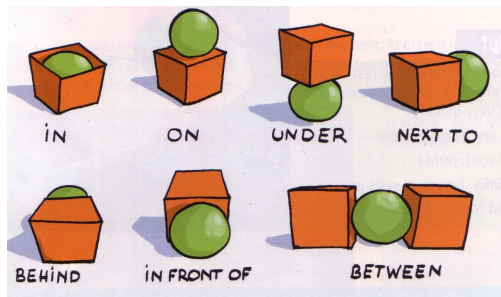
At	In	On
At home	In a car	On a bus
At work	In a taxi	On a train
At school	In a helicopter	On a plane
At university	In an elevator	On a bicycle
At the top	In the sky	On the radio
At the bottom	In the street	On the left
At the side	In a row	On a horse
At reception	In a boat	On a boat

More Prepositions:

Prepositions	Use	Example
During	while in	during the movie, during the flight, during my stay
For		for two days, for an hour
from / to		from Saturday to Monday, from 5 to 9
Between	the time period from one to another	between 1986 and 2012, between Saturday and Monday
until/till	before a certain time	until/till Sunday, 5 o'clock
By	at the least	by Tuesday, by next month, by tomorrow

To	movement towards	to school, to work, to the station
Into	movement towards inside something	into the cinema, into the car
out of	to leave a place/a thing	out of the theater, out of the car
By	near/next to/beside	stand by me, by the lake
Through		through the tunnel, through the room
Across	opposite ends	across the river, across the street
Against		against the wall, against the door
Into	movement towards inside something	into the cinema, into the car

Activity:



1. Draw many more pictures of such kind to remember prepositions better.
2. What are phrasal verbs? Draw a chart of phrasal verbs with their meaning.

Unit IV – Enhancing Vocabulary

Developing Professional vocabulary

Using Dictionary:

First, get hold of an up-to-date dictionary for English learners. You'll need this to build your vocabulary. The dictionary should be one of the most often used books in your home. (We'll allow room for sacred texts here.) Place the dictionary somewhere so that you can find it immediately and use it often. If you do your reading and homework in the kitchen and the dictionary is on a shelf in the den or bedroom, it's too tempting to say "I'll look it up next time."

The home dictionary should be large enough to contain much more than just spellings. It should contain extensive definitions, word origins, and notes on usage. Carrying in your purse or backpack a pocket dictionary with more concise definitions is also a good idea. Get in the habit of turning to it often. A well worn dictionary is a beautiful thing.

Think carefully about the best way to learn your vocabulary. Try to learn at least 5 new words every day, and learn several words that go with them, like articles, prepositions and adjectives. It's a good idea to make up your own examples of sentences using your new words, as this is what you'll have to do in an exam!

Tips:

- Never learn a word in isolation.
- When you learn a new word and the prepositions that go with it, write down 2 or 3 sentences of your own using the word.
- Try to use your new vocabulary when you speak English.

Know the roots:

At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots helps us to grasp the meaning of words before we look them up in the dictionary. It also helps us to see how words are often arranged in families with similar characteristics. For example –

Some common Greek and Latin roots:

Root (source)	Meaning	English words
aster, astr (G)	star	astronomy, astrology
audi (L)	to hear	audible, auditorium
bene (L)	good, well	benefit, benevolent
bio (G)	life	biology, autobiography

Learning Prefixes and Suffixes

Knowing the Greek and Latin roots of several prefixes and suffixes (beginning and endings attached to words) can also help us determine the meaning of words

Prefixes showing quantity

Meaning	Prefixes in English Words
Half	<u>semi</u> annual, <u>hemi</u> sphere
One	<u>uni</u> cycle, <u>mon</u> archy, <u>mono</u> rail

Prefixes showing negation

without, no, not	<u>a</u> sexual, <u>a</u> nonymous, <u>il</u> legal, <u>im</u> moral, <u>in</u> valid, <u>ir</u> reverent, <u>un</u> skilled
------------------	--

not, absence of,
opposing, against

nonbreakable, antacid, antipathy, contradict

Prefixes showing time

Before	<u>ant</u> ecedent, <u>fore</u> cast, <u>pre</u> cede, <u>pro</u> logue
After	<u>Post</u> war
Again	<u>re</u> write, <u>re</u> dundant

Prefixes showing direction or position

above, over	<u>super</u> viser, <u>super</u> erogatory
across, over	<u>trans</u> port, <u>trans</u> late

Suffixes, on the other hand, modify the meaning of a word and frequently determine its function within a sentence. Take the noun *nation*, for example. With suffixes, the word becomes the adjective *national*, the adverb *nationally*, and the verb *nationalize*.

See what words you can come up with that use the following suffixes.

- Typical **noun suffixes** are -ence, -ance, -or, -er, -ment, -list, -ism, -ship, -ency, -sion, -tion, -ness, -hood, -dom
- Typical **verb suffixes** are -en, -ify, -ize, -ate
- Typical **adjective suffixes** are -able, -ible, -al, -tial, -tic, -ly, -ful, -ous, -tive, -less, -ish, -ulent

- The **adverb suffix** is -ly (although not all words that end in -ly are adverbs—like friendly)

SPELLING EXERCISES:

EXERCISE 1: In each of the groups of words below, **one** word may be misspelled or **no** words may be misspelled. If a word is misspelled, write it correctly to the right of each group. If none of the words in the group is misspelled, write "none."

1. fuzzes, laundrys, sufficient
2. turkeys, trophies, arrival, armies
3. acrage, analysis, dosage
4. accompaniment, played, interviewed
5. privilege, excelling, eighth
6. adolescence, contemporary, ninty
7. athletic, conscious, mathmatics
8. performance, fiery, recede
9. leisure, familiar, proffessor
10. undoubtly, experience, succeed
11. seize, acceptance, grammer
12. pleasant, slyly, watches
13. accidentally, embarass, intelligence
14. prejudice, preferred, lieutenant

15. payed, characteristic, intelligence
16. sergeant, noticable, deceit
17. particuler, arbitrarily, attorneys
18. neither, acknowledge, goverment
19. permmit, referring, foreign
20. halves, accross, attendant
21. subtle, judgement, ancient
22. said, envirement, interest
23. realize, alleys, acheive
24. preference, convenient, releif
25. awkward, considerably, neccessasry
26. activity, aproach, familiar
27. quantity, couragous, niece
28. irresponsible, concuring, vein
29. accumulate, benefit, fourty
30. surprize, audience, proceed
31. acquire, condemm, interpret
32. recommend, required, conscience
33. forfiet, appreciate, extremely
34. protein, accomplish, fasinat
35. seperate, diaries, receipt
36. athlete, careful, marriage

- 37. analyze, decision, occurrence
- 38. sophomore, supersede, conceit
- 39. thieves, aggressive, occasion

EXERCISE 2: Correct the spelling mistakes in the paragraph below:

George new that he shouldn't drink alchohol on a Wednesday night, especially since his governmet proffesor had schedualed an important exam on Thrusday. However, he beleived he would loose his friends if he didn't go out with them. The pressure to fit in with his peers was worst then the fear of bad grades. To be popular among his friends, one had to be either a musclar athelete or a wild and crazy drinker. George realy could not concieve how it was posible for a student to consume huge quanities of liquor and still suceed in school. Maybe the drinkers were just more brilliant than he was. He didn't even enjoy the passtime of spending ours in a bar trying to persue a temperary feeling of excitement and "fun." Somehow he expected the cheif of campus security to catch him and the university administration to expell him. But George didn't posses enough courage to express his opion to his friends. He was certian they would tell him to mind his own buisness. Also, he didn't want to be seperated from his friends.

So he planed to meet them at a local restaraunt, have a few drinks, leave early, take some asprin, and spend a few ours studing for the exam

Unit V - Composition

Paragraph Writing:

Most texts - for example, letters, reports or stories - need an **introduction**, a **middle** and an **end**. Text in one long run can put the reader off and is difficult to read, so it's best to split it up into paragraphs.

What is a paragraph?

A paragraph is a group of sentences that **share the same idea**. You use paragraphs to structure your writing, and to make it easier for the reader to follow. When you plan a piece of writing, you decide on the different ideas to include in your writing. You can use paragraphs to develop each of these points. When you start a new paragraph you write on a new line. If you're using a word processor there's usually a one-line gap between paragraphs. There's more information about paragraphs in the factsheet **Using paragraphs**.

Will I need to use headings?

It's a good idea to write down a heading for each paragraph before you start writing sentences. You may not want to keep the headings in your final version, but they will help you to stick to your plan in the first draft. Some writing, such as an information leaflet, needs headings. For an example, see the factsheet **Using headings**. If you're writing a story about your life, you need to start a new paragraph for each key point. For example, you might start with a paragraph about your childhood, followed by a paragraph about your teenage years, then a paragraph about your first job or relationship, and end with a paragraph about what your life is like now.

What is a topic sentence?

A topic sentence gives you the main idea in a paragraph. It's often the first sentence in a paragraph. For example, if you're writing about your family, the topic sentence in your first paragraph could be **My large family are very close**. You could then write more sentences to add to this idea in the paragraph.

Linking paragraphs

When writing paragraphs, it's helpful to use **linking words or phrases** to help the reader make sense of your whole text. If you're writing about something that's happened in the past, you can use phrases to link ideas over a period of time. For example, if you're writing about starting a course in college, your first paragraph could begin **When I started....** If you want to write about what you've achieved, you could start your next paragraph **Since then....** These linking words make it easier for the reader to follow your story.

Using paragraphs in stories

Your first paragraph should be used to grab the readers' attention and to set the scene.

Paragraphs can also be used in stories to:

- Introduce new characters
- Introduce a new speaker or new dialogue
- Add suspense or change the mood
- Introduce a new theme
- Move between time / flashbacks

Using paragraphs in non-fiction

Paragraphs in nonfiction are usually used to introduce a new piece of information or a new point of view. In non-chronological reports, newspapers, biographies / autobiographies and instructions, new paragraphs are used to introduce a new piece of information. In these types of text, new paragraphs usually have a subheading. A subheading is a short title that tells the reader what information in the paragraph will be about. In letters, arguments, persuasive writing and recounts, new paragraphs are used to introduce a new point of view. In these types of text, new paragraphs don't usually have sub headings and they will use connectives at the beginning of the first sentence instead. Common connectives in these texts are:

- As a result
- On the other hand
- Firstly
- Secondly
- Finally

Describing pictures

1. Introduction

- The photo/picture shows ...
- It was taken by/in ...
- It's a black-and-white/coloured photo.

2. What is where?

- In the foreground/background you can see ...
- In the foreground/background there is ...
- In the middle/centre there are ...

- At the top/At the bottom there is ...
- On the left/right there are ...
- Behind/In front of ... you can see ...
- Between ... there is ...

3. Who is doing what?

Here you describe the persons in the picture or you say what is happening just now. Use the [Present Progressive](#).

4. What I think about the picture

- It seems as if ...
- The lady seems to ...
- Maybe ...
- I think ...
- ... might be a symbol of ...
- The atmosphere is peaceful/depressing ...

- I (don't) like the picture because ...
- It makes me think of ...

Useful English Phrases for Giving Directions

If you're in a new town or city and you want to know where a place or building is, these are useful phrases for asking for directions. There are also phrases for giving directions to other people who ask you for help.

How you can ask for directions

Say "Excuse me" before you ask a person. To make it sound like a question, make your voice go up on "me".

"Excuse me. How do I get to (the railway station) please?"

"Excuse me. Where's the nearest (post office) please?"

"Excuse me. I'm looking for the Number 6 bus stop."

Giving directions

The person who helps you often says how near or far the place is:

"It's about five minutes from here."

"It's about a ten-minute walk."

"It's easier if I can show you on the map..."

Specific instructions

Here are some useful words and phrases for giving directions on the street. Maybe you're helping a driver, or someone who stops you to ask for directions.

"Turn left / right."

"Go straight on at the lights / when you come to the crossroads." (Lights = traffic lights; crossroads = where two roads cross)

"Go across the roundabout." (Roundabout = where all the cars go round a circle in the middle of the road)

"Take the first turning / road / street on your left / right." (Turning = road that goes left or right)

"You'll see / You'll come to a (bank). Then ..."

"Don't take the first road."

"Go on for about (2 minutes / 100 metres)."

Landmarks:

We often make reference to landmarks when we give directions to help the other person. These can be places in a town, such as cinema, bank, bus stop, etc. They can also be parts of the road system. Here are some common terms:

taxi rank = a place where taxis queue for passengers

level crossing = where the road and railway meet. There are barriers that go up and down to signal when a train is coming

underpass = a walkway that goes under a busy road so pedestrians can get to the other side safely

overpass / flyover = a road that goes over another road (or railway)

zebra crossing = black and white markings in the road for pedestrians to cross the road (the markings look like a zebra's stripes)

pedestrian crossing = a place in the road where pedestrians can cross. Often there are traffic lights.

tunnel = a road under (or through) mountains

crossroads = where two roads cross each other

junction = where one road meets another, and you can either go left or right

fork in the road = where the road divides, and you decide to go left or right

turning = a road off to your left or right

main road = a big road where there is lots of traffic

lane = a small road, or a part of a road (the left-hand lane / the right-hand lane; the bus lane)

Use prepositions of direction:

Go past = continue past something so that it is now behind you

Go across = cross something, like a road or crossroads

Go along = continue down a road

Go straight on = don't turn left or right

Go up = walk / drive up a hill

Go down = walk or drive down a hill or a road

Go through = pass through something, such as a tunnel or a town

Go out of = exit (i.e. a railway station)

It's **in front of** you = you can see it facing you

It's **opposite** the bank = it faces the bank

It's **on the corner** = it's where two roads meet at a 90° angle

Business Etiquette

Your academic knowledge and skills may be spectacular, but do you have the social skills needed to be successful in the workplace? Good professional etiquette indicates to potential employers that you are a mature, responsible adult who can aptly represent their company. Not knowing proper etiquette could damage your image, prevent you from getting a job and jeopardize personal and business relationships.

Meeting and Greeting:

Etiquette begins with meeting and greeting. Terry Cobb, human resource director at Wachovia Corporation in South Carolina's Palmetto region, emphasizes the importance of making a good first impression—beginning with the handshake. A firm shake, he says, indicates to employers that you're confident and assertive. A limp handshake, on the other hand, sends the message that you're not

interested or qualified for the job. Dave Owenby, human resources manager for North and South Carolina at Sherwin Williams, believes, “Good social skills include having a firm handshake, smiling, making eye contact and closing the meeting with a handshake.”

The following basic rules will help you get ahead in the workplace:

- Always rise when introducing or being introduced to someone.
- Provide information in making introductions—you are responsible for keeping the conversation going. “Joe, please meet Ms. Crawford, CEO at American Enterprise, Inc., in Cleveland.” “Mr. Jones, this is Kate Smith, a senior majoring in computer information systems at Northwestern University.”
- Unless given permission, always address someone by his or her title and last name.
- Practice a firm handshake. Make eye contact while shaking hands.

FINE DINING SKILLS:

Shirley Willey, owner of Etiquette & Company in Carmichael, Calif., reports that roughly 80% of second interviews involve a business meal. Cobb remembers one candidate who had passed his initial interview with flying colors. Because the second interview was scheduled close to noon, Cobb decided to conduct the interview over lunch. Initially, the candidate was still in the “interview” mode and maintained his professionalism. After a while, however, he became more relaxed—and that’s

when the candidate's real personality began to show. He had terrible table manners, made several off-color remarks and spoke negatively about previous employers. Needless to say, Cobb was unimpressed, and the candidate did not get the job.

Remember that an interview is always an interview, regardless of how relaxed or informal the setting. Anything that is said or done will be considered by the interviewer, cautions Cobb.

In order to make a good impression during a lunch or dinner interview, make sure you:

- Arrive on time.
- Wait to sit until the host/hostess indicates the seating arrangement.
- Place napkin in lap before eating or drinking anything.
- When ordering, keep in mind that this is a *talking* business lunch. Order something easy to eat, such as boneless chicken or fish.
- Do not hold the order up because you cannot make a decision. Feel free to ask for suggestions from others at the table.
- Wait to eat until everyone has been served.
- Keep hands in lap unless you are using them to eat.
- Practice proper posture; sit up straight with your arms close to your body.

- Bring food to your mouth—not your head to the plate.
- Try to eat at the same pace as everyone else.
- Take responsibility for keeping up the conversation.
- Place napkin on chair seat if excusing yourself for any reason.
- Place napkin beside plate at the end of the meal.
- Push chair under table when excusing yourself.

Eating:

Follow these simple rules for eating and drinking:

- Start eating with the implement that is farthest away from your plate. You may have two spoons and two forks. The spoon farthest away from your plate is a soup spoon. The fork farthest away is a salad fork unless you have three forks, one being much smaller, which would be a seafood fork for an appetizer. The dessert fork/spoon is usually above the plate. Remember to work from the outside in.
- Dip soup away from you; sip from the side of the spoon.
- Season foods only after you have tasted it.

- Pass salt and pepper together—even if asked for only one.
- Pass all items to the right. If the item has a handle, such as a pitcher, pass with the handle toward the next person. For bowls with spoons, pass with the spoon ready for the next person. If you are the one to reach to the center of the table for an item, pass it before serving yourself.
- While you are speaking during a meal, utensils should be resting on plate (fork and knife crossed on the plate with tines down).
- Don't chew with your mouth open or blow on your food.

The interviewer will usually take care of the bill and the tip. Be prepared, however, if this doesn't happen and have small bills ready to take care of your part, including the tip. Never make an issue of the check.

Dressing for Success

Social skills can make or break your career. Kenitra Matheson, human resource director with Dellinger and Deese in Charlotte, N.C., emphasizes, “Etiquette and social skills are a must! Our employees have to exhibit a certain level of professionalism and etiquette, given that we constantly interact with our clients.” Be one step ahead—practice the social skills necessary to help you make a great first impression and stand out in a competitive job market.

GIVING DIRECTIONS:

Language for giving directions

Left

go left

turn left

it's on the left

take a left

take the second (turning) on the left

Right

go right

turn right

it's on the right

take a right

take the second (turning) on the right

Ahead

go ahead

go straight ahead

go straight on



Telephone Etiquettes to Improve Communication

What are Telephone Etiquettes?

Telephone is an important device with the help of which people separated by distance can easily interact and exchange their ideas. Got a brilliant idea and want to convey it to your friend staying out

of the country, use the telephone. Telephone is one of the easiest and cheapest modes of communication.

Telephone etiquettes - An individual needs to follow a set of rules and regulations while interacting with the other person over the phone. These are often called as telephone etiquettes. It is important to follow the basic telephone etiquettes as our voice plays a very important role in creating an impression of our personality, education, family background as well as the nature of job we are engaged in. The person giving the information is called the sender and the second party is the recipient.

Let us now study the various telephone etiquettes. Please find below the various telephone etiquettes.

- Always remember your **voice has to be very pleasant** while interacting with the other person over the phone. Don't just start speaking, before starting the conversation use warm greetings like "good morning", "good evening" or "good noon" depending on the time.
- **Never call any person at odd hours** like early morning or late nights as the person will definitely be sleeping and will not be interested in talking to you.
- **In any official call, don't use words like** "Any guess who I am?" "as the person on the other side might be occupied with something and can get disturbed. Always say "Is it Ted?", and do ask him, "Is it the good time to talk to you?" and then start communicating. If the person sounds busy always wait for the appropriate time.

- **Make sure your content is crisp and relevant.** Don't play with words, come to the point directly and convey the information in a convincing manner. First prepare your content thoroughly and then only pick up the receiver to start interacting.
- After dialing, always reconfirm whether the person on the other side is the desired person whom you want to interact with. Always ask "Am I speaking to Mike?" or "Is this Jenny?" before starting the conversation.
- Always carefully dial the numbers, never be in a rush or dial the numbers in dark as it would lead to a wrong call. If by mistake you have dialed a wrong number, don't just hang up, do say sorry and then keep the phone courteously.
- **Never put the second party on a very long holds.** Always keep the information handy and don't run for things in between any call as the listener is bound to get irritated.
- While interacting over the phone, don't chew anything or eat your food. First finish your food and then only dial the number. If you are reading, please leave the book aside, first concentrate what the other person wishes to convey and then continue with the book.
- After completing the conversation, don't just hang up. Reconfirm with the receiver whether he has downloaded the correct information or not and do end your conversation with pleasant words like "Take care", "nice speaking with you" and a warm bye. Never say Goodbye.
- Always speak each and every word clearly. The person on the other hand can't see your expressions so remember your tone should be apt to express your feelings in the correct form.

- **Don't take too long to pick up any call.** If you miss the call, make sure you give a call back as the other person might have an important message to convey. Avoid giving missed calls at work places as it irritates the other person.
- In professional talks, never keep the conversation too long as the other person might be busy. Always keep the content crisp and relevant and do come to the point after formal greetings.
- If you are not the correct person and the speaker needs to speak to your fellow worker always say “one moment please- I will call him in a minute”. If the colleague is not in the office premises, always take a message on his behalf and don't forget to convey him when he is back.
- Decrease the volume of the television or turn off the speakers while speaking over the phone as noise acts as a hindrance to effective communication
- If there is any disturbance in the network, don't just keep speaking for the sake of it; try to call after sometime with a better line.

Remember all the above telephone etiquettes must be practiced for an effective and healthy telephonic discussion and smooth flow of information.