

# **DEPARTMENT OF HUMANITIES AND SCIENCES**

**B.Tech I-Year -I&II Sem**

**COMMUNICATIVE ENGLISH**

**(Study Material)**

**Subject Code: 23HBM9901**

**Regulation: HM23**



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND  
SCIENCES**

**(Autonomous)**

(Affiliated to J.N.T.U.A, Anantapur, Approved by A.I.C.T.E, New Delhi)

Accredited by NAAC with 'A' Grade, Bangalore

Utukur (P), C.K.Dinne (V&M), Kadapa-516003.



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::KADAPA  
(AUTONOMOUS)**

(Approved by AICTE New Delhi & Affiliated to JNTUA, Anantapuramu)  
Accredited by NAAC with 'A' grade, Bangalore

---

**COMMUNICATIVE ENGLISH**  
(Common to All Branches of Engineering)

**Course Objectives:**

The main objective of introducing this course, *communicative English*, is to facilitate effective listening, Reading, Speaking and Writing skills among the students. It enhances the same in their comprehending abilities, oral presentations, reporting useful information and providing knowledge of grammatical structures and vocabulary. This course helps the students to make them effective in speaking and writing skills and to make them industry-ready

**Course Outcomes:** At the end of the course, the student will be able to

- **Understand** the context, topic, and pieces of specific information from social or transactional dialogues.
- **Apply** grammatical structures to formulate sentences and correct word forms.
- **Analyze** discourse markers to speak clearly on a specific topic in informal discussions.
- **Evaluate** reading/listening texts and to write summaries based on global comprehension of these texts.
- **Create** a coherent paragraph, essay, and resume.

**UNIT I -Lesson: HUMAN VALUES: Gift of Magi (Short Story)**

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

**Speaking:** Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others.

**Reading:** Skimming to get the main idea of a text; scanning to look for specific pieces of information.

**Writing:** Mechanics of Writing-Capitalization, Spellings, Punctuation-Parts of Sentences.

**Grammar:** Parts of Speech, Basic Sentence Structures-forming questions.

**Vocabulary:** Synonyms, Antonyms, Affixes (Prefixes/Suffixes), Root

words.

### **UNIT II -Lesson: NATURE: The Brook by Alfred Tennyson (Poem)**

**Listening:** Answering a series of questions about main ideas and supporting ideas after listening to audio texts.

**Speaking:** Discussion in pairs/small groups on specific topics followed by short structure talks.

**Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.

**Writing:** Structure of a paragraph - Paragraph writing (specific topics)

**Grammar:** Cohesive devices - linkers, use of articles and zero article; prepositions.

**Vocabulary:** Homonyms, Homophones, Homographs.

### **UNIT III -Lesson: BIOGRAPHY: Elon Musk**

**Listening:** Listening for global comprehension and summarizing what is listened to.

**Speaking:** Discussing specific topics in pairs or small groups and reporting what is discussed

**Reading:** Reading a text in detail by making basic inferences -recognizing and interpreting specific context clues; strategies to use text clues for comprehension.

**Writing:** Summarizing, Note-making, paraphrasing

**Grammar:** Verbs - tenses; subject-verb agreement; Compound words, Collocations

**Vocabulary:** Compound words, Collocations

### **UNIT IV -Lesson: INSPIRATION: The Toys of Peace by Saki**

**Listening:** Making predictions while listening to conversations/ transactional dialogues without video; listening with video.

**Speaking:** Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions.

**Reading:** Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display complicated data.

**Writing:** Letter Writing: Official Letters, Resumes

**Grammar:** Reporting verbs, Direct & Indirect speech, Active & Passive Voice

**Vocabulary:** Words often confused, Jargon

### **UNIT V -Lesson: MOTIVATION: The Power of Intrapersonal Communication (An Essay)**

**Listening:** Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension.

**Speaking:** Formal oral presentations on topics from academic contexts

**Reading:** Reading comprehension.

**Writing:** Writing structured essays on specific topics.

**Grammar:** Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)

**Vocabulary:** Technical Jargons

**Textbooks:**

1. Pathfinder: Communicative English for Undergraduate Students, 1 st Edition, Orient Black Swan, 2023 (Units 1,2 & 3)

2. Empowering with Language by Cengage Publications, 2023 (Units 4 &

**Reference Books:**

1. Dubey, Sham Ji & Co. English for Engineers, Vikas Publishers, 2020

2. Bailey, Stephen. Academic writing: A Handbook for International Students. Routledge, 2014.

3. Murphy, Raymond. English Grammar in Use, Fourth Edition, Cambridge University Press, 2019.

4. Lewis, Norman. Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary. Anchor, 2014.

**Web Resources:**

**GRAMMAR:**

1. [www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish)

2. <https://dictionary.cambridge.org/grammar/british-grammar/>

3. [www.eslpod.com/index.html](http://www.eslpod.com/index.html)

4. <https://www.learngrammar.net/>

5. <https://english4today.com/english-grammar-online-with-quizzes/>

6. <https://www.talkenglish.com/grammar/grammar.aspx>

**VOCABULARY**

1. <https://www.youtube.com/c/DailyVideoVocabulary/videos>

2. [https://www.youtube.com/channel/UC4cmBAit8i\\_NJZE8qK8sfpA](https://www.youtube.com/channel/UC4cmBAit8i_NJZE8qK8sfpA)

COURSE OUTCOMES	
COs	STATEMENTS
CO1	Understand the context, topic, and pieces of specific information from social or transactional dialogues.
CO2	Apply grammatical structures to formulate sentences and correct word forms.
CO3	Analyze discourse markers to speak clearly on a specific topic in informal discussions.
CO4	Evaluate reading/listening texts and to write summaries based on global comprehension of these texts.
CO5	Create a coherent paragraph, essay, and resume.

	Engineering knowledge	Problem analysis	Design/development of solutions	Conduct investigations of complex problems	Modern tool usage	The engineer and the society	Environment and its sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	1	1	3	-	2
CO2	1	-	-	-	-	-	-	1	-	3	-	2
CO3	1	-	-	-	-	1	-	2	2	3	-	2
CO4	1	-	-	-	-	1	-	2	-	3	-	2
CO5	1	-	-	-	-	-	-	1	-	3	-	2
<b>Total</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>7</b>	<b>3</b>	<b>15</b>	<b>-</b>	<b>10</b>
<b>No. of Cos mapping with POs</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>5</b>
<b>Round(Average)</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>2</b>

## Unit-1

### The Gift of Magi Summary

**1. Show how the 'twist in the tale' makes the story of Jim and Della a moral lesson.**

Ans: In the story, 'The Gift of the Magi' Jim and Della had to sell off their precious possessions to buy gifts for each other on Christmas. Della in order to a fine, rare, and sterling gift for Jim sold her long and beautiful hair beautiful enough to make the Queen of Sheba jealous. Finally, she bought a platinum fob chain, simple and chaste in design, for Jim's gold watch. On the other hand, Jim sold his precious gold watch, a family heirloom, that even King Solomon might have been envious of to buy an expensive tortoiseshell comb for Della's beautiful hair.

The ironic 'twist in the tale' is that both Della and Jim traded off the very treasures each possessed and for which the gifts were meant. The ardent love of the couple ended in a situation which Jim beautifully reflected when he said- "let's put our Christmas presents away and keep them for a while. They are too nice to use just at present"

This 'twist in the tale' makes the story of Jim and Della a moral lesson that selflessness a desire to add the happiness of the one who receives the gift and the spirit of sacrifice are the essence of gift-giving on Christmas.

**2. Examine the significance and appropriateness of the title of the story.**

Ans: The author O' Henry has appropriately chosen the title 'The Gift of the Magi' for the story of Della and Jim. The Magi were the three Wisemen - Gaspar, Melchior, and Balthazar who

traveled from the East to Jerusalem to see the infant Jesus born in a stable. They were guided by a star and they carried precious gifts for Jesus. The Magi invented the tradition of giving gifts on Christmas. Being wise, their gifts were also undoubtedly wise.

The story centers around a young couple Della and Jim who are poor but hardworking and their existence is full of struggle but they manage to experience joy through the power of their love for each other. They planned to make Christmas eve a special one with a wonderful gift for each other. Jim and Della had to sell off their precious possessions to buy gifts for each other on Christmas. Della in order to have a fine, rare, and sterling gift for Jim sold her long and beautiful hair. Finally, she bought a platinum fob chain, simple and chaste in design, for Jim's gold watch. On the other hand, Jim sold his precious gold watch to buy an expensive tortoiseshell comb for Della's beautiful hair.

But the gifts of Della and Jim are unique and wise in the sense that they reveal the true essence of gift-giving on Christmas i.e. selflessness a desire to add the happiness of the one who receives the gift and the spirit of sacrifice. Through O' Henry terms the couple as 'the foolish children' he points out clearly that they value the human relationship and their mutual love and generosity make them the 'Magi'. Thus the title is quite significant and appropriate.

### **Summary**

The author of this story is O. Henry. The story begins the day before Christmas with a young woman named Della sitting at home counting her savings. The home she lives in with her husband, Jim, is a cheap, furnished rental apartment. When they first moved in Jim was earning more money, but the couple has fallen on hard times and now live in poverty. Della has been putting money aside after buying groceries for many months. She is sad and anxious because despite her efforts, she has not saved enough money. She had been hoping to buy Jim something special for Christmas with her savings. Della begins to cry on her couch as she realizes she does not have enough money to buy Jim a Christmas present.

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

Eventually, she finds the perfect platinum chain. It costs all the money she got from selling her hair, plus most of her savings. Della goes home feeling very excited to give Jim his present.

When Della gets home, she tries to style her new haircut as best she can. She worries that Jim will be angry and will no longer think she is pretty. When Jim sees Della has cut her hair, he gets a strange look on his face. Not knowing what it means, Della goes to him and quickly explains that she sold her hair to buy him a Christmas present. In response, Jim hugs her and tells her he loves her no matter what her hair looks like. He then gives her a Christmas present: a set of jeweled tortoiseshell combs she'd once admired in a shop window. Della loves the present, but she bursts into tears when she realizes she is unable to use Jim's thoughtful gift. As Jim comforts her, she reassures him her hair will grow back quickly. She then excitedly gives him the platinum watch chain. Jim laughs and reveals he sold his prized watch to pay for the combs. The narrator concludes the story by praising the couple for their selfless gifts of love, calling them even wiser than the three

wise magi who brought gifts to the baby Jesus on the first Christmas Eve.

## **Reading Skills:**

### **1.Skimming:**

Skimming means reading something quickly without going into great detail in order to get a sense of what the work is all about. For example, a reader may use the skimming technique to quickly preview a book or scan an article for the main points to determine whether it is worth reading.

The reader carefully reads the first few paragraphs in detail to grasp the overall message. Then he/she reads the first line of each paragraph, and after that, they directly go through the concluding section in detail to gain a broad understanding of the subject. Hence, by using the skimming technique, a reader can read more text in less time.

To summarize, “The skimming technique is ideal for reading quickly and discovering specific information in a section. It takes less time because not all of the words in paragraphs or sections are read, but it still provides a broad sense and knowledge of the content.”

### **2.Scanning:**

*Scanning is a reading technique in which a reader scans the page with their eyes in order to find specific information.*

To scan implies to search for something. Scanning is a selective reading approach performed by the reader when he or she is looking for certain information or text contained in the section without entirely reading the text. As a result, when you scan some material, you already know what you’re searching for; all you have to do is spot and swoop it down.

Here’s an illustration of a scanning technique: When looking for a phone number in a directory, a person scans the page for the name of the exact person they are looking for. To effectively scan, the reader must first comprehend how the content is organized and decipher what is read in order to easily discover the required information.

### **Difference between skimming and scanning**

There are various differences between skimming and scanning, they are ...

<b>Parameter</b>	<b>Skimming</b>	<b>Scanning</b>
<b>Objective</b>	To find a general theme, topic or meaning	To find a specific information
<b>Purpose</b>	Gives an idea of what is a full text about	Helps to find specific information in the text.
<b>Technique involves</b>	Reading the introduction, conclusion, headings and subheadings	Looking over the whole text to find specific information.
<b>Advantage</b>	Reader can read the maximum text in a limited period	Reader can find limited but specific information
<b>Need to read the whole text</b>	No	Yes ( if not all, then at least a major part of a text)
<b>Usage</b>	To decide whether or not to read	They are more concerned with the word’s

	the text completely	form because they know what they are looking for.
<b>Nature of the approach</b>	General	Specific
<b>Application</b>	Reading newspaper	Searching for a word in dictionary
<b>Method of reading</b>	Quick	Selective
<b>Familiarity</b>	Reader is not familiar with the text	Reader is familiar with the text

### Writing:

#### Capitalisation:

Not many languages have the concept of using capital letters. The English language, however, has capital letters and small letters, and there are specific rules to direct the users of the language on how and where to use them. To make learning easier, here are the rules of capitalisation along with examples to show you how each rule is applied.

#### Capital Letters in the Beginning of a Sentence:

The first and foremost rule of capitalisation is the mandatory use of capital letters to start a sentence. All you need to remember is that every time you start a new sentence, irrespective of what [part of speech](#) the first word is and which [punctuation mark](#) (full stop/question mark/exclamation mark) is used at the end of the sentence, make sure you start with a capital letter.

For example:

This is Nithya Sree. She is twenty-five years old. She is a teacher.

#### Capitalising the Pronoun 'I':

As far as the pronoun 'I' is concerned, remember that it is always capitalised, irrespective of where it is used in a sentence.

For example:

- I am a seventh-grade student.
- Mia, Nalini and I are planning to go on a trip.

#### Capitalising Proper Nouns :

[Proper nouns](#) are those [nouns](#) that name a person, place, things, days, months, languages, nationalities, ideas, days and events of historical importance, etc. All proper nouns, no matter where it is placed in a sentence, have to be capitalised.

Capitalise names of people and places.

For example:



- The **E**iffel **T**ower is situated in **P**aris.
- **V**eena and **N**andana were in-charge of the **T**eacher's **D**ay celebrations.
- The **N**ile river is the longest river in **A**frica.

Capitalise names of scientific theories, inventions, historical events and geographical discoveries.

- Newton's **T**hird **L**aw of **M**otion is highly relatable.
- The **J**allianwala **B**agh massacre is one of the saddest and most cruel events that happened in the pre-Independence era.
- The first satellite launched by India was named 'Aryabhata' after the famous mathematician and astronomer.

Capitalise words like mom, dad, grandma, grandfather, etc. only when they are used as a form of direct address or in place of the person's name and not when they are used as common nouns.

For example:

- Do you think **D**ad will approve this?
- I feel **G**randpa will be happy to see you.
- My **m**om made my favourite dish for dinner.
- The **p**resident represents a nation.
- Do you think the **P**ri**m**e **M**inister will bring changes to the tax system?

Capitalise honorifics such as Mr, Mrs, Ms, etc. used as titles with surnames and abbreviations such as Dr, St, Sr, Fr, etc.

For example:

- **M**r. Ramakrishnan was elected as the vice president of the drama club.
- **D**r. Aaron Glassman is a well-experienced neuro-surgeon.
- The feast of **S**t. Thomas falls on the 3<sup>rd</sup> of July.
- Do you know where we can find **M**rs. Stevenson?

### **Capitalising Days, Months, Holidays:**

Capitalise names of days, months and holidays but not seasons.

- All of us have been asked to come dressed up in ethnic wear on **W**ednesday.
- There are many public holidays in the month of **S**eptember.
- We will have a holiday for **C**hristmas.
- It is **s**ummer in London now.

### **Capitalising Names of Languages:**

Most people feel the need to capitalise the names of subjects such as science, maths, history, etc. as well because of this rule, but remember that only names of languages have to be capitalised. Names of subjects are to be capitalised only when they are used in the beginning of a sentence.

For example:

- I speak **E**nglish, **S**panish, **F**rench and **G**erman.
- **M**athematics is an interesting subject.
- Carol chose **c**omputer science, **p**hysics, **c**hemistry and **m**aths as his higher secondary major.

### Capitalising Names of Cities, Countries, Nationalities and Geographical Locations:

Always capitalise the names of cities, countries, nationalities and other geographical locations (including names of seas, oceans, valleys, hills, mountains, etc.)

For example:

- We visited **N**ew **D**elhi on the way back from **L**eh.
- The **U**nion of **S**oviet **S**ocialist **R**epublics was one of the superpowers during **W**orld **W**ars I & **I**I.
- There would not be a person who has never wished to see the **N**iagara waterfalls.
- I wish to climb **M**ount **E**verest at least once in my life.
- **S**ilent **V**alley is one of the main tourist attractions in **K**erala.

### Capitalising Time Periods and Significant Eras in History:

Remember that you also have to capitalise important eras in history and time periods in sentences. In addition to this, see to it that you do not capitalise centuries. Take a look at the following examples.

- The **P**rehistoric **A**ge consists of five time periods – **P**alaeolithic, **M**esolithic, **N**eolithic, **C**halcolithic and **I**ron **A**ge.
- The **E**lizab<sup>e</sup>than era was known for the advancements in art, theatre and literature.
- There were a lot of scientific discoveries in the **s**ixteenth and **s**eventeenth centuries.

### Capitalising Titles:

Capitalising titles is one of the most confusing areas for many English language users. Not every word in a title has to be capitalised. The first word of the title has to be capitalised. Other than that, all nouns, pronouns, [verbs](#), [adverbs](#) and [adjectives](#) have to start with a capital letter. Also make sure you do not capitalise [articles](#), [prepositions](#) or [conjunctions](#) unless they happen to be the first word or the last word in the title, according to most style guides.

For example:

- Have you read ‘**T**he **A**dventures **o**f **H**uckleberry **F**inn’?
- I wrote a paragraph on ‘**T**ime **I**s **M**oney’.
- The teacher asked us to speak a few words about ‘**K**eeping **t**he **C**ity **C**lean and **T**idy’.

## II)Punctuation

## What is Punctuation?

Punctuation is a system in which marks are used in writing to indicate pauses and division of sentences. The meaning of written communication is made clear to the readers by using these marks. In fact, Punctuation is the proper use of putting in marks or stops in writing.

## Types of Punctuation Marks

There are 14 punctuation marks that are used in the English language. These are

S.No.	Type	Punctuation Mark	Punctuation Examples
1.	Period	(.)	My name's Beth and I was 18 in July.
2.	Question Mark	(?)	"Have you a pen I can borrow?" she asked.
3.	Exclamation Mark	(!)	What a lovely view you have here!
4.	Comma	(,)	We purchased some cheese, and we purchased some fruit.
5.	Colon	(:)	You have two choices: finish the work today or lose the contract.
6.	Semicolon	(;)	My daughter is a teacher; my son is a doctor.
7.	Dash	En dash(–) & Em dash(—)	Princeton–New York trains(En dash) She gave him her answer—No! (Em-dash)
8.	Hyphen	(-)	My eight-year-old boy loves reading.
9.	Brackets	[ ]	Was he [the defendant] there when you arrived?
10.	Braces	({} )	$2\{1+[23-3]\}=x.$
11.	Parentheses	( )	The two brothers (Richard and Sean) were learning how to play guitar.
12.	Apostrophe	( ' )	Sally's hair was blond and curly.
13.	Quotation Mark	( " " )	"Don't go outside," she said.
14.	Ellipsis	( . . . )	She began to count, "One, two, three, four..." until she got to 10, then went to find him.

### 1. Uses of Period (Full stop)-

- Used after Abbreviations and initials of the names. They may be omitted in current English.
- After fractions, amount, time, and date.
- Uses at the end of the address.
- After complete sentences.

### 2. Uses of Question Mark-

- Used after interrogative questions.

### 3. Uses of Exclamation Mark-

- Used after interjections, the words and sentences express emotions such as joy, sorrow, surprise, pity, prayer, and a curse.

### 4. Uses of Comma-

- Used for a short or slight pause to separate words in a list but it is avoided before 'and'.
- Used to separate the Adverb clause when it is followed by the main clause.
- Used to mark off non-restrictive adjective clauses. In such cases, adjective clauses act as coordinate clauses.
- Used to write nouns in appositions.
- Used to separate initials and Titles.
- Used while writing the address.
- Used while writing dates.
- Used after solutions and complimentary close.

### 5. Uses of Colon-

- Colon is used when a list, quotation, or along speech is to follow after it.
- It is used to explain the words such as, Namely, as follows, following, for example, etc.

### 6. Uses of Semicolon-

- The semicolon is used almost as a period/full stop within a sentence.
- It is used at the end of thought in place of 'and', 'but', because, etc. to indicate the thought continues into another thought.

### 7. Uses of Dash-

- Dash is used in a sentence to mark an abrupt end to indicate that the word within a dash does not belong there. They are treated as just an afterthought.

### 8. Uses of Hyphen-

- Used to make indicate words or parts of words that belong together.
- Used after prefix to separate two vowels and three consonants.
- Used to make compound numbers.
- Used to separate constituents of compound words.
- Used to write prefixes.

### 9. Uses of Brackets-

- Used for technical explanations or to clarify meaning.

### 10. Uses of Braces-

- Used to contain two or more lines of text or list items to show that they are considered as a unit.

### 11. Uses of Parentheses-

- Used to contain further thoughts or qualifying remarks.

### 12. Uses of Apostrophe-

- Used with 's' to indicate that a thing or a person belongs to somebody.
- In the case of Plural Nouns and Proper Nouns ending with 's'.
- The letters that are omitted are represented by an apostrophe while writing the contracted form.
- Apostrophe with 's' is used with figures and letters to make plural.
- Apostrophe with 's' is used to make abbreviations Plural. However, in some cases, Apostrophes can be omitted too.

### 13. Uses of Quotation Mark-

- Used primarily to mark the beginning and end of a passage attributed to another and repeated word for word.
- They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

### 14. Uses of Ellipsis-

- The ellipsis is used in writing or printing to indicate an omission, especially of letters or words.
- Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning.

### Punctuation Examples

<b>Punctuation Marks</b>	<b>Punctuation Examples</b>
<b>Period</b>	<ul style="list-style-type: none"> <li>• Jane and Jack went to the market.</li> <li>• Her son, John Jones Jr., was born on Dec. 6, 2008.</li> </ul>
<b>Question Mark</b>	<ul style="list-style-type: none"> <li>• When did Jane leave for the market?</li> </ul>
<b>Exclamation Mark</b>	<ul style="list-style-type: none"> <li>• "Holy cow!" screamed Jane.</li> <li>• My mother-in-law's rants make me furious!</li> </ul>
<b>Comma</b>	<ul style="list-style-type: none"> <li>• Thanks for all your help, John.</li> <li>• We went to the movies, and then we went out to lunch.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suzi wanted the black, green, and blue dress.</li> </ul>
<b>Colon</b>	<ul style="list-style-type: none"> <li>• He was planning to study four subjects: politics, philosophy, sociology, and economics.</li> <li>• I didn't have time to get changed: I was already late.</li> <li>• There was one thing she loved more than any other: her dog.</li> </ul>
<b>Semicolon</b>	<ul style="list-style-type: none"> <li>• John was hurt; he knew she only said it to upset him.</li> </ul>
<b>Dash</b>	<ul style="list-style-type: none"> <li>• Princeton-New York trains.(Endash)</li> <li>• She gave him her answer — No! (Emdash)</li> </ul>
<b>Hyphen</b>	<ul style="list-style-type: none"> <li>• part-time,</li> <li>• back-to-back,</li> <li>• well-known.</li> </ul>
<b>Brackets</b>	<ul style="list-style-type: none"> <li>• He [Mr. Jones] was the last person seen at the house.</li> </ul>
<b>Braces</b>	<ul style="list-style-type: none"> <li>• <math>2\{1+[23-3]\}=x.</math></li> </ul>
<b>Parentheses</b>	<ul style="list-style-type: none"> <li>• John and Jane (who were actually half brothers and sisters) both have red hair.</li> </ul>
<b>Apostrophe</b>	<ul style="list-style-type: none"> <li>• I've seen that movie several times. She wasn't the only one who knew the answer.</li> <li>• Sara's dog bit the neighbor.</li> <li>• Six people were told to mind their p's and q's.</li> </ul>
<b>Quotation Mark</b>	<ul style="list-style-type: none"> <li>• "Don't go outside," she said.</li> <li>• Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."</li> </ul>
<b>Ellipsis</b>	<ul style="list-style-type: none"> <li>• She began to count, "One, two, three, four..." until she got to 10, then went to find him.</li> <li>• When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.</li> </ul>

### III.Misspelt Words

## Important Spelling Rules in English

When ‘see’ and ‘sea’ both have the same pronunciation and when ‘through’ and ‘trough’ have two different pronunciations, it is not that easy for a new language learner to understand why it is so. It is to help with such scenarios that we have spelling rules. Not everything can be made sense of using spelling rules. For some words (no matter how much you try to reason out), it is just the way it is. However, here are some of the most important spelling rules to help you understand how a particular word should be spelt.

### Adding Prefixes

In most case scenarios, the spelling of the base word does not change when adding prefixes. Prefixes like un-, in-, dis-, im-, re-, pre-, post-, mis-, under-, over- and non- are merely added to the words without changing its spelling. Understanding which prefix to use can also be a challenge at times. Take a look at the following examples to understand how prefixes work.

Unsatisfactory	Undecided	Unorganised	Unethical	Unplanned
Unemotional	Unemployed	Unintentional	Unobtrusive	Underline
Underrated	Overrated	Misunderstand	Mislead	Misplace
Non-smoker	Non-alcoholic	Indisciplined	Impotent	Impatient
Insane	Independent	Reassure	Prepone	Postpone
Postmodern	Preproduction	Rejoin	Underestimate	Reiterate
Overconfidence	Discourage	Discomfort	Preview	Overlay

### Adding Suffixes

You have to be careful when adding suffixes. Unlike prefixes, there would be a change in the spelling of the word to which the suffix is added, though not always. Take a look at the following table and analyse how the words are spelt.

Fatter	Reddish	Swimming	Sadness	Pollution
Propeller	Cancelled	Pavement	Adorable	Sizeable
Dying	Courageous	Manageable	Seeing	Lately
Beautiful	Buyer	Brotherhood	Happiness	Movement
Friendship	Betterment	Invention	Falsehood	Amusement

## 'Ei' or 'Ie'?

The decision to use 'ie' or 'ei' might be one of the most confusing things you will come across when learning English spellings. Even a person who is fluent in the language might end up being confused which one to use every now and then. If you are wondering how these spellings work, here is how.

- In words that have a 'c', make sure you use 'e' and then 'i'. For example: receive, deceive, perceive, ceiling, etc.
- For words where 'ei' is used as a diphthong (pronounced as 'a'), 'e' comes first. For example: neigh, neighbour, eight, reign, freight, weight, sleigh, weigh, feisty, etc.
- For all other words, 'i' comes first. For example: thief, friend, belief, chief, priest, field, grief, etc.
- However, there are some words which do not fall into any of these. For example: weird, conscience, science, either, neither, leisure, sufficient, species, seize, height, foreign, forfeit, heist, their, sovereign, etc.

## Silent Letters

There are times when you would wonder why a particular alphabet is part of the word when it is not pronounced. Haven't you? Letters such as 'a', 'b', 'c', 'e', 'g', 'h', 'k', 'l', 'n', 't', 'u', 'w' come under that category. Take a look at the following examples.

### Words with Silent 'A'

Encyclopaedia	Ready	Orthopaedic	Instead
Steady	Bread	Peacock	Sea
Peace	Spread	Lead	Read

### Words with Silent 'B'

Debt	Dumb	Lamb	Crumb
Womb	Doubt	Numb	Comb
Subtle	Thumb	Limb	Succumb

### Words with Silent 'C'

Descend	Ascend	Crescent	Scent
Scenery	Scene	Science	Disciple
Obscene	Scenario	Muscle	Fascinate



**Words with Silent 'D'**

Badge	Ledger	Edge	Budget
Budge	Handsome	Hedge	Bridge
Handful	Grandson	Sandwich	Wednesday

**Words with Silent 'E'**

Bake	Take	Plague	Vegetable
Breathe	Like	Desire	Envelope
Shine	Kite	Fire	Excite

**Words with Silent 'G'**

Foreign	Reign	Benign	Design
Align	Resign	Sign	Gnarl
Light	High	Gnaw	Weight

**Words with Silent 'H'**

Hour	Honest	Honour	Anchor
Chorus	Architect	Technology	Ghost
Psychology	Ache	Echo	Chaos

**Words with Silent 'K'**

Knife	Knee	Knowledge	Knot
Know	Knit	Kneel	Knack
Knuckle	Knead	Knock	Knell

**Words with Silent 'L'**

Calm	Alms	Balm	Almond
Calf	Should	Could	Palm

Talk	Walk	Half	Stalk
------	------	------	-------

**Words with Silent 'N'**

Column	Autumn	Condemn	Hymn
Solemn	Damn	Limn	Bedamn

**Words with Silent 'P'**

Psychology	Psoriasis	Pneumonia	Pseudopodia
Psalm	Psychiatric	Pseudonym	Psychosis
Cupboard	Receipt	Raspberry	Psycho

**Words with Silent 'T'**

Listen	Hasten	Fasten	Witch
Stitch	Crutches	Patch	Stretch
Batch	Often	Apostle	Glisten

**Words with Silent 'U'**

Guide	Plague	Guilty	Build
Guitar	Biscuit	Silhouette	Disguise
Building	Guilt	Rogue	Guest

**Words with Silent 'W'**

Wrong	Wrath	Wrap	Who
Wholesome	Wrestle	Whole	Wreck
Wrist	Write	Wrinkle	Wreath

**'U' after 'Q', no 'S' after 'X'**

Every word that has a 'q' in it will be followed by 'u'. A few examples of this case are given below.

- Quest

- Queue
- Quench
- Plaque
- Quality
- Qualify
- Quantity
- Quick

Not a word in the English language will have the letter 's' following 'x'. Check out the following words.

- Excite
- Excitement
- Excellent
- Exceed
- Excessive
- Excited
- Exceptional
- Excellence

### No 'Vs' or 'Js' at the End of Words

This is a peculiar feature of the English language. While there are words ending in every other consonant, you will never find a word ending with the letter 'v' or the letter 'j'.

### Words Ending in 'ck'

Monosyllabic words that have the /k/ sound at the end are seen to have 'ck' in their spellings. Examples of such words are given in the table below. Check them out.

Crack	Knack	Check	Rack
Pack	Back	Hack	Tick
Chick	Prick	Stick	Slack
Stack	Neck	Peck	Kick

### Similar Phonetic Sounds

Multiple words in the English language seem to have the same/similar pronunciations but different spellings. [Homonyms](#) – [homophones](#) and [homographs](#) belong to this category. Here are a few examples.

<b>Homonyms</b>
-----------------

Word 1	Word 2	Word 1	Word 2
Steel	Steal	Eyes	Ice
Deer	Dear	Sea	Sea
Write	Right	Knot	Not
No	Know	Whole	Hole

### Forming Gerunds

Forming [gerunds](#) is one of the easiest things to do in the English language. All you have to do is add an ‘-ing’ to the end of the word. However, there are cases in which the last consonant has to be doubled before adding ‘-ing’. Check out the table below for a few examples of this kind.

Shopping	Beginning	Getting	Swimming
Winning	Spinning	Occurring	Letting
Setting	Whipping	Skipping	Running

In other cases, you will have to remove the last ‘e’ from the verb before adding ‘-ing’. Here are a few examples.

Having	Achieving	Gaming	Taking
Managing	Receiving	Entitling	Reciting
Biking	Skating	Exercising	Reducing

There are many more such gerunds. Check out the article on gerunds for more examples.

### Change of Spelling with Change of Tense

The change in [tense](#) is always indicated by the addition of [helping verbs](#) and change in spelling of the [main verb](#). Very few [verbs](#) like read, lead, beat, cut, let, put, etc. have the same spelling when used as a past participle or a present participle. Here is a table with some examples.

Verb	Past Participle	Present Participle
Bring	Brought	Brought
Sing	Sang	Sung
Swim	Swam	Swum

Fly	Flew	Flown
Spring	Sprang	Sprung
Teach	Taught	Taught
Know	Knew	Known
Grow	Grew	Grown
Close	Closed	Closed
Appear	Appeared	Appeared
Speak	Spoke	Spoken
Cry	Cried	Cried

Check out regular verbs and irregular verbs for more examples.

### Change of Spelling in the Plural Form

Changing a [singular noun](#) into a [plural noun](#) also requires a change of spelling in most cases. There are only a few nouns that don't need to have a change in spelling when used in the plural form. Most probably, a noun is changed to its plural form just by the addition of the letter 's', some with the addition of 'es', a few others with 'ies' and others with the addition of 'ves'. Even so, there are some nouns which do not fall in any of these categories. A few examples of nouns with different spellings in the plural form are given below. Go through them and try to understand how it works.

Adding 's'		Adding 'es'	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
Table	Tables	Mango	Mangoes
Bed	Beds	Tomato	Tomatoes
Dog	Dogs	Watch	Watches
Place	Places	Bench	Benches
Adding 'ies'		Adding 'ves'	
Singular Noun	Plural Noun	Singular Noun	Plural Noun

Chilly	Chillies	Wife	Wives
Peony	Peonies	Loaf	Loaves
Daisy	Daisies	Leaf	Leaves
Lily	Lilies	Knife	Knives
<b>Irregular Nouns</b>		<b>Nouns that stay the same</b>	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
Child	Children	Furniture	Furniture
Ox	Oxen	Sheep	Sheep
Alumnus	Alumni	Fish	Fish
Bacterium	Bacteria	Scissors	Scissors

### Double 'Fs', 'Ls' and 'Ss' at the End of Monosyllabic Words

You would have come across multiple words with double consonants in their spellings. Have you ever wondered if there is a logical way to explain why it is so? Well, there is. If you analyse, you will see that monosyllabic words which have a vowel before the last letter, the last letter being 'l', 'f' or 's' seem to have double consonants. Take a look at the following table to understand.

Words ending with double 'f'	Words ending with double 'l'	Words ending with double 's'
Sniff	Still	Miss
Stiff	Chill	Chess
Puff	Till	Kiss
Cuff	Mill	Fuss
Chaff	Stall	Floss

### Doubling Consonants of Monosyllabic Words When Forming the Comparative Degree and Superlative Degree

Every adjective can have three [degrees of comparison](#) namely the [positive degree](#), the [comparative degree](#) and the [superlative degree](#). While the superlative degree is formed by the addition of 'est' to

the adjective and the comparative degree is formed by adding ‘er’, there are some [adjectives](#) which require a doubling of the final consonant before adding ‘er’ to form the comparative degree. This is mainly the case with monosyllabic adjectives. Given below are a few examples. Check them out.

Fatter	Bigger	Redder	Wetter
Fattest	Biggest	Reddest	Wettest
Hotter	Sadder	Thinner	Slimmer
Hottest	Saddest	Thinnest	Slimmest

#### 4.Content Words and Function Words

<b>Content Words (more stress)</b>	<b>Function Words (less stress)</b>
Nouns (paper, coffee, Mr. Smith)	Prepositions (it, on, for, with)
Main Verbs (talk, watched, need, find)	Determiners (a, the, some)
Adjectives (tall, blue, enchanting)	Helping verbs (I’m <i>going</i> to leave, She <i>has</i> seen it etc.)
Wh-words (why, what, how, etc.)	Conjunctions (for, and, but, yet, etc.)
Adverbs (slowly, nervously)	Most pronouns (she, it, they, them, him, etc.)
Negation words (no, not, isn’t, won’t)	The verb “be” (He’s a teacher, She is right., etc.)
Possessive pronouns (Those are <i>hers</i> .)	
<i>This/that</i> as pronouns (She wants <i>this</i> .)	

### Grammar :

#### 1.Parts of Speech

Nouns are words that refer to places, people, things, or ideas. They can be the subject of sentences, an object of it, or even used in a possessive form. Nouns are divided into different categories, and it's important to understand these categories in order to use nouns correctly.

The main types of nouns are

1. concrete nouns,
2. collective nouns,
3. abstract nouns,
4. proper nouns,
5. possessive nouns,
6. [regular plural nouns](#),
7. irregular plural nouns, and

8. compound nouns.

Part of Speech	Definition	Example
<a href="#">Noun</a>	Identifies a person, place, thing, or idea	The store, John, America
<a href="#">Adjective</a>	Describes or modifies a noun or pronoun	Big, red, sunny
<a href="#">Verb</a>	Expresses an action, occurrence, or state of being	Run, walk, be
<a href="#">Adverb</a>	Describes a verb, adjective, or another adverb	Quickly, actually, almost
<a href="#">Pronoun</a>	Stands in place of a noun or noun phrase	He, she, them
<a href="#">Article</a>	Introduces a noun or noun phrase	<b>A</b> store, <b>the</b> gym, <b>an</b> elephant
<a href="#">Preposition</a>	Expresses a relationship between two other words in a sentence	Inside, between, in front of
<a href="#">Conjunction</a>	Connects words or groups of words	After, because, when
<a href="#">Interjection</a>	Expresses emotion or surprise	Wow! Huh! Oh!

**1. Concrete Nouns**

[Concrete nouns](#) are nouns that refer to physical things that you can touch, see, smell, hear, or taste. Examples of concrete nouns include "table," "tree," "dog," "cat," "book," "chair," and so on. These types of nouns can be used in almost any sentence, and they are easy to identify.



In a sentence, a concrete noun may be used as the subject, object, or in its possessive form (explained later). For example:

- The table is made of wood. (Subject)
- I bought a book at the store. (Object)
- The cat's fur is soft. (Possessive)
- Concrete nouns can further be divided into:
- **People:** man, woman, child
- **Animals:** dog, cat, horse
- **Places:** city, park, beach
- **Things:** car, house, book

## 2. Abstract Nouns

[Abstract nouns](#) refer to intangible things like ideas, emotions, and qualities. Examples of abstract nouns include "happiness," "success," "peace," "love," and so on. Abstract nouns cannot be seen, heard, or touched.

In a sentence, an abstract noun may be used as the subject, object, or in its possessive form (explained later). For example:

- Happiness is important in life. (Subject)
- I found success in my career. (Object)
- Love's power is undeniable. (Possessive)
- Concrete nouns can further be divided into:
- **Ideas:** hope, justice, freedom
- **Emotions:** joy, sadness, fear
- **Qualities:** strength, courage, intelligence

## 3. Collective Nouns

[Collective nouns](#) are nouns that refer to groups of people or things. Examples of collective nouns include "family," "team," "class," and so on. These types of nouns are normally used in the singular form, but they can also be used in the plural form.

In a sentence, a collective noun may be used as the subject or object. For example:

- The team won the game. (Subject)
- We saw a flock of birds. (Object)
- Collective nouns can refer to:
- **People:** family, team, class
- **Animals:** flock, herd, swarm
- **Things:** bunch, set, pair

## 4. Proper Nouns

[Proper nouns](#) refer to specific people, places, things, or ideas. Examples of proper nouns include John, London, McDonald's, and Christianity. These types of nouns are always written with a capital letter, and they are often used to refer to a specific person or place.

In a sentence, a proper noun may be used as the subject or object. For example:

- John went to the store. (Subject)
- We visited London. (Object)
- Proper nouns can refer to:
- **People:** John, Mary, Bob
- **Places:** London, Paris, Egypt
- **Things:** McDonald's, Apple, Eiffel Tower
- **Ideas:** Christianity, Buddhism, Capitalism

## 5. Possessive Nouns

[Possessive nouns](#) help us show possession or ownership. These types of nouns are usually used to show possession or ownership of something, but they can also be used to show a relationship between two people or things.

To create a possessive form, add an apostrophe and letter "s" to the end of a noun. For example:

- John's car
- The teacher's desk
- The cat's food
- If a word already ends in an "s," add an apostrophe after the "s." For example:
  - James's hat
  - The class's project
- In a sentence, a possessive noun may be used as the subject or object. For example:
  - John's car is new. (Subject)
  - We saw the teacher's desk. (Object)
- Possessive nouns can refer to:
  - **People:** John's, Mary's, Bob's
  - **Things:** car's, desk's, food's
  - **Relationships:** mother-in-law's, friend's sister

## Regular vs. Irregular Plural Types of Nouns

[Regular plural nouns](#) are nouns that are made plural by adding an -s or -es at the end.

Examples of regular plural nouns include cats, books, chairs, and so on.

Plural nouns that do not follow the regular pattern of adding -s or -es to the end are called [irregular plural nouns](#). These types of nouns require unique spelling changes to make them plural. Examples of irregular plural nouns include children, men, women, mice, geese, and so on.

You can recognize irregular plural nouns from because they don't have the same spelling as their singular forms. For example, the singular form of the word "mouse" is "mouse," while the plural form of the word is "mice."

List of common irregular nouns:

- Child → Children
- Man → Men
- Woman → Women
- Foot → Feet
- Tooth → Teeth
- Goose → Geese
- Mouse → Mice
- Person → People

## 2. Pronouns

Pronouns are words used instead of a noun or noun phrase. For example, in the sentence "She went to the store," the word "she" is a pronoun because it is used in place of the noun "woman."

### Examples of using pronouns:

- Refer to a specific person or thing. For example, in the sentence "He gave it to them," the word "it" is a pronoun because it refers to a specific thing.
- Refer to groups of people or things. In the sentence "They went to the store," the word "they" is a pronoun because it refers to a group.

- Refer to a place or thing that has already been mentioned. For example, in the sentence "She went to the store and then came back," the word "it" is a pronoun because it is used to refer to the store that has already been mentioned.
- Refer to a person or thing whose gender is unknown. For example, in the sentence "Someone left their bag," the word "their" is a pronoun because it refers to a person or thing whose gender is unknown.

### Compound Noun and Its Types

[Compound nouns](#) are slightly more complex. They're made up of two or more words. Examples of compound nouns include mother-in-law, bookcase, toothpaste, and so on. These types of nouns can be used in almost any sentence, and they are often used to describe things that are related to each other.

To create a compound noun, you can combine two nouns, two adjectives, or an adjective and a noun. Compound nouns can be broken down into three types: closed compound nouns, hyphenated compound nouns, and open compound nouns.

- **Closed Compound Nouns**

Closed compound nouns are composed of two words that are written together as one word. Examples of closed compound nouns include bedroom, notebook, and haircut.

- **Hyphenated Compound Nouns**

Hyphenated compound nouns are composed of two words that are joined together by a hyphen. Examples of hyphenated compound nouns include mother-in-law, six-pack, and check-in.

- **Open Compound Nouns**

Open compound nouns are composed of two words that are written separately with a space between them. Examples of open compound nouns include ice cream, real estate, and post office.

### 6.Prepositions:

Prepositions are words that are used to express a relationship between two other words in a sentence. For example, in the sentence "She went to the store," the word "to" is a preposition because it is used to express the relationship between the words "she" and "store."

#### [Examples of using prepositions:](#)

### Types of Prepositions

Based on the different uses and functions of prepositions, they can be divided into four main types. They are as follows:

- **Prepositions of Time** – used to show when something is happening.

For example:

- We will be meeting **on** Friday.
- The supermarket will be closed **from** 9 p.m. **to** 9 a.m.
- Can you come **after** some time?
- We have been asked to work from home **until** the end of May.

- The whole country was asked to stay home **during** the pandemic to ensure safety and well-being.

- **Prepositions of Place** – indicate the place or position of something.

For example:

- 
- I have kept the book I borrowed from you **on** the table.
- Henry hid **behind** the door.
- The dog jumped **over** the fence.
- Can you place the red roses in **between** the white daisies?
- He was waiting **in front of** the EB office.

**Prepositions of Direction** – used to denote the direction in which something travels or moves.

For example:

- 
- The girl ran **toward** her father the moment she saw him.
- Jerry jumped **into** the river to help his sister.
- Veena passed the book **to** Priya.
- When will Salvia be returning **from** London?
- Neena lives **across** the street.

**Prepositions of Location** – employed to denote the location of a particular object.

For example:

- 
- Kenny would be staying **at** his cousin's place for the weekend.
- Make sure you keep all the toys back **in** its place after you play.
- I lay **on** the floor for a really long time.

**Prepositions of Spatial Relationship** – used to denote an object's movement away from the source and towards a source.

For example:

- Navya sat leaning **against** the wall.
- The circus was stationed **opposite** the children's park.
- Lakshmi sat **beneath** the trees.
- Shankar sat **beside** the stairs.
- We spent the evening walking **around** the lake.

**Prepositional Phrase** – a combination of a preposition and a noun(the object it is affecting).

For example:

-

- See to it that you reach the venue **on time**.
- The medicines you asked for are **out of stock**.
- Why don't we try taking classes outside **for a change**.
- Make sure you fill in all the forms **at once**.
- Salmaan was able to finish it only **with the help of** his friends.

### 7. Conjunctions:

Conjunctions help us connect words or groups of words. For example, in the sentence "She went to the store and then came back," the word "and" is a conjunction because it helps us connect the two clauses.

#### Types of Conjunctions

Conjunctions are mainly used to join actions, ideas and thoughts. They are categorised into three main types:

- Coordinating conjunctions – used to combine two independent clauses. Examples of coordinating conjunctions are for, and, nor, but, or, yet and so.
- Subordinating conjunctions – used to combine an independent clause and a dependent clause. Examples of subordinating conjunctions are if, although, though, after, before, because, as if, unless, until, when, while, etc.
- Correlative conjunctions – used to combine two phrases or parts of the sentence which have equal importance within a sentence. Examples of correlative conjunctions are not only...but also, either...or, neither...nor, whether...or, rather...or, if...then, etc.

### Examples of Conjunctions

Have a look at the following sentences to understand how conjunctions can be employed in sentences.

- Sruthi **and** I visited Gokarna last weekend.
- Do you have a rough notebook **or** at least a rough sheet of paper?
- I did not go to work today **because** I was not keeping well.
- She did not like the food, **yet** she ate it.
- I will be leaving tomorrow **so** I am trying to finish all the pending assignments.

### List of Most Commonly Used Conjunctions in Daily Communication

Given below is a list of most commonly used conjunctions that you can use in your daily communication.

<i>Examples of Conjunctions</i>		
And	Or	Nor
But	Yet	So
Because	Still	For

Not only...but also	As	When
While	As soon as	If
Unless	In case	In addition to
Whereas	Though	Although
Until	Before	After
Even if	Rather than	So that
Either...or	As if	Neither...or
Both...and	Whether...or	Or else

### **8. Interjections:**

Interjections are words that express emotion or surprise. For example, in the sentence "Wow, the store was really busy!" the word "wow" is an interjection because it is used to express surprise.

Examples of Interjections		
Interjection	Purpose	Example
Alas	To express sadness or pity	<b>Alas!</b> That was so unfortunate.
Ah	To express realisation or surprise	<b>Ah</b> , the magic show at the end was a total surprise!
Eh	To enquire or ask for something to be repeated	<b>Eh!</b> I didn't quite get it. Can you please repeat it?
Dear	To express pity or surprise	<b>Oh dear!</b> I feel really bad for what happened to you.
Hey	To express surprise or call for attention	<b>Hey!</b> Look out for the car.
Hurray	To express joy	<b>Hurray!</b> We finally cleared the test.
Oh	To express pain or surprise	<b>Oh!</b> I have a really bad headache.
Ouch	To express pain	<b>Ouch!</b> You stepped on my toes.
Phew	To express relief, exhaustion, disgust	<b>Phew!</b> That was an extremely long presentation.

Uh	To express hesitation	<b>Uh!</b> I don't think I want to be a part of this.
Well	To introduce a remark	<b>Well,</b> what you just did was wonderful.
Wow	To express your admiration for something	<b>Wow!</b> Your new bike is amazing.
Yippee	To express joy	<b>Yippee!</b> Tomorrow is a holiday.

## 2.Sentence Structures

Sentence structure is a grammatical component that tells you exactly where and how each component of a sentence should be placed in order to blend and make sense. The Collins Dictionary defines sentence structure as “the grammatical arrangement of words in sentences.” In other words, the sentence structure is what defines the way a sentence will look and sound.

### **Parts of a Sentence**

A sentence, in the English language, consists of at least a [subject](#) and a [predicate](#). In other words, a sentence should have a subject and a [verb](#).

#### ***Subject***

The subject can be a [noun](#) or a [pronoun](#) that does the action.

For example:

- **The sun** is shining.
- **The sky** is clear.
- **Today** is Wednesday.

#### ***Predicate***

The verb is the action performed by the particular subject in the sentence.

For example:

- **I love macaroni and cheese.**
- Merin **has a pet.**
- Anusha **can draw.**

### **Components of a Sentence**

Like a sentence has two parts, it has five main components that make up the structure of a sentence, and they are,

- Subject
- Verb
- Object
- Complement
- Adjunct

Now, let us look at each of these components in detail.

### **Subject**

A noun that performs the action in a sentence is considered as the subject. It answers the question 'who' or in other words, a subject can be identified by asking the question 'who'. A subject takes the first place in most cases, especially in declarative or assertive sentences.

For example:

- **The child** kept crying.
- **Our school team** won the match.
- **My son** is in the eighth grade.
- **Hard work** pays.
- **No one** came to the wedding.

### **Verb**

In every sentence the most important word can be said to be the verb. A verb shows action or activity or work done by the subject. Remember that all verbs including main verbs, helping verbs, stative verbs and action verbs come under this category. Most often, verbs appear immediately after the subject.

For example:

- Neena **is writing** a letter.
- It **was** too dark.
- I **feel** tired.
- My phone **is not working**.
- Tarun's dog **ran** away.

### **Object**

An [object](#) is a noun or pronoun that receives the action done by the subject. Objects are of two types and they are,

- Direct Object
- Indirect Object



## Direct Object

A noun or pronoun that receives the action directly is the [direct object](#) in the sentence. It answers the question 'what'. Direct objects mostly appear immediately after the verb and are the primary objects in the sentence.

For example:

- Harry bought a new **car**.
- My mom made a **cake**.
- I met **my friend**.
- She knows **all the songs**.
- We watched **a movie**.

## Indirect Object

An [indirect object](#) is a noun or pronoun that is a secondary object. It can be identified by asking the question 'whom'. When there is an indirect object in a sentence, it is mostly placed after the verb and before the direct object.

For example:

- Vandhana gave **Keerthana** a cake.
- My mom bought **me** a new dress.
- I gave **him** a chocolate.
- They gave **us** coffee with breakfast.
- He lent **his friend** a pen.

## Complement

The words required to complete the meaning of a sentence can be referred to as the [complement](#) of the sentence. A complement can be an [adjective](#), a name, a position or a profession.

For example:

- It grew **dark**.
- He is a **dentist**.
- That's her dog, **Bruno**.

Complements are further divided into two types based on which component it speaks about. The two types of complement are,

- Subject Complement
- Object Complement

## Subject Complement

The complement which expresses the quality or identity or condition of the subject is called [Subject Complement](#).

For example:

- She is a **doctor**.
- I am **Sindhu**.
- Nandhu is **clever**.
- The students are very **excited**.
- My brother is a **teacher**.

### Object Complement

The complement which expresses the quality or identity or condition of an object is called [Object Complement](#).

For example:

- They made her **angry**.
- The students elected Sreya **the class leader**.
- They named their daughter, **Thara**.
- Marley met her friend, **Ryan**.
- Nobody found the movie **interesting**.

### Adjunct

An [adjunct](#) is a word or a [phrase](#) that gives more information about an action, an event, a quality and so on. In short, it can be said that these words can include [adverbs](#) and [adverb clauses](#). Adjuncts can be identified by asking questions 'when', 'where', 'why', 'how', 'how often' and 'to what extent'. When using adjuncts, keep in mind that adjuncts can be used in the beginning, middle or end of the sentence and that there can be more than one adjunct in a sentence.

Take a look at the following examples to understand how adjuncts can be used.

- **Yesterday**, we met **at the park**.
- He is **very** tired.
- **Due to his ill-health**, he could not come home for Christmas.
- My father reads the newspaper **everyday**.
- This workout routine is **extremely** exhausting.

### The Different Types of Sentence Structures in English Grammar

In [English grammar](#), there are a number of sentence structures that you can use to make your speech or writing sound or look a lot more organised, interesting and professional. Some of the commonly used sentence structures are as follows.

- Subject + Verb (SV)
- Subject + Verb + Object (SVO)
- Subject + Verb + Complement (SVC)

- Subject + Verb + Adjunct (SVA)
- Subject + Verb + Object + Complement (SVOC)
- Subject + Verb + Object + Adjunct (SVOA)
- Subject + Verb + Indirect Object + Direct Object (SVIODO)
- Adjunct + Subject + Verb + Complement (ASVC)
- Adjunct + Subject + Verb + Object (ASVO)
- Adjunct + Subject + Verb + Indirect Object + Direct Object (ASVIODO)
- Subject + Verb + Adjunct + Adjunct (SVAA)
- Adjunct + Subject + Verb + Adjunct + Adjunct (ASVAA)

## Examples of Sentence Structure

Looking at examples will help you understand how each sentence structure works. So, here are a few examples for you.

### SV

- The stars / are shining.

Subject / Verb

- The birds / are chirping.

Subject / Verb

- It / is raining.

Subject / Verb

### SVO

- Children / love / ice creams.

Subject / Verb / Object

- Noah / does not like / bitter gourd.

Subject / Verb / Object

- I / have / a pencil.

Subject / Verb / Object

### SVC

- I / am / an Indian.

Subject + Verb + Complement

- Carol / is / a nurse.

Subject + Verb + Complement

- My name / is / Gina.

Subject + Verb + Complement

### **SVA**

- Madhu / reached / early.

Subject / Verb / Adjunct

- All of us / are leaving / for Tokyo.

Subject / Verb / Adjunct

- He / went / upstairs.

Subject / Verb / Adjunct

### **SVOC**

- We / lost / our cat, / Quinny.

Subject / Verb / Object / Complement

- My friends / make / me / happy.

Subject / Verb / Object / Complement

- Everyone / found / the book / controversial.

Subject / Verb / Object / Complement

### **SVOA**

- It / is / my birthday / next month.

Subject / Verb / Object / Adjunct

- Lakshmi / reached / school / after 9 a.m.

Subject / Verb / Object / Adjunct

- My brother / plays / football / everyday.

Subject / Verb / Object / Adjunct

### **SVIODO**

- The Board / offered / me / the job.

Subject / Verb / Indirect Object / Direct Object

- Rohit / gave / Reshmi / his favourite book.

Subject / Verb / Indirect Object / Direct Object

- Neetu / bought / herself / a hat.

Subject / Verb / Indirect Object / Direct Object

### **ASVC**

- Suddenly, / it / grew / dark.

Adjunct / Subject / Verb / Complement

- Normally, / the weather / is / good.

Adjunct / Subject / Verb / Complement

- Occasionally, / my dog / gets / restless.

Adjunct / Subject / Verb / Complement

### **ASVO**

- Last week, / we / celebrated / Holi.

Adjunct / Subject / Verb / Object

- Usually, / we / get / a token.

Adjunct / Subject / Verb / Object

- Every year, / we / visit / the orphanage.

Adjunct / Subject / Verb / Object

### **ASVIODO**

- Today, / the teacher / gave / us / our papers.

Adjunct / Subject / Verb / Indirect Object / Direct Object

- Yesterday, / my mom / bought / me / a bicycle.

Adjunct / Subject / Verb / Indirect Object / Direct Object

- Every time he comes home, / my brother / gets / my mom / her favourite chocolates.

Adjunct / Subject / Verb / Indirect Object / Direct Object

### **SVAA**

- They / go / to work / by bus.

Subject / Verb / Adjunct / Adjunct

- We / meet / every evening / on the way back home.

Subject / Verb / Adjunct / Adjunct

- Jancy / went / to the grocery store / last Saturday.

Subject / Verb / Adjunct / Adjunct

## ASVAA

- Normally, / my parents / come / by bus / to Pondicherry.

Adjunct / Subject / Verb / Adjunct / Adjunct

- Last year, / my friends and I / went / to Meghalaya / for a month.

Adjunct / Subject / Verb / Adjunct / Adjunct

- Usually, / Finn's parents / would come / to the airport / as soon as his flight lands.

Adjunct / Subject / Verb / Adjunct / Adjunct

### 3. Word Order

#### Applying Word Order in Sentences – Rules and Examples

Here are rules that have to be followed when you write different sentences. Check out each one of them and the examples given to see how each rule is applied.

#### Rule 1 – Subject + Predicate

Every [assertive sentence](#) has a subject and a predicate.

For example:

- I / like mangoes.
- Dona and Steve / are going to the mall.
- It / is a beautiful day.
- Tomorrow / is Wednesday.
- My mother / is a teacher.

#### Rule 2 – Negative Sentences

The word 'not' is normally used to indicate a negative thought. So, when a sentence has to be made negative, the word 'not' usually comes after the verb. In case there is more than one verb, it comes after the main verb and in between the [main verb](#) and the [helping verb](#). In some cases, the [verb forms](#) of 'do' are used to write a [negative sentence](#). Go through the following examples to understand.

Examples of negative sentences:

- It is *not* right.
- The girl *does not* know what to do.
- I *cannot* find my purse.
- There has *not* been any update on the condition of the patient.

- Sarah *did not* wear a black dress though we had informed her earlier.

### Rule 3 – Interrogative Sentences

If you had analysed how interrogative sentences are structured, you would have seen that the positions of the subject and the verb are interchanged. Look at the examples given below.

Examples of interrogative sentences:

- *Are you happy?*
- *Have you found your wallet?*
- *What are you doing?*
- *Do you like the new playground?*
- *Would you be able to help me with this?*

### Rule 4 – Sentences with Complements

Complements are of two types – the [subject complement](#) and the [object complement](#). The sentence structure of sentences with complements can be SVC (if it is a subject complement) and SVCO/SVOC (if it is an object complement). Here are some examples for your reference.

Examples of sentences with complements:

- Emma is a *psychologist*.
- It made everything *easy*.
- I had a *bad* day.
- The class looks *dirty*.
- She loves *floral* skirts.

### Rule 5 – Sentences with Adjuncts

Adverbs, [adverbial phrases](#), [adverb clauses](#) and [prepositional phrases](#) can act as adjuncts and can appear any number of times and be placed anywhere in a sentence. Due to this very reason, there are rules to help you decide where you have to position them. The common sentence structures are SVA, ASVA, SVAA, ASVAA, SVOA, SVCA, etc. Look at the following examples.

Examples of sentences with adjuncts.

- I reached home *yesterday*.
- We are leaving *next week*.
- *After we finish our work*, we will help you out.
- There is a new hypermarket *at the end of the street*.
- He called us *as soon as he found out*.

## Rule 6 – Sentences with Indirect Objects

When there is just one object in a sentence, you need not have a second thought as it comes after the verb. What do you do when you have two [objects](#)? Are both the same? No, one is a [direct object](#), and the other is an [indirect object](#). In sentences with an indirect object, the indirect object is placed after the verb and before the direct object, the sentence pattern being SVIDO. In other cases, the indirect object becomes a part of a prepositional phrase. Here are some examples to help you understand.

Examples of sentences with indirect objects:

- The teacher gave *us* our marksheets.
- I send Christmas presents to *all my friends*.
- Joey danced *with Phoebe*.
- Keerthana made *Raam* a birthday card.
- My brother bought *me* a smart watch.

## Rule 7 – Sentences with Multiple Adjectives

The use of multiple adjectives to describe one particular [noun](#) in a sentence is allowed, but there is an order in which these adjectives are to be placed. The [order of adjectives](#) is as follows:

- Determiner
- Adjective of quantity
- Opinion
- Size
- Age
- Shape
- Colour
- Origin
- Material
- Qualifier/Purpose

Here are some examples for your reference.

Examples of sentences with multiple adjectives:

- My mother gave me *a big white teddy* bear for my birthday.
- There was *a huge circular* compartment in the cupboard.
- I am wearing *a red soft silk Banarasi* saree for my best friend's wedding.
- *The fifty-six year old historical arts* museum is being demolished.
- The bridesmaids wore *beautiful long black lace* dresses.



## 4.Wh-Questions

Wh-questions begin with *what, when, where, who, whom, which, whose, why* and *how*. We use them to ask for information. The answer cannot be *yes* or *no*:

**A:** *When do you finish college?*

**B:** *Next year.*

**A:** *Who is your favourite actor?*

**B:** *George Clooney for sure!*

### Forming Wh-questions

With an auxiliary verb

We usually form *wh*-questions with *wh-* + an auxiliary verb (*be, do* or *have*) + subject + main verb or with *wh-* + a modal verb + subject + main verb:

<i>Be: When <b>are</b> you leaving?</i>	<i>Who's <b>been</b> paying the bills?</i>
<i>Do: Where <b>do</b> they live?</i>	<i>Why <b>didn't</b> you call me?</i>
<i>Have: What <b>has</b> she done now?</i>	<i>What <b>have</b> they decided?</i>
<i>Modal: Who <b>would</b> she stay with?</i>	<i>Where <b>should</b> I park?</i>

Without an auxiliary verb

### Warning:

When *what, who, which* or *whose* is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb:

*What fell off the wall? Which horse won?*

*Who bought this? Whose phone rang?*

### Compare

<i>Who owns this bag?</i>	<i>Who is the subject of the sentence and this bag is the object. We use no auxiliary verb.</i>
---------------------------	---

*Who do you love most?*

*Who* is the object of the sentence and *you* is the subject. We use the auxiliary verb *do*.

ENGLISH AITK

## UNIT-2

### THE BROOK

1) Discuss the importance of the various places that the brook encounters on its journey.

**Ans.** The brook passes thirty hills and fifty bridges. It chatters and babbles and creates music as it flows. It travels through hills and vales, between ridges and underbridges, Philip's farm, fallow land and foreland, making its way through, with a blossom here and a trout there and many a grayling through obstructions of sand and gravel until it falls into the big river.

2) What does the poet want to convey through the poem, 'The Brook' ?

**Ans.** The brook is a symbol of the struggle of human life. The poet wishes to point out that just as ups and down do not deter the brook from its journey, similarly, human beings should also take the hurdles and sorrows in their stride.

3. What is the main theme of "The Brook"?

**Ans.** The main theme of the poem is the contrast between the fleeting nature of human life and the enduring power of the natural world. The brook's continuous flow symbolizes the ever-changing cycle of life and death, while the men who come and go represent the transient nature of human existence.

4. How is the journey of the brook similar to the journey of life and yet different?

**Ans.** There are various similarities between the brook and the journey of life, e.g., both have a beginning, a middle age and an end. There are struggles in the lives of both — the human life continues inspite of struggles and ups and downs and the brook continues to flow against all odds. But one thing is different — man is mortal, whereas the brook is eternal, man may come and man may go but the brook goes on forever.

5. Who is the speaker in "The Brook"?

**Ans.** The speaker of the poem is the brook itself. A small but lively stream, the brook seeks to merge with "the brimming river" and become part of something bigger than itself. Throughout the poem, it remains committed to this goal.

6. Discuss the metaphor in the poem.

**Ans.** In the poem, the brook's journey "to join the brimming river" represents the course of a human life—a person's journey from birth to death. This metaphor highlights the similarities between both journeys, like the way that the brook transforms from a lively, energetic little brook to a languid stream just like an energetic child gradually growing into adulthood and then old age.

### Summary

The poem **Brook** is written by Alfred Tennyson. He was a poet laureate of United Kingdom for much of the Victorian period. In this poem, the poet describes the brook's journey from its origin in hills to its destination. The poem celebrates the power and beauty of the nature and draws parallels between a winding brook and a man's journey through life.

The brook is a small stream and its journey begins in the highest hill ranges which are dwelling places of water birds like the coot and the heron. The brook's water among the fern is sparkled by the sunlight. As it rushes down into valley, its sound resembles the sound of the people at time of quarrel. It gradually passes through the hills, twenty small villages and fifty bridges.

As the brook flows over the stony paths, its water makes a chattering sound. This sound is high pitched and seems as musical notes. Its water swirls and creates a lot of bubbles. It flows over the pebbles and makes similar sound of people talking rapidly. It takes many curves to flow. It passes by the farm of Philips, by the cultivated land, fallows and fairy lands.

As the brook flows, it carries on its surface a blossom and foamy flakes. The fish like trout and

grayling are seen here and there. Water breaks are the breaks on the brook's surface caused by unevenness of its bed. These water breaks reflect the sun that makes appear silver. In the initial stage, the brook flows with lot of force.

As the brook near to the brimming river, its force becomes slow. It slowly moves by the lawns, grassy plots, and hazel covers. It moves the flowers-forget me not, grown for the happy lovers. Swallows often hunt for insects on the water surface. They skim the water surface to capture the insects. The sunlight on the water seems as a net on the sandy shallows.

The brook flows under the moon and the stars through the uninhabited place filled with brambles. It makes a murmuring sound as it flows. It stays for a while at the shingles bars and the cresses and passes. Finally, it joins the brimming river. With this, the brook's journey ends.

The poet reminds us that there is a similarity between the brook's journey and man's journey. The brook does not flow a straight path but meanders on around rocks and boulders without letting anything stop its path. Similarly man's journey is like brook's faced many challenges in life regardless finding new paths.

The poet points out a beautiful message to the readers through this poem. He says that the nature of the brook is eternal and continuously it flows from its sources and never ceases to exist. But man is mortal and his life is transitory. The poet indicates impermanency of human life by this line 'men may come and men may go'.

## **Reading skills**

### **1) SEQUENCING**

Sequence means putting things in a certain order. Sequencing gives writing a logical flow, making it easy to read and understand. In good writing, sentences are arranged in a particular sequence, so that the reader is able to see the structure of the argument and is able to follow the logical progression of thought.

What are kinds of sequences?

- A. There are the four kinds of sequences, they are
1. Chronological: according to time, such as when describing events.
  2. Spatial sequence: according to space, such as when describing places or a scene.
  3. Logical sequence: according to a cause effect relationship, such as when emphasizing the interconnection of ideas, events.

### **Sentence Rearrangement Tricks**

- Read the jumbled sentences with proper focus and at least twice. This will help you to identify the theme of the paragraph and thus it will be easier to arrange the sentences afterwards.
- Sometimes the first sentence is constant, this makes it easy to identify the sequence of the lines. In case there are no starting sentences, you have to identify the first sentence. You can also opt for the elimination method by removing the wrong choices and from the remaining sentences choose the correct one.
- Always remember most of the sentences will start with a fact, issue, idea, narration, quote.
- After fixing your first sentence, move on to the body of the paragraph. It should mainly include more information about the topic, issues, or problems.
- To complete the whole paragraph you will need a conclusion. The last sentences will include feedback, comment, suggestions, etc.
- It is always advised to connect one sentence to another, connecting the dots will help you to solve the sentence rearrangement easily.

## **Writing Skills:**

## 1) Paragraph Writing:

A paragraph is a group of sentences that are connected and make absolute sense. While writing a long essay or letter, we break them into paragraphs for better understanding and to make a well-structured writing piece. Paragraph writing on any topic is not only about expressing your thoughts on the given topic, but it is also about framing ideas about the topic and making it convenient for the readers to follow it. In English paragraph writing, it is essential to focus on the writing style, i.e., the flow and connection between the sentences.

Therefore, a paragraph must be written in simple language in order to avoid any interruption while reading. In order to write a paragraph on any topic, you can refer to the samples given below and write a paragraph without any hindrance.

## Process of writing a Paragraph:

In order to determine how to write a paragraph, you will have to find a good topic and collect enough information regarding the topic. Once you find the supporting details, you can start framing the sentences, connect the sentences following a sequence, and find a perfect concluding sentence. To understand it better, we have provided a few paragraph writing examples for your reference.

- **Find a Topic Sentence:** It is the first sentence which is an introduction to the given topic. It gives the main idea of what the paragraph would be about.
- **Supporting details:** These are the details that can be collected from various sources. It comprises information related to the topic that gives strong support to the main topic.
- **Closing sentence:** It is the last sentence that ends the paragraph and restates the whole idea of the paragraph. It is basically the concluding sentence that gives the basic idea of the whole topic.

## Types of Paragraphs:

It is essential to know the types of paragraph writing before you write about any given topic. Therefore,

Majorly, there are four types of paragraph writing, i.e., narrative, descriptive, expository, and persuasive.

- **Descriptive:** This kind of writing basically describes the topic and appeals to the five senses.
- **Narrative:** These kinds of writing are basically a narration of a story or a situation that includes a sequence.
- **Expository:** These kinds of writing are a definition of something. These paragraphs require a lot of research.
- **Persuasive:** These kinds of writing aim to make the audience admit a writer's point of view. These are mostly used by the teachers to provide a strong argument.

## Paragraph Writing Format:

There is no specific format for writing a paragraph, as it is a narration of your own thoughts, ideas, and vision. Also, there are no restrictions to your writing. But a paragraph is called a well-written paragraph when this sequence is maintained — a topic sentence, then the description, and then the concluding statement.

## Grammar:

### Types of Articles

There are three articles in English – ‘a’, ‘an’ and ‘the’. These articles are divided into two types namely:

- Definite Article
- Indefinite Article

#### Definite Article

Among the three articles, ‘the’ is said to be the definite article. A definite article is used to determine something that is specific or particular. It is also used before [plural nouns](#) and to indicate the [superlative degree of comparison](#). Furthermore, it can be used before [collective nouns](#) as well.

For example:

- **The** Sun sets in **the** west.

In the above sentence, the nouns ‘Sun’ and ‘west’ are [proper nouns](#) and are specific and so the definite article has to be used.

- **The** children are playing cricket.

In the above sentence, the definite article is used to determine the plural noun, ‘children’.

- This is **the** world’s longest river.

In the above sentence, the definite article is used to denote the superlative degree of comparison.

- **The** crowd sang along with **the** band.

In the above sentence, the definite article is used before the collective nouns, ‘crowd’ and ‘band’.

#### Indefinite Article

The articles ‘an’ and ‘a’ are termed as indefinite articles. An indefinite article, as the name suggests, is used to indicate something that is not definite or specific. It can also be used before [singular nouns](#).

Among the indefinite articles, ‘an’ is used before singular nouns that start with vowel sounds and ‘a’ is used before singular nouns that begin with consonant sounds.

For example:

- I had **an** apple for breakfast.
- Do you have **an** eraser?
- I saw **an** aeroplane.
- She has **a** pet dog.
- My father is **a** doctor.
- My brother gave me **a** calculator.

## Usage and Exceptions :

Articles are used extensively by [English language](#) users, and for this very reason, it is important to know where and where not to use them. In order to have a thorough knowledge of how to use the right articles in the right places, have a look at the following.

### A or An?

The article 'an' is normally used before words that begin with vowel sounds. However, this is often confused with the idea that it can be used before words that start with a vowel. Look at the examples given below to understand how this works.

- 
- I have **an** umbrella.
- This is **an** orange.
- **An** elephant was crossing the road.

If you see here, the words 'university' and 'unique' start with a vowel. However, it does not have a vowel sound but a consonant sound 'yu' in the beginning. It is because of this reason that the indefinite article, 'a' is used instead of 'an'.

- 
- Studying in **a** university will give you a lot of exposure.
- This is **a** unique way of communicating with birds.

In the examples given below, 'an' is used before 'MBA' and 'hour' though they are words starting with consonants. This is because the word 'MBA' starts with 'm' which has a vowel sound (em) in the beginning. Likewise, the 'h' in the word 'hour' is silent, thus having a vowel sound in the beginning.

- 
- I have completed **an** MBA degree.
- It took **an** hour to reach the airport.

### Exceptions

Words starting with a vowel, but use 'a' instead of 'an':

- One
- University
- Unique
- Uniform
- Unit
- Eucalyptus
- Utensil
- Euro
- UFO

Words starting with a consonant, but use 'an' instead of 'a':

- Hour
- Honest
- Hourly
- MBA
- MBBS
- MA
- MSc
- MMR
- MCom
- MLA
- NCC
- Honorary
- X-ray
- Xmas

There are also some cases in which you will have to use the indefinite article ‘the’ before a [common noun](#). Look at the following set of sentences to understand how this works.

Example 1: My brother and I are going for **a** wedding reception. **The** reception is held in an open lawn at 7 p.m.

Example 2: I saw **a** dog at the end of the street. **The** dog came running to me.

Example 3: Tharun watched **a** movie yesterday. He felt that **the** movie was too slow.

### **Examples of Articles**

- **The** English teacher is absent today.
- I saw **a** bird sitting on **the** tree in front of my house.
- Not many know how to use **an** oven properly.
- Tom has **a** cat.
- We are going to buy **a** dress for our daughter.
- Carry **an** umbrella. I am sure it will rain.
- Keren found **a** puppy on the road.
- **The** parents have been asked to attend **a** meeting tomorrow.
- **The** committee has decided to bring down **the** fuel rates.
- Due to **a** hartal, **the** shops have been closed.

### **Omission of articles**

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before a noun that refers to an abstract idea. Look at the following examples:



Incorrect: *Let's go out for **a dinner** tonight.*

Correct: *Let's go out for **dinner** tonight.*

Incorrect: ***The creativity** is a valuable quality in children.*

Correct: ***Creativity** is a valuable quality in children.*

**Tip:** The words for many [languages and nationalities](#) are not preceded by an article.

Incorrect: *I studied **the French** in high school for four years.*

Correct: *I studied **French** in high school for four years.*

**Tip:** Sports and academic subjects do not require articles.

Incorrect: *I like to play **the baseball**.*

Correct: *I like to play **baseball**.*

Incorrect: *My sister was always good at **the math**.*

Correct: *My sister was always good at **math**.*

## **II)Preposition:**

A preposition is a short word that is employed in sentences to show the relationship nouns, pronouns or [phrases](#) have with other parts within the respective sentences. Prepositions are normally found positioned in the latter part of the sentence, but before a [noun](#) or [pronoun](#).

### **Uses of Prepositions**

Prepositions are seen to show some key characteristics and perform some vital functions when used in sentences. Let us look at the various uses of prepositions in English.

- They are used to show the direction of something.
- They can refer to the time of something happening.
- They can be used to denote the position or location of an object in the sentence.
- They are also used to represent spatial relationships.
- Prepositional phrases, in particular, can be used to do all of these when used in sentences.

### **Types of Prepositions**

Based on the different uses and functions of prepositions, they can be divided into four main types. They are as follows:

- **Prepositions of Time** – used to show when something is happening.

For example:

-

- We will be meeting **on** Friday.
- The supermarket will be closed **from** 9 p.m. **to** 9 a.m.
- Can you come **after** some time?
- We have been asked to work from home **until** the end of May.
- The whole country was asked to stay home **during** the pandemic to ensure safety and well-being.

- **Prepositions of Place** – indicate the place or position of something.

For example:

- 
- I have kept the book I borrowed from you **on** the table.
- Henry hid **behind** the door.
- The dog jumped **over** the fence.
- Can you place the red roses **in between** the white daisies?
- He was waiting **in front of** the EB office.

**Prepositions of Direction** – used to denote the direction in which something travels or moves.

For example:

- 
- The girl ran **toward** her father the moment she saw him.
- Jerry jumped **into** the river to help his sister.
- Veena passed the book **to** Priya.
- When will Salvia be returning **from** London?
- Neena lives **across** the street.

**Prepositions of Location** – employed to denote the location of a particular object.

For example:

- 
- Kenny would be staying **at** his cousin's place for the weekend.
- Make sure you keep all the toys back **in** its place after you play.
- I lay **on** the floor for a really long time.

**Prepositions of Spatial Relationship** – used to denote an object's movement away from the source and towards a source.

For example:

- 
- Navya sat leaning **against** the wall.
- The circus was stationed **opposite** the children's park.
- Lakshmi sat **beneath** the trees.
- Shankar sat **beside** the stairs.
- We spent the evening walking **around** the lake.

**Prepositional Phrase** – a combination of a preposition and a noun(the object it is affecting).

For example:

- 
- See to it that you reach the venue **on time**.
- The medicines you asked for are **out of stock**.
- Why don't we try taking classes outside **for a change**.
- Make sure you fill in all the forms **at once**.
- Salmaan was able to finish it only **with the help of** his friends.

### Examples of Prepositions Used in Sentences

To know how exactly prepositions can be used in sentences, check out the following sentences.

- I will be going **to** church **in** the morning.
- She placed the plates **on** the dining table.
- Baskar found the cat hiding **under** the bed.
- Will you be **with** Raimy or Mazeeka?
- I love sitting **on** the beach **at** night.
- Rachel met Phoebe **by** the lake.
- Finn stood **opposite** Lisa.
- The grocery store is right **in front of** the bus stop.
- My brother climbed **onto** the roof.
- It feels great to sit **beneath** the trees and read.

### Commonly Confused Prepositions

With the huge number of prepositions in the English language, it almost seems impossible to have no confusion at all. Here is a list of prepositions that cause confusion among the users of the language.

- **In/On/At**

These three prepositions can be used to depict both time and position. Take a look at the table below to have a better understanding of how it works.

Prepositions of Place		
In	On	At
Can be used to show general locations like neighbourhoods, cities, countries and places with a boundary	Can be used to refer to more specific locations like streets, avenues, islands, surfaces and large vehicles	Can be used to refer to very specific locations

For example: I live <b>in</b> India. We will be staying <b>in</b> a hotel tonight.	For example: Latha stays <b>on</b> the fourth floor. The book you are looking for is <b>on</b> the rack.	For example: You can find us <b>at</b> the park. She is <b>at</b> home now.
---	---	--

**Prepositions of Time**

<b>In</b>	<b>On</b>	<b>At</b>
Can be used to depict general timings like months, years, the week, days of the month and centuries and parts of days	Can be used to refer to dates, days of holidays with 'day' (for example – Republic day)	Can be used to denote very specific time, times of the day and holidays without 'day' (for example – Easter)
For example: Dan was born <b>in</b> 2000. Technological development in the field of science and medicine reached its zenith <b>in</b> the 21st century.	For example: There is a national parade every year <b>on</b> Republic day. All of us will be at home <b>on</b> Christmas day.	For example: We decided to meet <b>at</b> 4 p.m. I wished my brother <b>at</b> midnight.

- To/From**

*To* and *from* are two other prepositions that create confusion.

<b>To</b>	<b>From</b>
Used to denote the end location	Used to denote the starting location
For example: We went <b>to</b> Sri Lanka with my family. I gave my coat <b>to</b> Sandra.	For example: Have you started <b>from</b> Bangalore? I received a letter <b>from</b> my father.

- By/With**

The prepositions *by* and *with* have various meanings. They sometimes appear to be confusing for a second language learner of English

<b>By</b>	<b>With</b>
Near or next to. For example: Is the post office <b>by</b> the bus stop?	In the company of For example: Glint went to Chennai <b>with</b> his friends.
A given time or not later than For example: See that you reach the exam hall <b>by</b> 8:30 a.m.	In addition to For example: would you like to have tea <b>with</b> breakfast?

Denotes the doer of the action mentioned in a sentence  
For example: The poem was written **by** my brother.

By means of  
For example: I cut my birthday cake **with** a fruit knife.

## Vocabulary:

### I) Homophones:

*Homophones* are words that sound the same but have different meanings. They can be spelled the same or differently.

An etymological breakdown of the word can help you remember what it

means: *Homos* (ὁμός) is the Greek word for “same,” and *phone* (φωνή) means “sound.”

A few examples of *homophones* that are spelled the same are:

**Bark** /ba:tk/ (Noun: Cry that comes from certain animals or the outer layer of a tree)

**Bark** /ba:rk/ (Verb: To make the characteristic sound of a bark or give orders aggressively)

**Plain** /plem/ (Noun: An extensive area of flat, tree-less land)

**Plain** /plem/ (Adjective: Unadorned, not decorated, or simple)

**Quail** /kweil/ (Noun: A type of bird)

**Quail** /kweil/ (Verb: To feel frightened or show apprehension)

*Homophones* that are spelled differently include:

*They're, there, and their* /ðer/

*To, too, and two* /tu:/

*It's and its* /its/

*Tail and tale* /teil/

*By, bye, and buy* /bai/

### II) Homographs:

*Homographs* are words that are spelled the same but differ in meaning or pronunciation. We already know what *homos* means, but knowing that *graph* (γράφω) is the Greek word for writing can help you remember what *homographs* are.

*Homographs* that have **different pronunciations** are called *heteronyms* and include:

**Minute** /'mɪnɪt/ (Noun: Sixty seconds)

**Minute** /maɪ'nu:t/ (Adjective: Extremely small)

**Tear** /tɪr/ (Noun: A drop of liquid secreted from the eye)

**Tear** /ter/ (Verb: To rip something by pulling it apart)

**Lead** /led/ (Noun: A chemical element)

**Lead** /li:d/ (Verb: To go in front of someone or something and guide them in the right direction)

The word “bow” is a homograph that has several other definitions.

Below you'll find a few examples of *homographs* that have **identical**

**pronunciations**. Please keep in mind that the words can have various meanings that are not listed here.

**Ring** /rɪŋ/ (Noun: A piece of jewelry worn around a finger)

**Ring** /rɪŋ/ (Noun: A sound, especially one a phone makes)

**Kind** /kaɪnd/ (Noun: A group of people with similar characteristics)

**Kind** /kaɪnd/ (Adjective: Describes someone as gentle, caring, and friendly)

**Fan** /fæn/ (Noun: A person with a strong interest or admiration for someone or something)

**Fan** /fæn/ (Noun: A device or apparatus that creates a current of air to create a cooling effect)

### **III) Homonyms?**

There are two schools of thought when it comes to what homonyms are. Some people view homonyms as a sort of umbrella term that includes both homographs and homophones.

both *homographs* and *homophones*. In other words, they're words that are *spelled* and *pronounced* the same but have different meanings—like *pitcher* the athlete and *pitcher* the type of container.

In any case, the most important thing to remember is that *homophones* are words that **sound** the same but have different meanings. *Homographs* are words that are **spelled** the same but mean different things.

## **Unit-3** **ELON MUSK**

**Introduction:** The present lesson ELON MUSK is a biography of Elon Musk. Elon Musk is one of the toppest businessmen in the world. In this biography, it is said about his passion, vision, determination and commitment to innovations. The lesson says to readers about the journey of a young entrepreneur and how he became a multi-billionaire tech mogul.

**Early life:** He was born on 28<sup>th</sup> June 1971 in Pretoria in South Africa. After his parents divorced, he was lived with his father. His father was an electromechanical engineer. His father greatly influenced Elon from his childhood towards computer programming. So he displayed an insatiable curiosity and a penchant for technology. And He was particularly interested in computer programming.

**Education:** He completed his high school education in South Africa. After, he immigrated to Canada. Later he completed a dual bachelor degree in physics and economics in the University of Pennsylvania. While he was in the university, he showed early signs of his entrepreneurial spirit by starting Zip2 in 1995. This venture laid the foundation for Musk's future success and cross many mile stones.

### **His Innovations:**

#### **1. Zip 2:**

Zip 2 provided online business directories and maps for newspapers. It prospered and was acquired by Compaq for over \$300 million in 1999.

#### **2. X.com and PayPal:**

In 1999, he founded X.com, which later became PayPal which facilitated online transactions, revolutionizing e-commerce. In 2002, eBay acquired PayPal for \$1.5 Billion.

#### **3. Space X - The mass Pioneer :**

In 2002, Musk founded Space X (Space Exploration Technologies Corp. ) with the goal of

reducing space transportation costs and enabling human colonization of Mars. In 2008, it launched Falcon1, in 2010 Falcon9 and in 2022, first manned mission in orbit.

**4. Tesla- Revolutionizing the Auto Industry :**

In 2004, Musk joined Tesla as Chairman and later became CEO and Product Architect. His vision extended beyond electric cars, he aimed to create a sustainable energy ecosystem.

**5. The Boring Company and Hyper loop :**

He found The Boring Company in 2016 to address Urban congestion by developing underground transportation tunnels. He proposed Hyper loop, a high-speed transportation concept to revolutionize a long- distance travel.

**6. Neural ink and Neural Interface Technology :**

In 2016, Musk co-founded Neural ink, a nanotechnology start-up. It integrates the human brain with artificial intelligence by devices that can be embedded in the brain. This could treat neurological disorders and enhance human cognition.

**Conclusion:** Elon ' s journey from a young entrepreneur to a multi- billionaire tech mogul is a testament to his innovation, vision and determination. His contribution to technology, science and industry has left an indelible mark on the twenty-first century. His unwavering commitment to innovation continues to shape the future.

**Reading**

**Drawing Inferences**

Inferences are evidence-based guesses. They are the [conclusions](#) a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in everyday life. If your best friend comes in from a blind date and looks utterly miserable, you would probably infer the date was not a success. Drawing inferences while you read requires exactly the same willingness to look at the evidence and come to a conclusion that has not been expressed in words. Only in reading, the evidence for your inference consists solely of words rather than actual events, expressions, or gestures.

**Exercise 1**

**Directions:** Each item in this exercise describes a famous person. It's your job to infer the name of the person described.

**1.** A small-town lawyer from Illinois, tall and lanky with an Adam's apple that could have gone down in the Guinness Book of Records had it existed in the nineteenth century. Nevertheless, he changed the face of American history, steering it through a civil war that left both sides bloody. Who knows what more he could have done had an assassin's bullet not cut him down.

The person described is \_\_\_\_\_

In drawing the correct inference, which piece of information is more useful:

- a. He had a big Adam's apple.
- b. He steered the nation through a civil war.

Explain your answer:

---

**2.** Glittering and shaking to the strains of "Proud Mary," this lady ruled the stage in the sixties, but Ike ruled the roost until she walked out the door. It took her almost a decade to get back on top but she still remains

one of pop's great divas. Closing in on sixty, she can still belt out rock and roll with singers half her age, and "Simply the Best" just may qualify as her own personal theme song.

The person described is \_\_\_\_\_

In drawing the appropriate inference, which piece of information is more useful.

- a. She ruled the stage but Ike ruled the roost.
- b. She was a popular singer in the sixties.

## Exercise 2

**Directions:** For each situation, draw what you think is an appropriate inference.

1. You have just gotten a pit bull puppy from an animal shelter. He's lovable but nervous. If you raise your voice for any reason, he cowers and trembles. If you scold him, he hides. When you got him from the shelter, he had a slight limp and a deep scratch across his nose.

Inference:

---

2. You are a high school student sitting in class when a substitute teacher walks in and announces that your regular teacher is ill. Everyone in the class including you erupts in applause. The substitute raps his knuckles on the desk for order, but the students ignore him and talk louder.

Inference:

---

## Exercise 3

**Directions:** Each item in this exercise introduces a topic. Six specific statements about the topic follow. Read them carefully. Then choose the more appropriate inference.

1. *Topic:* Shakespeare in nineteenth-century America

*Specific Statements:*

- a. In the early nineteenth century, Shakespeare was the most widely performed playwright in both the North and Southeast.
- b. In the first half of the nineteenth century, English and American actors could always earn money by performing Shakespeare in towns both big and small.
- c. American audiences were famous for their participation in performances of Shakespeare's plays: They hurled eggs and tomatoes at the villains and cheered and whistled for the heroes.
- d. By the end of the nineteenth century, theater owners claimed that most ordinary people couldn't understand Shakespeare, and they were refusing to stage his plays.
- e. In the early 1800s, theater goers in big cities could often choose between three different productions of *Macbeth* or *Romeo and Juliet*; by the end of the nineteenth century, it was hard to find one production of a Shakespeare play, let alone several.

## Writing



## **D)Paraphrasing**

### ***What are the three types of paraphrasing?***

One might paraphrase for three different purposes:

- To clarify the information from the original source material.
- To organize or reorganize the ideas from the original source material.
- To broaden or narrow the scope of information taken from the original source material.

### ***What is paraphrasing and what is its purpose?***

The purpose of paraphrasing is to be able to utilize source material in a way that fits seamlessly within a student's academic writing. Direct quotes do not always fit in as one wants them to, and paraphrasing allows students to manipulate the wording while maintaining the idea.

### ***What are the steps for paraphrasing?***

The steps for paraphrasing are as follows:

- Ensure a deep understanding of the source material by reading, re-reading, and seeking clarification for any confusion.
- Reword or rephrase the information into a completely new structure.
- Cite the original source
- Following the format assigned by the teacher (MLA, APA, etc), complete a works' cited page at the end of the paper to fully credit the authors.

## **#1 Example of Paraphrasing**

<b><u>Original</u></b>	<b>Paraphrased</b>
<p>Apples are domesticated trees and fruit of the rose family which is one of the most widely cultivated tree fruits. They are predominantly grown for sale as fresh fruit, although apples are also used commercially for vinegar, juice, jelly, applesauce, and apple butter and are canned as pie stock.</p> <p>Fresh apples are either eaten raw or cooked. Cooked apples are used in a variety of ways. They are frequently used as a pastry filling, apple pie being the archetypal American dessert.</p>	<p>Apples are domesticated trees and fruit of the rose family, and they are one of the most widely cultivated tree fruits. Apples are primarily grown for fresh fruit sales, though they are also used commercially in the production of vinegar, juice, jelly, applesauce, and butter, as well as canned pie filling.</p> <p>They are consumed either raw or cooked. However, a variety of recipes call for cooked apples. Apple pie is the most iconic American dessert, where apples are frequently used as a filling for pastries.</p>

## #2 Example of Paraphrasing

<u>Original</u>	<u>Paraphrased</u>
<p>The word paper originated from the reedy plant papyrus. Papyrus plants grow abundantly along the Nile River in Egypt. Prior to the invention of the paper machine, papermaking can be traced to about 105AD, when Ts'ai Lun— an official in the Imperial court of China, created a sheet of paper by using mulberry, old rags, and other bast fibers along with fishnets, and hemp waste.</p>	<p>The term "paper" comes from the name of the reedy plant papyrus which thrives along Egypt's Nile River. Prior to the invention of the paper machine, papermaking can be traced back to 105AD, when Ts'ai Lun, an official in the Imperial court of China, created a sheet of paper from mulberry and other bast fibers, as well as fishnets, old rags, and hemp waste.</p>
<p>By the 14th century, a number of paper mills existed in Europe. And later in 1798 Nicolas-Louis Robert in France constructed a moving screen belt that would receive a continuous flow of stock and deliver an unbroken sheet of wet paper. In 1800 a book was published comprising practical methods for manufacturing paper from wood pulp and other vegetable pulps.</p>	<p>By the 14th century, Europe had several paper mills. Later, in 1798, Nicolas-Louis Robert in France built a moving screen belt that would take in a constant flow of stock and deliver an intact sheet of wet paper. In 1800, a book was published that detailed practical methods for making paper from wood pulp and other vegetable pulps.</p>

## II) Summarizing

Summarization is a process of automatically condensing and rewriting a large chunk of text to create a small, crisp summary. A summarization system should give the reader most of the information present in the original document while also ensuring that no information has been lost during condensation.

The application of summarization systems is extensive, such as: helping the reader to get a quick understanding of an article, saving time for analysts and researchers in their information-gathering process, reducing the amount of written text that students need to read and understand (in educational contexts), and even increasing efficiency and productivity in business settings.

### Summary Writing Format

- When writing a summary, remember that it should be in the form of a paragraph.
- A summary begins with an introductory sentence that states the text's title, author and main point of the text as you see it.
- A summary is written in your own words.
- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
- Identify in order the significant sub-claims the author uses to defend the main point.
- Copy word-for-word three separate passages from the essay that you think support and/or defend the main point of the essay as you see it.

- Cite each passage by first signaling the work and the author, put “quotation marks” around the passage you chose, and put the number of the paragraph where the passages can be found immediately after the passage.
- Using source material from the essay is important. Why? Because defending claims with source material is what you will be asked to do when writing papers for your college professors.
- Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point.

### **III) Note making**

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

#### **Methods of Note-taking:**

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

#### **Systems of Note-making:**

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

#### **1. Heading and Subheading:**

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

#### **2. Content:**

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

#### **3. Comprehensibility:**

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

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

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

### **Formats of Note-making:**

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

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

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

#### **Mind Map (A visual note-making strategy):**

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

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

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

#### **Question and Prompt Format (A visual strategy):**

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

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

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

### **Benefits of Note-making:**

Given below are the benefits of note-making:

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

### **Grammar:**

#### **I) Verbs & Tenses :**

In English language there are twelve tenses

## English tenses examples: verb tenses chart

	Past	Present	Future
<b>Simple</b>	I <b>helped</b> my neighbor yesterday.	I <b>help</b> my neighbor every day.	I <b>will help</b> my neighbor tomorrow.
<b>Perfect</b>	I <b>had helped</b> my neighbor clean his attic before I fixed his car.	I <b>have helped</b> my neighbor too much this week.	I <b>will have helped</b> my neighbor a hundred times by the end of the month.
<b>Continuous</b>	I <b>was helping</b> my neighbor when he <b>brought</b> me iced tea.	I <b>am helping</b> my neighbor while he fixes up his house.	I <b>will be helping</b> my neighbor next month when he moves.
<b>Perfect continuous</b>	I <b>had been helping</b> my neighbor for a year before he finally thanked me.	I <b>have been helping</b> my neighbor since I moved in.	I <b>will have been helping</b> my neighbor for a year next month.

### Past tenses

#### **Simple past**

We use the [simple past](#) to show actions completed in the past, with no extra emphasis.

For regular verbs, you form the simple past tense by adding the suffix *-ed* to the end of the verb (or just *-d* if the past tense verb already ends in an *e*).

Be careful of [irregular](#) past tense verbs, however. These don't follow the normal rules and use their own unique forms for the past tense. For example, the past tense of the irregular verb *go* is *went*.

Regular verbs: *I **picked up** the glass, but it **dropped** from my hand.*

Irregular verbs: *This morning I **went** to the store, but I **forgot** the milk.*

#### **Past perfect:**

[*had*] + [past participle]

What if you're talking about two different actions in the past and want to show that one happened before the other? The [past perfect](#), also known as the pluperfect, shows that one past action happened earlier than another one.

*She **had arrived** at the office before she realized it was Sunday.*

*I ran to my car when I noticed my wife **had left** already.*

#### **Past continuous**

[*was/were*] + [present participle]

Use the [past continuous](#) to show an ongoing action in the past, especially if the action was interrupted by another action. It's also used for habitual actions that occurred in the past but not in the present. It's usually used with adverbs like *always* or adverb phrases like *all the time*.

*My dog **was whimpering in his sleep** when the TV woke him up.*

*As kids, my friends and I **were always getting** into trouble.*

#### **Past perfect continuous**

[*had*] + [*been*] + [present participle]

The [past perfect continuous](#) tense is used just like the past perfect tense, except it describes ongoing actions that happened in the past instead of a one-time occurrence. It's often used with the words *when*, *until*, and *before* to connect it to another past action.

*Before he got his first job as a writer, he **had been working** as a proofreader.*

*I **had been living** on my friend's couch for a year until they kicked me out.*

## Present tenses

### Simple present

The [simple present](#) is the most basic of the English tenses. It's used for individual actions or habitual actions in the present.

Often the simple present is just the root verb with no changes or additions. The main exception to this is when the subject is third person and singular. In this case you add the suffix *-s*. If the verb ends in *o*, *ch*, *sh*, *th*, *ss*, *gh*, or *z*, you add *-es*. If the verb ends in a consonant and *y* (and the subject is third-person singular), drop the *y* and add *-ies*.

*Today I **feel** like a million bucks!*

*My brother **carries** the groceries while my sister **stays** on the couch.*

### Present perfect

[*have/has*] + [past participle]

Although it's quite common, the [present perfect](#) is one of the most difficult English verb tenses. It is used to describe a few different types of actions, including:

- an ongoing action started in the past that is not yet completed
- the same action completed multiple times in the past and likely to be completed again
- an action completed very recently (usually with *just* or *now*)
- an uncompleted action that is expected to be finished (in the negative)

Additionally, the present perfect can be used to emphasize the significance of a completed action, especially one that happened over time.

*We **have tricked** him every [April Fool's Day](#) since we were kids.*

*My niece **has grown** so much this year!*

### Present continuous

[*am/is/are*] + [present participle]

Use the [present continuous](#) to show an action happening right now or in the near future.

*I **am reading** The Hitchhiker's Guide to the Galaxy *for the fifth time!**

*We **are eating** pizza tonight.*

### Present perfect continuous

[*have/has*] + [*been*] + [present participle]

The [present perfect continuous](#) shows an ongoing action in the present that was started in the past. It is often used to emphasize the length of time.

*We **have been waiting** for over an hour!*

*The team **has been practicing** nonstop for the tournament.*

## Future tenses

### Simple future

Use the [simple future](#) for actions that have not happened yet but will later. To form the simple future, just place the modal verb *will* before the root form of the main verb. (Note that if the action will happen in the **near future**, you can use the present continuous instead.)

*She **will be** president one day.*

*I **will not go** to the wedding without a date!*

### **Future perfect**

[will] + [have] + [past participle]

The **future perfect** shows an action that will be completed in the future by a specified time. Because it depends on another time, the future perfect is often used with words like *by*, *before*, *at*, or *when*.

*By the time you read this, I **will have** already **left**.*

*She **will have eaten** lunch before her sister even wakes up.*

### **Future continuous**

[will] + [be] + [present participle]

Use the **future continuous** tense for future actions happening over a period of time, especially when a specific time is mentioned. The future continuous tense also shows more certainty and likelihood than the simple future.

*By this time tomorrow, I **will be drinking** margaritas on the beach.*

*We **will be attending** a meeting from noon until 3 p.m.*

### **Future perfect continuous**

[will] + [have] + [been] + [present participle]

The **future perfect continuous** depicts future ongoing actions that continue up until a certain point. Like the future perfect and future continuous, it's used with a specified time.

*In ten minutes, my parents **will have been waiting** in traffic for four hours.*

*I **will have been eating** healthy for a whole year by September.*

## **II) Subject Verb Agreement :**

**Rule 1-** The use of a singular verb with a singular subject and a plural verb with a plural subject. The subject can be a **noun**, a **pronoun** or even a noun phrase. If it is a pronoun, the subject-verb agreement is done with reference to the **person of the pronoun**.

For example:

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

**Rule 2-** When using the 'be' form of verbs, there is an exception. In this case, the verb is used according to the number and person of the subject. Check out the following table to see how it works with different pronouns.

Person	Pronoun	Verb	Example
First person singular	I	am	I am confident.
First person plural	We	are	We are confident.

Second person singular/plural	You	are	You are confident.
Third person singular	He	is	He is confident.
	She	is	She is confident.
	It	is	It is amazing.
Third person plural	They	are	They are confident.

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

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

**Rule 3-**The use of 'have' and 'has' in the [present perfect tense](#), the [present perfect continuous tense](#) and as a [main verb](#) is also dependent on the subject. All singular subjects use 'has' and all plural subjects use 'have'.

For example:

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

**Rule 4-**Compound subjects combined using the conjunction 'and' take a plural verb.

For example:

- *Krish and Radha are on their way to the airport.*
- *Caren, Sheela and Akash have completed their assessments.*

**Rule 5-**When more than one noun is joined by the [conjunction](#) 'or', the subject is considered to be singular and a singular verb is used.

For example:

- *Celery or spring onion works fine.*



- *Your mom or dad has* to be here in an hour.

**Rule 6-Sentences with pronouns such as anybody, anyone, no one, somebody, someone, everybody, everyone, nothing and nobody are treated as singular subjects and will therefore use a singular verb.**

For example:

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

**Rule 7-For sentences using ‘either..or’ and ‘neither..nor’, the verb should agree with the noun or pronoun that comes just before it.**

For example:

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

**Rule 8-When sentences have subjects like police, news, scissors, mathematics, etc. (nouns that are plural by default), the verb used should be plural.**

For example:

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

**Rule 9-When a negative sentence is written, the ‘do’ verb is used and it has to match the subject.**

For example:

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

**Rule 10-Interrogative sentences also take the help of the ‘do’ verb. As far as the subject-verb agreement of interrogative sentences is concerned, the first verb (‘be’ verb or ‘do’ verb) has to be aligned with the subject of the sentence.**

For example:

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

**Rule 11-When you have sentences that begin with ‘here’, ‘there’, ‘this’, ‘that’, ‘those’, ‘these’, etc., always remember that the subject follows the verb and therefore the verb has to be conjugated with reference to the subject.**

For example:

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

**Rule 12-Abstract nouns and uncountable nouns are considered as singular subjects, so make sure you use a singular verb along with it.**

For example:

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

**Rule 13-When the subject refers to a period of time, distance or a sum of money, use a singular verb.**

For example:

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

**Rule 14-The next rule is based on the use of collective nouns as subjects. Remember that when you have a collective noun as the subject of the sentence, the verb can be singular or plural based on the sentence and the context.**

For example:

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

**Rule 15-In sentences that have adjectives such as ‘all’, ‘a lot of’, ‘lots of’ or ‘some’ are used along with nouns to form a phrase that acts as the subject of the sentence, the verb is used according to the noun just before it.**

For example:

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

**Rule 16-When a sentence begins with ‘each’ or ‘every’ as the subject, it is considered singular and so the verb has to be singular too.**

For example:

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

**Rule 17-When you are using a sentence to express a wish or a sentence expressing a request, verbs are used a little differently from other sentences.**

For example:

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

### **Vocabulary:**

#### **I) Compound Words**

#### **Types of Compound Words**

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

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

#### ***Open Compound Words***

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

For example:

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

#### ***Closed Compound Words***

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

For example:

- Bedroom
- Keyhole
- Football
- Backspace
- Armchair

### *Hyphenated Compound Words*

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

For example:

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

## **II) Collocations**

Collocations are words that commonly go together to form phrases. They are an important aspect of English language learning, as they can help to improve your fluency and accuracy in the language.

### **Common English collocations**

1. Make a decision: "I need to make a decision about which college to attend."
2. Take a shower: "I usually take a shower in the morning before work."
3. Have a meal: "Let's have a meal together this weekend."
4. Break a habit: "It's difficult to break a habit like smoking."
5. Catch someone's attention: "The bright colors caught my attention."
6. Get a job: "I'm hoping to get a job in the marketing industry."
7. Give an answer: "Can you give me an answer to the question?"
8. Take a break: "I need to take a break from work and go for a walk."
9. Make progress: "I'm making progress with my English language skills."
10. Do a favor: "Can you do me a favor and pick up some groceries?"
11. Keep in touch: "Let's keep in touch and catch up soon."
12. Pay attention: "It's important to pay attention during class."
13. Break the news: "I had to break the news to her that the project was canceled."
14. Take an exam: "I have to take an exam next week for my English class."
15. Make a mistake: "Everyone makes mistakes sometimes."
16. Have fun: "I always have fun when I'm with my friends."
17. Give a speech: "The CEO will give a speech at the conference next month."
18. Take a risk: "Sometimes it's good to take a risk and try something new."
19. Make a plan: "Let's make a plan for the weekend."
20. Keep an eye on: "Can you keep an eye on my bag while I go to the restroom?"

## UNIT-4

### The Toys of Peace Summary

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

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

With conflict comes a victor and a loser. Every child wishes to be on the winning side and the toys that Harvey has bought both boys simply do not provide Eric or Bertie with the same sense of victory. In reality Harvey's toys though historically important are not as exciting to Eric or Bertie. Something which is understandable. It is also noticeable that the boys are creative when it comes to Harvey's toys. They use the toys to create a battle scene. Much to the disappointment of Harvey. However Harvey appears to be forgetting that both Eric and Bertie are still children. The ways of the world outside conflict does not really interest them. If anything both boys may find Harvey's toys and his explanation on how to play with them boring. At least with their soldiers the boys know that there is a battle to be won or lost. There is a conclusion which may or may not be historically accurate. Accuracy is not an issue that should be considered important. What is important is that the boys enjoy playing with their toys and that they are allowed to be children.

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

activities Eleanor would serve herself better to accept that both boys are just children. She may be disappointed but her disappointment won't last. Just as Eric and Bertie playing with soldiers won't last. Like a lot of young boys it is just a period that they are going through. It would be unhealthy to force the boys to change the games that they play as this would only led to the stifling of their independence.

### **Writing Skills:**

#### **D)Letter Writing:**

Formal Letters, also called Business Letters or Professional Letters, are letters that are written in a strict and specific format. Formal letters are naturally much more formal in style than informal/friendly letters. Formal letters can be written for a number of reasons such as,

- to express your concerns while working in a professional setup
- to provide official information across your workspace
- to order goods, to apply for employment, etc.
- to the Editor of a newspaper addressing the problems faced by various groups of people in different areas, etc.

#### **Types of Formal Letters**

There are different types of formal letters, as discussed, and they can generally be labelled under the following terms:

- Business Letters
- Letters of Application
- Letters to Newspapers

#### ***Letters of Application***

Letters of Application usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- State the age, education and experience of the applicant.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters of Application should follow the format of formal/business letters.

#### ***Letters to Newspapers***

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic. No newspaper would publish anonymous letters, so make sure you are writing the letter for a cause and provide your name and address correctly.

## Writing a Formal Letter – Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

1. Always start with the **sender's address**
2. This is followed by the **date**.
3. The **receiver's address** comes next. The receiver can be the name of the firm or the one who represents the firm.
4. The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
5. The **salutation** can be *Dear Sir/Ma'am*. If it is a person you know well, you can address them by their name, *'Dear Shrinath'*.
6. The **body of the letter** can be written in 3 paragraphs.
  - The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
  - The second paragraph should furnish all the information about the matter.
  - The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.

To **close the letter**, you can use a complimentary closing like *'Yours faithfully'*, *'Yours sincerely'* etc.

Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

## Formal Letter Writing Samples

### *Formal Letter Sample 1 – Letter to the publisher ordering books for your store*

Javed  
Read More Book Store  
24, Crosby Lane  
Bangalore 600045

20th August, 2019

The Manager  
Zack Publishing House  
Mumbai 400012

Subject: Requirement of new books for the store

Dear Sir,

I have received the books that you sent last week. The books are in perfect condition, and they were delivered on time. Owing to the great service rendered, I would like to order more books that would be a great addition to the wide range of books available at my store. Given below is a list of books that I would like to purchase:

Title of the Book	Author	No. of Copies
Wuthering Heights	Emily Bronte	3
Treasure Island	R L Stevenson	2
A Brief History of Time	Stephen Hawking	4
Surely You're Joking, Mr. Feynman!	Richard Feynman	2

I shall be grateful if you could send me copies of these books as mentioned by VPP as early as possible to the address given.

Thank you in advance.

Yours faithfully,

Signature

JAVED

Manager, Read More Book Store

***Formal Letter Sample 2 – Letter to the Editor about a road that needs repair***

Ganesh  
25, SS Street  
Cheran Nagar  
Coimbatore 641023

8th September, 2019

The Editor  
The Hindu  
Coimbatore

Subject: Repair of the road in Cheran Nagar

Sir,

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover, there are heaps of road metal on both sides of the road,



which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.

Thanking You

Yours sincerely,

Signature

GANESH

Resident

## **II) Resume Writing**

1. **Choose a format** – Select a resume format that suits your needs. We recommend the chronological or hybrid format.
2. **Add your contact details** – Include your name, phone number, and email address. You can also include your LinkedIn profile or personal website.
3. **Write your resume headline** – This is a concise, one-line description of who you are as a candidate.
4. **Write a summary** – This is a brief statement that highlights your main skills, experience, and career goals.
5. **Identify important keywords** – Read the job description and note the skills and keywords that appear the most. Hiring managers are looking for these keywords, so make sure to include them on your resume.
6. **List your work experience** – Include the company name, job title, and dates of employment. In a bulleted list, describe both your responsibilities and your achievements.
7. **Use action verbs** – Start each bullet point with an action verb to make it more dynamic and engaging.
8. **Use numbers** – Whenever possible, use numbers when describing your achievements to show the impact you had.
9. **Tailor each resume** – Customize your resume for each job by including keywords from the job description to make it more relevant.
10. **Create a skills section** – Highlight your skills and abilities relevant to the job you're applying for.
11. **List your education** – Include your degrees, schools attended, and relevant coursework.
12. **Include additional sections** – Add sections for certifications, volunteer work, hobbies, or any other relevant information.
13. **Format your resume for the ATS** – Make sure your resume can be read and properly parsed by an ATS.
14. **Proofread and edit** – Carefully review your resume for spelling or grammatical errors. Consider asking someone else to proofread it as well.
15. **Keep it concise**: Aim for a one- or two-page resume. Be selective with the information you include, focusing on the most relevant and impactful details.
16. **Save and send appropriately** – Save your resume as a Word document or PDF. When sending electronically, use a professional email subject line.

There are three standard resume formats to choose from – chronological, functional, and hybrid.

### 1) Chronological resume format

This is the most popular resume format, especially for job seekers with lots of relevant experience.

The chronological resume format lists your work history in reverse chronological order, with your most recent jobs listed first.

#### **The chronological format is ideal for:**

- Job seekers with a lot of professional work experience.
- People with no employment gaps.
- Those who want to showcase their career progression over time.

### 2) Functional resume format

This resume format focuses on your skills rather than your work history. It helps you downplay your lack of experience in a particular field.

[Recruiters don't like the functional resume format.](#) It can make it seem like you're trying to conceal something. So be wary of that.

Under each skill you list, try to add bullet points that provide specific examples of times when you've used that skill.

#### **The functional format is more suitable for:**

- Recent graduates
- Entry-level job seekers
- Career changers
- Those with gaps in their employment history

### 3) Hybrid resume format

A hybrid resume is a combination of the chronological resume and the functional resume. It showcases both your work history and your skills.

With this format, you begin with an overview of your skills. This is followed by a reverse-chronological listing of your employment history.

[We like the hybrid resume](#) because it offers the best of both worlds, combining the strengths of the chronological and functional formats.

#### **The hybrid format is ideal for:**

- Mid-level job seekers with some experience in their field.
- [Career changers](#) who need to highlight transferable skills.
- People reentering the workforce.

#### **Sample Resume:**

# JUNIPER WILDER

San Diego, CA 90124 • (774) 444-6543 • jwilder@myemail.com • linkedin.com/in/juniper-wilder

## DIRECTOR OF DIGITAL MARKETING

Leader with 7+ years' experience and persistent enthusiasm who brings 100% commitment to moving the business forward. Trusted member of the leadership team with an impressive grasp of the industry and technology that drives it.

Holistic Marketing Campaigns | Million-Dollar Budgets | Multi-Channel Marketing | Brand Development | Social Media Listening | Social KPIs | Loyalty Programs | Email Marketing | Analytics & Reporting | Cross-Functional Leadership | High-Performance Team Building | Complex Communications

## WORK EXPERIENCE

**Interim Digital Director** (12/2019 - Present)  
**Big Bark Corporation, San Diego, CA**

Spearheaded key programs and developed campaigns to facilitate increased market share, brand awareness, and customer engagement. Provided expertise on using digital platforms to drive traffic. Use complex data analytics to create consistently successful campaigns, programs, and strategies.

**Copywriter & Social / Digital Media Manager** (11/2017 - 11/2019)  
**The Cat's Meow, Inc., San Diego, CA**

Led all marketing-related copy creation for the website, social pages, and social ads. Worked with Creative Directors, Department Heads, and clients on a daily basis to create original, effective, and compliant copy.

**Marketing Director** (08/2015 - 10/2017)  
**Your Best Friend's PawSpa, San Diego, CA •**

Implemented and managed all marketing campaigns, plans, and programs for a newly established business, including coordinating promotional events, developing marketing materials, and community outreach.

## EDUCATION AND CERTIFICATIONS

**Concordia University, Montreal, QC • Bachelor of Arts, Journalism & Communications (2012)**

## Grammar:

### D Direct And Indirect Speech Rules

#### **Rules for converting Direct into Indirect speech**

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

#### **Rule 1 – Direct To Indirect Speech Conversion – Reporting Verb**

1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to the corresponding past tense in indirect speech.

#### **Example:**

Direct: She **said**, ‘I am happy’.

Indirect: She **said** (that) she **was** happy.

1. In indirect speech, tenses **do not change** if the words used within the quotes (‘’) talk of a habitual action or universal truth.

#### **Direct to indirect speech example:**

Direct: He said, ‘We **cannot live** without air’.

Indirect: He said that we **cannot live** without air.

1. The **tenses of direct speech do not change** if the reporting verb is in the **future tense** or **present tense**.

#### **Direct to indirect speech example:**

Direct: She says/will say, ‘I am going’

Indirect: She says/will say she is going.

#### **Rule-2- Tense Change:**

<b>Direct Speech</b>	<b>Indirect Speech</b>
Present Simple Tense do /does V1	Past Simple Tense did + V1 V2
Present Progressive Tense is/am/are + V4	Past Progressive Tense was /were + V4
Present Perfect Tense has /have + V3	Past Perfect Tense had + V3
Present Perfect Progressive has been /have been + V4	Past Perfect Progressive had been + V4
Past Simple Tense did + V1 V2	Past Perfect Tense had + V3
Past Perfect Tense had + V3	Past Perfect Tense had + V3
Past Perfect Progressive had been + V4	Past Perfect Progressive had been + V4
Future Simple Tense will + V1	would + V1
Future Progressive Tense will be + V4	would be + V4
Future Perfect Tense will have + V3	would have + V3
Future Perfect Progressive will have been + V4	would have been + V4

### Rule 3– Direct Speech to Indirect Speech Conversion – Interrogative Sentences

- **No conjunction is used**, if a sentence in direct speech begins with a question (what/where/when) as the “question-word” itself acts as a joining clause.

#### Direct to indirect speech example

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

Indirect: The boy **enquired where** I lived.

- If a direct speech sentence begins with an auxiliary verb/helping verb, the joining clause should be **if or whether**.

#### Direct to indirect speech example

Direct: She said, ‘**Will** you come for the party’?

Indirect: She asked **whether we would** come for the party.

- Reporting verbs such as ‘said/ said to’ changes to enquired, asked, or demanded.

#### Direct to indirect speech example

Direct: He **said to** me, ‘What are you wearing’?

Indirect: He **asked** me what I was wearing.

### Rule 4– Direct Speech to Indirect Speech Conversion – Changes in Modals

While changing direct speech to indirect speech, the modals used in the sentences change like:

1. Can becomes could
2. May becomes might
3. Must becomes had to /would have to

Check the examples:

- Direct : She said, ‘She **can** dance’.
- Indirect: She said that she **could** dance.
- Direct: She said, ‘I **may** buy a dress’.
- Indirect: She said that she **might** buy a dress.
- Direct: Rama said, ‘I **must** complete the assignment’.
- Indirect: Rama said that he **had to** complete the assignment.

There are modals that **do not change** – Could, Would, Should, Might, Ought to

- Direct: She said, ‘I should clean the house’
- Indirect: She said that she should clean the house.

### Rule 5– Direct Speech to Indirect Speech Conversion – Pronoun

1. The **first person** in direct speech **changes as per the subject** of the speech.

#### Direct speech to indirect speech examples-

Direct: He said, “I am in class Twelfth.”

Indirect: He says that he was in class Twelfth.

1. The **second person** of direct speech **changes as per the object** of reporting speech.

#### Direct speech to indirect speech examples –

Direct: She says to them, “You have done your work.”

Indirect: She tells them that they have done their work.

1. The **third person** of direct speech **doesn’t change**.

#### Direct speech to indirect speech examples –

Direct: He says, “She dances well.”

Indirect: He says that she dances well.

### Rule 6 – Direct Speech to Indirect Speech Conversion – Request, Command, Wish, Exclamation

- Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for negative sentences. Therefore, **the imperative mood in the direct speech changes into the Infinitive in indirect speech.**

Direct: She said to her ‘Please complete it’.

Indirect: She **requested** her **to complete** it.

Direct: Hamid said to Ramid, ‘Sit down’.

Indirect: Hamid **ordered** Ramid **to sit** down.

1. In **Exclamatory sentences** that express grief, sorrow, happiness, applaud, **Interjections are removed** and the sentence is **changed to an assertive sentence.**

Direct: She said, ‘Alas! I am undone’.

Indirect: She exclaimed sadly that she was broke.

### Rule 7 – Direct Speech to Indirect Speech Conversion – Punctuations

1. In direct speech, the words actually spoken should be in (‘’) quotes and always begin with a capital letter.

**Example:** She said, “I am the best.”

1. Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

**Example:** They asked, “Can we sing with you?”

1. If direct speech comes after the information about who is speaking, a comma is used to introduce the speech, placed before the first inverted comma.

**Direct speech example:** He shouted, “Shut up!”

Direct speech example: “Thinking back,” he said, “she didn’t expect to win.” (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence).

### **Rule 8 – Direct Speech to Indirect Speech Conversion – Change of Time**

1. In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as :
  - Now becomes then
  - Here becomes there
  - Ago becomes before
  - Thus becomes so
  - Today becomes that day
  - Tomorrow becomes the next day
  - This becomes that
  - Yesterday becomes the day before
  - These become those
  - Hither becomes thither
  - Come becomes go
  - Hence becomes thence
  - Next week or month becomes following week/month

#### **Examples:**

Direct: He said, ‘His girlfriend came yesterday.’

Indirect: He said that his girlfriend had come the day before.

1. The **time expression does not change** if the reporting verb is in the present tense or future tense.

#### **Examples:**

Direct: He says/will say, ‘My girlfriend came yesterday.’

Indirect: He says/will say that his girlfriend had come the day before.

### **II)Active and Passive voice**

Active and Passive voice: Words come together to form a sentence and these sentences can be formed in more than one way. The way these [sentences](#) are made make a lot of difference in writing and we are going to learn all about that in this chapter. One thing to note here is that no matter what the structure of the sentence is, the meaning of the sentence does not change. That’s actually a very important point to

remember throughout this chapter. Keep it in mind. Let's dive straight into the realm of Active and Passive voice.

Active and Passive Voice:

**Every subject has a subject, a verb, and an object. A subject is an agent who performs the verb on the object.**

**I swim in the ocean. – I is the subject, swim is the verb, and ocean is the object.**

- My mom plays violin. – My mom is the subject, plays is the verb, and violin is the object.

Active voice: When a subject is directly acting on the object, the sentence is written in Active voice.

Passive voice: When the object is acted upon by the subject, the sentence is written in Passive voice.

In both the above sentences, the meaning remains the same and only the structure is what that changes. Usually, the structure or sequence of the subject, verb, and object expressed in the active voice sentence gets reversed in the passive voice of the same sentence. To understand the difference, just focus on how the subject and object change the structure of the sentences in the table below:

Active Voice	Passive Voice
I ate the strawberry pie	The strawberry pie was eaten by me
I bought a Honda car	A Honda car was bought by me
The sun rises from the east	East is where the sun rises from
Reema can do skydiving	Skydiving can be done by Reema

Now you must have gotten some idea of how the active and passive voice sentences look like. Note again how the meaning has stayed the same throughout. You may use some different words in situations where you must. But this conversion from one voice to another voice is really simple when you know a few rules that we will chalk out for you here:

**Structure of Active and Passive voice:**

*Active voice: Subject + Verb + Object*

*Passive voice: Object + Verb + Subject*



You must have seen that the verb form changes when you switch from active to passive voice. Now verbs used are of two kinds: the main and the auxiliary verbs. Usually, an [auxiliary verb](#) is accompanied by the main verb. The auxiliary verb like be, do or have shows the [tense](#) or mood of the verb. For example, in the sentence “I have finished my scuba diving course in the Havelock Islands”, finished is the main verb and have is the auxiliary verb.

As a thumb rule, Passive voice sentences always take the third form of the verb also called the [past participle](#) form of the verb (example- eat, ate, eaten- eaten is the third form of a verb). Notice this being used in the sentence above in the table: “The strawberry pie was eaten by me.”

So the usage of the main verb is pretty simple to convert. It’s the auxiliary verb that we need to understand further. Let’s get into it:

### Rules for changing Active voice to Passive voice:

- Simply exchange the places of the subject and the object. The subject should become the object and vice-e-versa while changing a sentence from Active to Passive voice or reverse.
  - Active voice: She bought a new car. (*She* is the subject and *a new car* is an object.)
  - Passive voice: A new car was bought by her. (*A new car* is a subject and *her* is the object.)

Learn more about [Active Voice and Passive Voice here in detail](#).

2. Always blindly convert the main verb into its past participle or third form while converting from active to passive voice. To remind you what the third form of a verb looks like, let’s look at a few examples:

First form	Second form	Third form
Buy	Bought	Bought
Sing	sang	sung
Grow	grew	grown

- Active voice: Bhaanu wrote a book on gun violence.
- Passive voice: A book on gun violence was written by Bhaanu.

3. Use the word “by” before the subject in the passive sentence. For example:

- Active voice: My brother sang a song.
- Passive voice: A song was sung **by** my brother.

4. Change of tense of the auxiliary word: Now when you change the verb form of the main verb, the tense of the auxiliary also changes accordingly. Let's see this with the help of a few examples:

- Present tense–

- Active voice: Sun rises from the east.
- Passive voice: East is where the sun rises from.

- Past tense–

- Active voice: She walked my dog home.
- Passive voice: My dog was walked home by her.

- Future tense–

- Active voice: Sheena will do the craft work.
- Passive voice: Craft work will be done by Sheena.

5. Sometimes you may completely omit the subject from the passive voice if the idea you are trying to convey is clear. You just have to take a judgement call for that. For example:

- Active voice: Distance is measured in kilometers.
- Passive voice: Kilometres is a measurement unit for distance.

6. Words like “with” or “to” are also used in passive voice. You may recall that we use “by” quite frequently in an active voice to passive voice conversion.

- Active voice: I know her.
- Passive voice: She is known *to* me.
- Active voice: Love fills my heart.
- Passive voice: My heart is filled with love.

Now test yourself by solving these Problems and Practice Questions on Active and Passive Voice.

That pretty much sums up our chapter of Active and Passive voice. We recommend you pick up a few sentences below, identify whether they are in active or passive voice and convert them to the other form.

- I love my music teacher.
- This painting is done by me.
- She cast a beautiful spell on me.
- I want to go home after school.
-

## Vocabulary:

### D)Words often Confuse:

Some words look the same, while others sound the same. Knowing the difference between these similar words can be very tricky. In this handout we have provided some of the most commonly confused word pairs, with definitions for each and sentences showing them in context. This is by no means a comprehensive list, but it should hopefully help you begin to recognize the particular differences between different words.

Here are what we consider to be the top ten most confusing word pairs, organized in alphabetical order:

Affect vs. Effect

**Affect** is a verb meaning to influence. **Effect** is a noun meaning result.

While the student didn't see how studying **affected** his test-taking, the positive **effects** soon became clear.

Lie vs. Lay

**Lie** is a verb meaning to recline or rest on a surface. **Lay** is a verb meaning to put or place.

Kim **lies** down to take a nap every day at 3:30 p.m. Before falling asleep, Kim **lays** her bracelet on the table.

Lose vs. Loose

**Lose** is a verb meaning to misplace. **Loose** is an adjective meaning slack, moveable, or weak.

I always manage to **lose** my **loose**-fitting tank top.

One Word vs. Two Word combos

People often confuse similar words that appear as one word, or two words. They are used in separate contexts, however, and so learning when to use each will improve your writing's quality. Examples of one word/two word pairs include altogether vs. all together; anyway vs. any way; and everyday vs. every day.

Here's an example of the difference between them:

Anyway vs. Any way

**Anyway** is an adverb meaning regardless. **Any way** is a phrase meaning any manner or method.

I don't want to go to the party, **anyway**. We could take **any way** we want to get to the party.

Than vs. Then

**Than** is a conjunction used to compare two things. **Then** is usually an adverb indicating time.

Do you think that Pepsi Cola is better **than** Coca Cola? We went to the store, and **then** to a movie.

That vs. Which

**That** is used when the phrase or clause that follows it is necessary in the sentence. **Which** is used when the phrase or clause that follows it is not necessary.

Students **that** fail to thoroughly proofread often miss unnecessary points. Procrastinated papers, **which** students write often, fail to lead to the desired grades for their classes.

Their vs. There vs. They're

**Their** is a pronoun that is plural possessive. **There** is a word that means place. **They're** is a contraction that means they are.

**Their** dog is over **there** digging through the trash. **They're** not the most responsible pet owners.

To vs. Too vs. Two

**To** is a preposition indicating direction. **Too** is an adverb meaning in addition or also. **Two** is a number.

**Too** many times, students go **to** their adviser **to** set up their classes, but only have **two** of their five classes picked out.

Who vs. Whom

**Who** is a pronoun used as the subject of a sentence. **Whom** is a pronoun used as a direct object.

**Who** is responsible for the research on this group project? We assigned research to **whom** for this group project?

*NOTE: As a general rule, if you can substitute “she” then “who” is the appropriate choice. If you can substitute “her” then “whom” is the appropriate choice.*

Your vs. You’re

**Your** is a pronoun that is second person possessive. **You’re** is a contraction that means you are.

**Your** clothes will wrinkle if **you’re** not careful with the drying cycle you choose.

### **Other Confusing Word Pairs**

Accept vs. Except

Allusion vs. Illusion

Appraise vs. Apprise

Capital vs. Capitol

Climactic vs. Climatic

Complement vs. Compliment

Compose vs. Comprise

Elicit vs. Illicit

Emigrate vs. Immigrate

Ensure vs. Insure

Farther vs. Further

Imitated vs. Intimated

Its vs. It’s

Passed vs. Past

Set vs. Sit

## **Unit-5**

### **INTRAPERSONAL COMMUNICATION**

**Introduction:** Intrapersonal means communication within a person’s own mind is called intrapersonal communication. This internal dialogue, thoughts, and self- reflection are essential to the development of human cognition and personal growth. It occurs silently and lets people think about their own beliefs, ideas, emotions, values, and feelings to understand themselves better and take good decision.

1. **Self-conceptualisation:** the most significant role of intrapersonal communication is to shape our concepts the way we think. It encompasses self-esteem, self-image and self-efficacy.

**Self-esteem:** means the evaluation of one’s worth. Positive self- talk and affirmations can boost our self-esteem and disappear negative self-talk.

**Self-image:** it is the way we mentally visualise ourselves and shape our image.

**Self-efficacy:** self-efficacy is the belief in one’s capability to accomplish tasks. It reinforces or negating our confidence in our abilities. Positive self-talk can enhance our efficacy.

2. **Emotional regulation:** emotions play an important role in our everyday life. Intrapersonal communication plays an integral role in how we manage our emotions.

**Emotional awareness:** intrapersonal communication helps us to aware of our emotions and others’ emotions through self -reflection and introspection. it help us to know emotional conditions.

**Emotional regulation:** through self-talk, we can regulate our own emotions, soothe, relax and reframe our emotional state.

**Emotional expression:** through self-talk we are able to control our intense emotions like anger, sadness, envy and etc.,

3. **Decision making:** through self-talk we are able to evaluate options, consequences, rationalise our goals and take appropriate decisions.

**Critical thinking:** it helps us to think every situation properly before arriving the decisions.

**Value alignment:** it helps us to align our decisions with our values.

**Goal setting:** it helps us to set and pursue goals through inner dialogues about our aspirations.

4. **Personal growth:** intrapersonal communication develops the ability of silence in bad conditions. This ability helps to recover from adversity and adept positively to difficult situations.

**Positive self-** talk: resilient individuals often engage in positive self -talk during challenging time. It helps to remind us of our strengths and abilities and navigate properly with optimism.

**Coping strategies:** through internal conversation, we are able to take proper solutions and alternatives.

**Adaptive thinking:** by self-talk, we are able to reframe negative situations or negative thoughts and take adaptive patterns to solve the situations successfully.

5. **Well-being:** well-being is deeply influenced by the way we talk about or think about ourselves. A healthy and constructive internal dialogues can help us improve emotional and mental well-being.

**Reducing negative self-talk:** negative self-talk is directly associated with anxiety, depression and low self esteem. By this process, we can replace negative thoughts with more positive and rational ones.

**Enhancing self-compassion:** it can help to foster empathy for ourselves. It is essential for us to treat ourselves with same kindness and understanding that we would offer a friend.

**Boosting confidence:** positive self-talk can help us by boosting our confidence and self-efficacy. We are more likely to succeed in future tasks with more confidence by reminding our abilities and achievements.

**Cultivating effective intrapersonal communication:** it is effectively developed by the following strategies.

1. Mindfulness: practicing mindfulness can increase awareness of one's thoughts and emotions.
2. Journaling: keeping a journal or diary on a daily basis can provide self-reflection, navigate our mind properly.
3. Meditation: it helps enhance emotional regulation, reduce stress and promote calmness.
4. Positive affirmation: it helps positive affirmation in every day life and can boost our self - esteem.
5. Seeking feedback: it helps to seek feedback from trusted friends or professionals can provide valuable perspectives.

**Conclusion:** intrapersonal communication is a powerful tool in transforming our inner and outer world. It shapes our concepts, regulate emotions, guide our decision-making process, building resistance and foster a well-being.

### **Writing Skills:**

#### **DEssay Writing:**

#### **Guidelines for Essay Writing**

1. Begin by choosing a topic that interests you (unless the specific topic is assigned) and that you know something about.

2. Brainstorm briefly for supporting ideas, an approach for the introduction, and organization of the paragraphs. Clustering, freewriting, and/or a brief outline can help.
3. Make sure the introduction has a clear thesis statement, located at the end of the first paragraph, to give the essay focus and direction.
4. Organize body paragraphs logically. Make sure each paragraph is closely related to the topic and discusses one major point or group of related points. Each body paragraph should have a topic sentence and sufficient supports related to it. The sentences in any paragraph should follow an orderly, logical sequence. Also, be sure that paragraphs do not overlap in content but have smooth transitions from one to the other.
5. Make sure the conclusion relates to the original thesis statement in a logical way. Avoid introducing new or off-topic ideas.
6. Read through the essay for relevance. Is the whole essay on the topic and in the mode required? Do body paragraphs support the thesis statement? Do paragraph supports relate to the topic sentence? Does the conclusion relate to the thesis statement?
7. Read the essay a second time for cohesion. Do the parts connect together well? Are there logical links between ideas? Are more or different transitions needed?
8. Read the essay a third time for parallelism. Are there awkward sentence constructions or missed points in a paragraph discussion? Are all items in each series listed in similar grammatical form?
9. Read the essay a fourth time for clarity and style. Are any sections unclear? Are there any vague pronouns, awkward or informal phrases, or excess wording? Does it sound professional and polished?
10. Read the essay a final time for mechanics, looking at grammar, spelling, punctuation, word forms, verb tense, and pronoun agreement.

Essay type	Skills tested	Example prompt
<u>Argumentative</u>	<ul style="list-style-type: none"> <li>• Forming an opinion via research</li> <li>• Building an evidence-based argument</li> </ul>	Has the rise of the internet had a positive or negative impact on education?
<u>Expository</u>	<ul style="list-style-type: none"> <li>• Knowledge of a topic</li> <li>• Communicating information clearly</li> </ul>	Explain how the invention of the printing press changed European society in the 15th century.
<u>Narrative</u>	<ul style="list-style-type: none"> <li>• Creative language use</li> <li>• Presenting a compelling narrative</li> </ul>	Write about an experience where you learned something about yourself.
<u>Descriptive</u>	<ul style="list-style-type: none"> <li>• Creative language use</li> <li>• Describing sensory details</li> </ul>	Describe an object that has sentimental value for you.

## Grammar:

### CORRECTING COMMON ERRORS

Mistakes are a part of learning, but some mistakes are more common than others. Those are given below.

**1.Incorrect:** I'm agree.

**Correct:** I agree.

*Subject + verb. (I see. / I go. / I take. / I agree.)*

**2.Incorrect:** I'm feel pretty good.

**Correct:** I feel pretty good.

*Same as #1.*

**3.Incorrect:** That's is difficult.

**Correct:** That's difficult. / That is difficult.

*"That" + "be" conjugation. (That's a good question. / That's interesting. / That's nice.)*

**4.Incorrect:** She have a dog.

**Correct:** She has a dog.

*"Have" conjugation: I/You/We/They have. -- He/She/It has.*

**5.Incorrect:** She doesn't has a dog.

**Correct:** She doesn't have a dog.

*do/does/did auxiliary verb + base form of the main verb. (Does she have any money? / Do you want one?)*

**6. Incorrect:** I was go to work yesterday.

**Correct:** I went to work yesterday.

*Past simple sentences: Subject + past simple verb. (We went... / I saw... / They started...)*

**7.Incorrect:** It's depend.

**Correct:** It depends.

*Third person "It" + verb. (It exists. / It works. / It counts.)*

**8.Incorrect:** Is no easy.

**Correct:** It's not easy.

*English needs a subject, and you need to use "not" to negate adjectives in 99% of cases. (It's not hard. / It's not good! / It's not finished.)*

**9.Incorrect:** In my city, have many condos.

**Correct:** In my city, there are many condos. / We have many condos in my city.

*Use "There is"/"There are" to talk about the presence or existence of something. You can also say "We have," "They have," "The country/city/village/town has," etc. to talk about what a place, company, country, etc. possesses.*

**10.Incorrect:** He no is happy. / He is no happy.

**Correct:** He isn't happy. / He is not happy. / He's not happy.

*"Be" negation: Subject + "be" verb conjugation + not.*

**11.Incorrect:** You need try harder.

**Correct:** You need to try harder.

*"Need" + to + verb.*

**12.Incorrect:** I want other one. (*Meaning: I don't want this one. I want a different one or the second of two options.*)

**Correct:** I want the other one.

"Another" vs. "Other."

**13.Incorrect:** What do you usually take for breakfast?

**Correct:** What do you usually have for breakfast?

*Word choice. Most English speakers use "have" when discussing meals, as well as when discussing food and drink. (I had a coffee. / Did you have lunch?)*

**14.Incorrect:** I'm looking forward to see you.

**Correct:** I'm looking forward to seeing you.

"Look forward to" + gerund.

**15.Incorrect:** She said me to call her.

**Correct:** She told me to call her. / She said to call her.

"Say" vs. "Tell". "Tell" + person who receives the information.

**16.Incorrect:** I stopped to pay attention. / I quit to pay attention.

**Correct:** I stopped paying attention. / I quit paying attention.

"Stop"/"Quit" + gerund to mean you *stopped an activity*.

**17.Incorrect:** I made my homework.

**Correct:** I did my homework.

"Make" vs. Do". "Do" + work/homework/a test/etc.

**18.Incorrect:** I'm going to home.

**Correct:** I'm going home.

"Home" used as an adverb. (*We went home. / I need to go home.*)

**19.Incorrect:** I haven't a dog.

**Correct:** I don't have a dog.

*Negative of "have" possessive is "don't have" or "doesn't have." "Haven't" and "hasn't" are accepted in certain regions, however.*

**20.Incorrect:** Listen your parents.

**Correct:** Listen to your parents.

Prepositional verb: "Listen to." (*I like listening to music. / Listen to this!*)

**21.Incorrect:** Sorry, I didn't listen you.

**Correct:** Sorry, I didn't hear you.

*"Hear" refers to the physical ability to register someone's words with your ears.*

**22.Incorrect:** She is honest person.

**Correct:** She is an honest person.

*Articles with singular nouns preceded by adjectives. See #2 here.*

**23.Incorrect:** He is teacher.

**Correct:** He is a teacher.

*Articles before job titles. See #1 here.*

**24.Incorrect:** I have gone to Montreal yesterday.

**Correct:** I went to Montreal yesterday.

*Use the simple past for activities which were finished in the past.*



**25.Incorrect:** He's married with a lawyer.

**Correct:** He's married to a lawyer.

*"Marry" + to + someone.*

**26.Incorrect:** I'm so boring today.

**Correct:** I'm so bored today.

*-ed adjectives for internal feelings. -ing for external judgements. (I'm bored. The movie is boring.)*

**27.Incorrect:** This movie is bored.

**Correct:** The movie is boring.

*Same as #26.*

**28.Incorrect:** I must to complete the application.

**Correct:** I must complete the application.

*Modal verb + base form of the main verb. (should/must/will/may/might/would/can/could + base form of the main verb)*

**29.Incorrect:** He can't to drive.

**Correct:** He can't drive.

*Same as #28.*

**30.Incorrect:** I will do it when I will see you.

**Correct:** I will do it when I see you.

*"Will" only needed once in conditional sentences (in the result clause, as in "We will call you when we arrive" or "I will inform you if I have any questions.")*