

Lecture Notes on Communicative English

Academic Year 2022-2023

I B. Tech- I Semester (R20)



Department of Humanities & Basic Sciences

VSM College of Engineering

Ramachandrapuram

East Godavari District

Pin - 533255

I Year - I Semester	L	T	P	C
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COMMUNICATIVE ENGLISH				

Introduction

The course is designed to train students in receptive (listening and reading) as well as productive and interactive (speaking and writing) skills by incorporating a comprehensive, coherent and integrated approach that improves the learners' ability to effectively use English language in academic/ workplace contexts. The shift is from *learning about the language* to *using the language*. On successful completion of the compulsory English language course/s in B.Tech., learners would be confident of appearing for international language qualification/proficiency tests such as IELTS, TOEFL, or BEC, besides being able to express themselves clearly in speech and competently handle the writing tasks and verbal ability component of campus placement tests. Activity based teaching-learning methods would be adopted to ensure that learners would engage in actual use of language both in the classroom and laboratory sessions.

Course Objectives:

- Facilitate effective listening skills for better comprehension of academic lectures and English spoken by native speakers
- Focus on appropriate reading strategies for comprehension of various academic texts and authentic materials
- Help improve speaking skills through participation in activities such as role plays, discussions and structured talks/oral presentations
- Impart effective strategies for good writing and demonstrate the same in summarizing, writing well organized essays, record and report useful information
- Provide knowledge of grammatical structures and vocabulary and encourage their appropriate use in speech and writing

Course Outcomes:

At the end of the module, the learners will be able to

- understand social or transactional dialogues spoken by native speakers of English and identify the context, topic, and pieces of specific information
- ask and answer general questions on familiar topics and introduce oneself/others
- employ suitable strategies for skimming and scanning to get the general idea of a text and locate specific information
- recognize paragraph structure and be able to match beginnings/endings/headings with paragraphs
- form sentences using proper grammatical structures and correct word forms

Unit 1:

Lesson-1: A Drawer full of happiness from "Infotech English", Maruthi Publications

Lesson-2: Deliverance by Premchand from "The Individual Society", Pearson Publications. (Non-detailed)

Listening: Listening to short audio texts and identifying the topic. Listening to prose, prose and conversation.

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

Reading: Skimming text to get the main idea. Scanning to look for specific pieces of information.

Reading for Writing: Paragraph writing (specific topics) using suitable cohesive devices; linkers, sign posts and transition signals; mechanics of writing - punctuation, capital letters.

Vocabulary: Technical vocabulary from across technical branches (20) GRE Vocabulary (20) (Antonyms and Synonyms, Word applications) Verbal reasoning and sequencing of words.

Grammar: Content words and function words; word forms: verbs, nouns, adjectives and adverbs; nouns: countables and uncountables; singular and plural basic sentence structures; simple question form - wh-questions; word order in sentences.

Pronunciation: Vowels, Consonants, Plural markers and their realizations

Unit 2:

Lesson-1: Nehru's letter to his daughter Indira on her birthday from "Infotech English", Maruthi

Publications

Lesson-2: Bosom Friend by Hira Bansode from "The Individual Society", Pearson Publications.(Non-detailed)

Listening: Answering a series of questions about main idea and supporting ideas after listening to audio texts, both in speaking and writing.

Speaking: Discussion in pairs/ small groups on specific topics followed by short structured talks. Functional English: Greetings and leave takings. **Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.

Reading for Writing: Summarizing - identifying main idea/s and rephrasing what is read; avoiding redundancies and repetitions.

Vocabulary: Technical vocabulary from across technical branches (20 words). GRE Vocabulary Analogies (20 words) (Antonyms and Synonyms, Word applications)

Grammar: Use of articles and zero article; prepositions.

Pronunciation: Past tense markers, word stress-di-syllabic words

Unit 3:

Lesson-1: Stephen Hawking-Positivity 'Benchmark' from "Infotech English", Maruthi Publications

Lesson-2: Shakespeare's Sister by Virginia Woolf from "The Individual Society", Pearson Publications.(Non-detailed)

Listening: Listening for global comprehension and summarizing what is listened to, both in speaking and writing.

Speaking: Discussing specific topics in pairs or small groups and reporting what is discussed. Functional English: Complaining and Apologizing.

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

Reading for Writing: Summarizing - identifying main idea/s and rephrasing what is read; avoiding redundancies and repetitions. Letter writing-types, format and principles of letter writing. E-mail etiquette, Writing CV's.

Vocabulary: Technical vocabulary from across technical branches (20 words). GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Association, sequencing of words

Grammar: Verbs - tenses; subject-verb agreement; direct and indirect speech, reporting verbs for academic purposes.

Pronunciation: word stress-poly-syllabic words.

Unit 4:

Lesson-1: Liking a Tree, Unbowed: Wangari Maathai-biography from “Infotech English”,

Maruthi Publications

Lesson-2: Telephone Conversation-Wole Soyinka from “The Individual Society”, Pearson Publications.(Non-detailed)

Listening: Making predictions while listening to conversations/ transactional dialogues without video (only audio); listening to audio-visual texts.

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

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

Reading for Writing: Information transfer; describe, compare, contrast, identify significance/trends based on information provided in figures/charts/graphs/tables. Writing SOP, writing for media.

Vocabulary: Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Cloze Encounters.

Grammar: Quantifying expressions - adjectives and adverbs; comparing and contrasting; degrees of comparison; use of antonyms

Pronunciation: Contrastive Stress

Unit 5:

Lesson-1: Stay Hungry-Stay foolish from “Infotech English”, Maruthi Publications

Lesson-2: Still I Rise by Maya Angelou from “The Individual Society”, Pearson Publications.(Non-detailed)

Listening: Identifying key terms, understanding concepts and interpreting the concepts both in speaking and writing.

Speaking: Formal oral presentations on topics from academic contexts - without the use of PPT slides. Functional English: Suggesting/Opinion giving.

Reading: Reading for comprehension. RAP Strategy Intensive reading and Extensive reading techniques.

Reading for Writing: Writing academic proposals- writing research articles: format and style.

Vocabulary: Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Coherence, matching emotions.

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

Pronunciation: Stress in compound words

Text Books:

1. “Infotech English”, Maruthi Publications. (Detailed)
2. “The Individual Society”, Pearson Publications.(Non-detailed)

Prescribed text book for Laboratory for Semesters-I & II:

1. “Infotech English”, Maruthi Publications. (with Compact Disc)

Reference Books

1. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014.
2. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2ndEdition, 2018.
3. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.
4. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.

VSM COLLEGE OF ENGINEERING
RAMACHANDRAPURAM
DEPARTMENT OF BASIC SCIENCES AND HUMANITIES

Course Title	Year/Sem	Branch	Periods per Week
Communicative English	1/1	All Branches	5

Course Outcomes:

- understand social or transactional dialogues spoken by native speakers of English and identify the context, topic, and pieces of specific information
- ask and answer general questions on familiar topics and introduce oneself/others
- employ suitable strategies for skimming and scanning to get the general idea of a text and locate specific information
- recognize paragraph structure and be able to match beginnings/endings/headings with paragraphs
- form sentences using proper grammatical structures and correct word forms

Unit No	Outcomes	Name of the Topic	No. of Periods required	Total Periods	Reference Book	Methodology to be adopted
		Unit-1				
I	CO 1, CO2, CO3, CO4 Facilitate effective listening skills for better comprehension of language, focus on appropriate reading strategies and impart effective writing technique etc.	Introduction to the syllabus and language	1	16	T1, T2 R20	Black Board
		A Drawer full of Happiness Lesson	2			Black Board
		Skimming	1			Black Board
		Scanning	1			Black Board
		Punctuation	1			Black Board
		Paragraph Writing	1			Black Board
		Deliverance (Non-Detailed) by Munshi Pemchand	3			Black Board
		Grammar:				
		Word Forms	1			Black Board
		Nouns	1			Black Board
		Basic Sentence Structure	1			Black Board
		Yes-No Questions and Who-Questions	1			Black Board
		Introducing Yourself and Introducing Others	2			E-Classroom

Unit-2						
II	CO 1, CO2, CO3, CO4 Facilitate effective listening skills for better comprehension of language, focus on appropriate reading strategies and impart effective writing technique etc.	Nehru's Letter to Daughter Indira on her Birthday	2	11	T1, T2 R20	Black Board
		Summarizing	1			Black Board
		Paraphrasing	1			Black Board
		Bosom Friend by Hira Bansode (Non-Detailed)	3			Black Board
		Grammar:				
		Articles	1			Black Board
		Prepositions	1			Black Board
		Greeting and Leave Taking	2			E-Classroom
Unit-3						
III	CO 1, CO2, CO3, CO4 Facilitate effective listening skills for better comprehension of language, focus on appropriate reading strategies and impart effective writing technique etc.	Stephen Hawking-Positivity Benchmark	2	14	T1, T2 R20	Black Board
		Letter Writing	1			Black Board
		E-Mail Etiquette	1			Black Board
		Resume Writing	1			Black Board
		Grammar:				
		Verbs	1			Black Board
		Tenses: Present Tense	1			Black Board
		Tenses: Past Tense	1			Black Board
		Tenses: Future Tense	1			Black Board
		Concord: Subject Verb Agreement	1			Black Board
		Non- Detailed:				
		Shakespeare's Sister by Virginia Woolf	2			Black Board
		Complaining and Apologizing	2			E-Classroom

IV	CO 1, CO2, CO3, CO4 Facilitate effective listening skills for better comprehension of language, focus on appropriate reading strategies and impart effective writing technique etc.	Unit-4		13	T1, T2 R20	
		Like a Tree Unbowed: Wangari Mathai-Biography	2			Black Board
		Interpreting Visual Information	1			Black Board
		Statement of Purpose	1			Black Board
		Writing for the Media	1			Black Board
		Grammar:				
		Quantifying Expressions	1			Black Board
		Adjectives and Adverbs	1			Black Board
		Degrees of Comparison	1			Black Board
		Non-Detailed Text:				
		Telephone Conversation by Wole Soyinka	2			Black Board
		Asking For Permission and Giving Permission	1			E-Classroom
		Requesting	1			E-Classroom
Inviting	1	E-Classroom				

V	CO 1, CO2, CO3, CO4 Facilitate effective listening skills for better comprehension of language, focus on appropriate reading strategies and impart effective writing technique etc.	Unit-5		12	T1, T2 R20	
		Stay Hungry, Stay Foolish	2			Black Board
		Academic Proposals	2			Black Board
		Poster Presentation	2			E-Classroom
		Non-Detailed Text:				
		Still I Rise by Maya Angelou	2			Black Board
		Grammar:				
		Reported Speech	2			Black Board
		Suggesting	1			E-Classroom
		Opinions	1			E-Classroom
		Total		66		

Prescribed text books for theory for Semester-I:

“**Infotech English**”, Maruthi Publications. (Detailed)

“**The Individual Society**”, Pearson Publications.(Non-detailed)

Prescribed text book for Laboratory for Semester-I:

1. “**Infotech English**”, Maruthi Publications. (with Compact Disc)

Reference Books:

Bailey, Stephen. *Academic writing: A handbook for international students*. Routledge, 2014.

Chase, Becky Tarver. *Pathways: Listening, Speaking and Critical Thinking*. Heinley ELT;2ndEdition, 2018.

Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.
Hewings, Martin. *Cambridge Academic English (B2)*. CUP, 2012.

Faculty Member

Head of the Department

Principal

Detailed (Text Book)

1 A DRAWER FULL OF HAPPINESS*Open Page, the Hindu*

Introduction: The present story is a forgotten stash which throws up another era altogether. It is written in first person narrative technique. The story moves around a dressing table drawer which was abruptly opened by the narrator. The drawer exposes the 1990s woman's make over items which the narrator pasts himself to her childhood days.

Narrator's Urge to Open Dressing Table Drawer: A couple of weeks ago, when the narrator's sister was with her niece, she suddenly felt to break open the drawer which was locked years together. Hence, she fastened her father to unlock with a hammer. As they opened it, they were in happiness with no bounds. Their eyes were dazzled that they observed wooden hair pins, metal bindi stamps with small containers of coloured bindi powder, kumkum cases, blush, mascara and lipsticks etc... which were used a decade ago by the narrator's mother. She founded them to be still in usable condition.

Winding with Childhood Memories: Every daughter has a tendency to use her mother's make-up items secretly and feel glamorous. When the narrator observes all the make-up items, she touches them. Then, with the memories of her childhood, she rushed back to 1990s. She felt nostalgic towards her uncontrolled childhood days and enjoyments. She also, observed how the economic development had changed with demographic dividend (economic growth changed due to working age population). She identified the change of life style from 1980s to 1990s and 20th to 21st century.

Rise Of Technology Deprived Family Ties: They realized that how people tuned unknowingly to the changes of technology. Technology in the form of computers, cars and mobile phones provided an outstanding status in today's world. Once up on a time, they used to enjoy reading Champak and Tinkle, while becoming ready to school listening to 'School Chale Hum' on radio. Also, they used to play outdoor games in precise timings which was strictly controlled by mother and waited to watch Ramayana with grandparents and so on... Hence, these beautiful moments are presently not seen in today's children. Everything has changed when compared with 1990s. She believes that the decade cherry-picked the best things to 21st century people.

Narrator's Urge Persists Even after Twenty Five Years: Years passed that the narrator's urge didn't change. She again tries to unlock the keys which she founded but they were unmatched. Hence, she comes back from the past events and recollects every beautiful memory with her, which is nothing but a thousand memories consistently supervene.

Conclusion: Every one of us are equipped with bounding memories of past. We do have such type of memories lasting in our lives. The current decade has 'an excess of many things' which are taking away their beautiful and sensible life to mechanical life. In this life we are not able to find ourselves ruling, instead, technology is influencing and ruling. If this situation moves on the future generations may not have these memoirs of past and a sensible life. Hence, people should be made to know the balancing act of life which obtained in 1990s. As it is said, olden days are always golden days.....

A DRAWER FULL OF HAPPINESS

S.No	Word	Synonym	Antonym
1	Inane	Absurd, foolish	Bright, intelligent
2	Urge	Beg, encourage	Hate, discourage
3	Break open	Open suddenly, hit	Refuse, reject
4	Rub off	Black out, eliminate	Add, assist
5	Array	Display, exhibit	Conceal, cover
6	Marvel	Wonder, be surprised	expect
7	Bewilder	Confuse, puzzle	Calm, clarify
8	Consistency	Constancy, regularity	Inconsistency, irregularity
9	Gorgeous	Attractive, bright	Unattractive, awful
10	Burgundy	Crimson, glowing	---
11	Privilege	Advantage, opportunity	Disadvantage, misfortune
12	Prototype	Model, antecedent	descendant
13	Stupefaction	Amazement, wonder	expectation
14	Rummage	Disorder, disturb	Arrange, neaten
15	Nostalgia	Longing, fond memories	---
16	Unbridled	Uncontrolled, chaotic	restrained
17	Knee-jerk reaction	Automatic reaction, Involuntary impulse	---
18	Perennially	Continual, eternal	occasional, infrequent
19	In tandem	Alongside each other, lineup	Individual, single
20	Revelled	Rejoice, enjoy	Disappoint, dislike
21	Exalted	Elevated, exaggerated	Lowly, debased
22	Genre	Style, category	---
23	Lap sth up	Accept, agree	Decline, disagree
24	Philately	The collection and study of stamps	---
25	Toffee	A hard sticky sweet	---
26	Lauded	Admire, praise	Blame, criticize
27	Cherry-pick	Choose the best	---
28	Millennial	a period of a thousand years	---
29	Emboss	Decorate, carve	---
30	Custom-made	Made to order, specially made	---
31	Myriad	Innumerable, infinite	Countable, bounded
32	Intact	Undamaged, flawless	Damaged, broken
33	Run-of-the-mill	Usual, common	---
34	Semblance	Appearance, likeness	Reality, unlikeness
35	ensue	Start to happen, occur	Cease, neglect

2. NEHRU'S LETTER TO DAUGHTER INDIRA ON HER BIRTHDAY

JAWAHARLAL NEHRU

Introduction: The present writing is written by Jawaharlal Nehru, the former Prime Minister of India. It is written in epistolary form. The current letter was addressed to Indira Gandhi, daughter of Jawaharlal Nehru. During the time of summer in 1928, Nehru started writing letters to her when she was in Mussoorie. In his first letter, 'Book of Nature', he talked about how life began in Universe. In the following letters, he talked about wide range of topics, including languages, trade, history, geography, science, epics and evolution. When Indira was about to turn 13 in 1930, he enclosed in his letters an extensive knowledge towards world and would like to impart her regarding world around her. Nehru continuously wrote letters to his daughter from prison and his words were still inspiring.

Nehru's wishes and presents to Indira: He spoke that she may be receiving good presents and wishes but he was sending from Naini prison not material or solid ones. The presents were of the mind and spirit that even the high walls of prison cannot stop. He talked with his sweetheart saying that he dislike sermons and giving advices and said that discriminating what is right and what is not right to be drawn by talking and discussing. That is what he does with her to attain a little truth from it. He also expresses his happiness about their discussions. He says that the world is not what we see around us, it is beyond our world which is mysterious. He also says that what we have learnt is everything worth and sufficiently wise enough but it is not so. There is much still to learn and become wise.

In India a great Leader: He suggested her to think over how a leader, historically, in India is! He gives an example of her childhood fascination towards Jeanne d' Arc and ambitious to be like her. Also, says that ordinary men and women are usually not heroic, they become heroic when time comes for them to move for a great cause. Hence, history motivates an ordinary men and women to become heroes. In India, a great leader who loves, suffers and be enthusiastic to help people are inspired by our people. He is the one who makes the poor and oppressed to be free and happy.

Role of ourselves in this great drama of world: He reminds of Bapuji, though he was in prison, his magical message touched the hearts of nation that people from children to elder one came out of their shells and became soldiers in the freedom struggle. He represents the present world today as being them fortunate to be part of this world and play their role in this great drama. In this context, it is remembered of Shakespeare's words as "All the world is a stage, and all the men and women merely players: they have their exits and entrances. Hence, he says, if we want to be Indian's soldiers, we have to respect India's honour and that honour is a sacred trust.

Fear a bad thing and unworthy: He suggests her daughter to apply a test when she feels doubt in her life. Never do anything in secret or anything that she wishes to hide. If she desires to hide anything means that she is afraid, and fear is a bad thing and unworthy to her. He suggested being brave and the rest of the thing follow... Hence, he expresses when he was under the leadership of Bapuji in Freedom Movement, there is no secrecy. They always work in the sun and in the light and even in the private life also nothing in secret to hide. Hence, if she follows it, he says, she will grow up a child of light, unafraid and serene and unruffled, whatever, whatever may happen.

Conclusion: - Jawaharlal Nehru is a great freedom fighter, eminent writer and a great lover of nation. To pen off about him, he is a caring and loving parent of his daughter who guided her to follow right path in right time. He is a worldly wise man incorporated with wide knowledge of the world who expressed his complete thoughts when he was in prison, in travels and so on. His sense of every minute thoughts and suggestions are exemplary that still applicable till today. Hence, he is a man of actions rather than words.

2. Nehru's letter to daughter Indira on her Birthday

S.No	Word	Synonym	Antonym
1	Impart	Communicate, convey	Withhold, conceal
2	Devoid of	Reduced, weakened	Increased, enlarged
3	Sermon	Advice, preaching	---
4	Dole out	Allocate, distribute	Collect, gather
5	Starving	Craving, hungering	Full, satisfied
6	Unworthy	Ineligible, undeserving	worthy, suitable
7	Peak into	To reach the highest point	---
8	Serene	Quiet, peaceful	Noisy, disturbed
9	unruffled	Calm, undisturbed	Upset, worried

3. STEPHEN HAWKING POSITIVITY 'BENCHMARK'

Introduction: Stephen Hawking is an outstanding personality who worked hard in the field of Science. His contributions left over many solutions for numerous problems. His actions speak than his words. He is curious to know everything what he observes. Though he is a disabled man, his disability did not become an obstacle to his researches. He expresses the view that disability is for physic but not to the mind.

Early life of Hawking: He was born on January 8, 1942, in Oxford, England. When he was a little boy he understood that biology and medicine are not same. Hence, he interested towards mathematics and physics. He was an exceptional student at St. Alban's School. His school life is not a happy life where, everyone used to play in the playing field. At Oxford he was fascinated more towards Physics and moved for post-graduation at Cambridge.

His Graduation: Cambridge education is a turning point in his life. He was interested in the formal study of cosmology. Hence, in this juncture, he was attacked with the disease of Lou Gehrig's. Later, he got married that a boost up obtained for his professional development. After receiving doctorate degree, he began his lifelong research and teaching association with Cambridge University.

His Research Contribution: Hawking's first contribution to science was the idea of singularity, where he collaborated with Roger Penrose. He examined the nature of black holes that they can give off heat called Hawking Radiation. The other contribution was the size of black holes. He answered the unanswered theories of Einstein's unified field theory. He said that when humans develop the unified field theory, they will know the mind of God.

His publications: His publications are 'A Brief History of Time: From the Big Bang to Black Holes'. In 1993 Hawking wrote 'Black Holes and Baby Universes and other Essays.' A co-authored book named 'The Nature of Space and Time' written in collaboration with Sir Roger Penrose. Along with his daughter Lucy, he published 'George's Secret Key to the Universe' in 2007.

His Honours and Contributions: His modern cosmology, theoretical astronomy and physics were widely recognized. He became a fellow of the Royal Society of London in 1974. By the end of twentieth century, he was renowned best-known scientists in the world. He was awarded the 'Copley Medal' from the Royal Society in 2006. Also, he obtained America's highest civilian honour in 2009.

His Success Formula: He said that Intelligence is the ability to overcome his disability. Also, he motivated that people should not be disabled in spirit as well as physically. He always asks the questions 'why' and 'how' to himself. He follows the quality of perseveration. He hates wasting of time and also likes to share his knowledge.

Conclusion: He passed away in the year 2018. He is a man of curious to know everything. He has brilliant and extraordinary mind. He is one of the greatest scientists of his generation. He has an amazing will power and determination towards his work. He considered time as precious and never wasted time. His enthusiasm and contributions made him to be one among the great scientists of the world.

3. Stephen Hawking-Positivity 'Benchmark'

S.No	Word	Synonym	Antonym
1	Insurmountable	Impossible, unbeatable	Possible, defeatable
2	Obstacle	Interruption, obstruction	Advantage, benefit
3	Onset	Commencement, opening	Conclusion, end
4	Embark	Commence, enter	Cease, finish
5	Confinement	Custody, bounding	Freedom, permission
6	Give off	Emanate, emit	conceal
7	Sequel	Series, continuation	Beginning, opening
8	Endorsing	Approve, attest	Reject, oppose
9	Defy	Oppose, brave	Encourage, surrender
10	Astounding	Wondrous, shocking	---
11	Zany	Crazy, funny	serious
12	Outstanding	Magnificent, superior	Unremarkable, inferior
13	Grasp	Hold, clutch	Release, avoidance
14	Understatement	Restraint, underestimate	Exaggeration, overstatement
15	Knighthood	The rank or title of a knight	---

4. LIKE A TREE, UNBOWED-

WANGARI MAATHAI-BIOGRAPHY

Introduction: The present writing is a biography on Wangari Maathai who was born on April 1, 1940. She is an environmental activist who grew up in a small village. She came from a farming family and her home life resembles the Kenyans in many ways. She was raised from her childhood with a thought from her parents that "respect the soil and its bounty."

Her Childhood Life: Those times were not in favour of woman for education that her brother supported her parents to send her to school. She is a very bright student that she became separated from her Kenyan family and went for education in boarding schools run by Catholic missionaries. Later, she completed her veterinary anatomy at University of Nairobi and became the first woman in East Africa to attain a doctorate degree. Then, she was joined as University faculty and became the first woman to chair a university department in 1976.

Challenges in Personal Life: She was married to a politician named Mwangi Maathai. She had disappointment in her marriage life that she was divorced. She could not stay submissive to her husband as he was so threatening for her academic achievements. In her divorce case her husband levied on her that she was too educated, too strong, too successful, too stubborn and too hard to control.

Maathai The Activist: She is a woman with confidence, outspokenness and audacious that she joined in the National Council of women of Kenya, who focuses for the education of women for their rights. In this process she was harassed by the then Kenyan President Daniel arap Moi. In that particular year of 1990s Maathai was arrested, imprisoned for her outspokenness against Moi's administration. As there were first free and democratic elections held in nearly twenty-five years, Maathai won a seat in National Assembly with 98 percent of the vote. The then president of the elections Kibaki appointed Maathai as the Deputy Minister of the Environment, Natural Resources and Wild life.

Green Belt Movement and Beyond: In 1977, she commenced the Green Belt Movement to reforest her beloved country and helping the women in the nation. When the women plant the seeds in public or private places, for every tree that takes root, the planted woman will be gained a little amount. The movement is so successful that they planted more than 30 million trees in Kenya and 30,000 women obtained with new skills and opportunities. Even from other countries like Tanzania, Uganda, Ethiopia, Malawi, Lesotho and Zimbabwe participants fascinated to the vision and mission of the movement that they participated tree planting in their own countries.

Her Awards and Recognition: As she dedicated herself lifelong to environment and human rights Maathai received numerous awards. She received Goldman Environmental Prize, the Right Livelihood Award and United Nation's Africa prize for Leadership. She also, received Edinburgh Medal in 1997. In 2004 Maathai was respected with Nobel Peace Prize.

Her Philosophy and Values: She was a committed lady and tries to impart in everyone and believe them to have love for environment, self-betterment, gratitude, respect and dedication towards service. She said that the future of the earth concerns all of us that it is our responsibility to protect and safeguard it.

Conclusion: Wangari Maathai's biography is beautifully woven around her life, struggles, achievements, dedication and the quality of perseverance until she attains her goal. The Green Belt Movement is an epitome in the life history of Kenya that its familiarity reached every parts of the world. Hence, her inspiration made to awaken the other countries to become conscious in strengthening, safeguarding of environment as well as the well-being of every woman in the country.

4. Like a Tree, Unbowed: WangariMaathai-Biography

S.No	Word	Synonym	Antonym
1	Embrace	Grab, seize	Free, release
2	Precedent	Exemplar, model	- - - -
3	Rampant	Uncontrolled, excessive	Controlled, limited
4	Afforestation	Forestation, arboriculture	- - - -
5	Tenant	Rent payer, dweller	landlord
6	Bounty	Gift, reward	Penalty, punishment
7	Veterinary	One who cares for the health of animals	- - - -
8	Anatomy	The scientific study of the structure of human or animal bodies	- - - -
9	Fledgling	Learner, trainee	Expert, professional
10	Denounce	Accuse, rebuke	Applaud, praise
11	Intimidate	Frighten, threaten	Calm, soothe
12	Devastation	Destruction, demolition	Construction, building
13	Deplete	Decrease, weaken	Increase, strengthen
14	Nurture	Feed, care	Starvation, ignorance
15	Dole out	Allocate, distribute	Collect, gather
16	Grounded in	Based on sth	- - - -
17	Outspoken	Direct, straightforward	Cautious, reserved
18	Numerous	Many, plentiful	Little, lacking
19	Icing on the cake	An attractive but inessential addition	- - - -
20	Assault	Attack, offensive	Retreat
21	Gashed	Split, wound	Mend, cure
22	Glimpse	Catch sight of, look briefly	stare
23	Escalating	Increase, intensify	Decrease, lessen
24	Dire	Terrible, extreme	Mild, calm
25	Reiterate	Repeat, restate	Take back
26	Memoir	A historical account or biography written about their life and experience	- - - -
27	Persistence	Steadfastness, resolution	Laziness, weakness
28	Survived by	Remain, continue to live	Depart, die
29	Akin	Comparable, similar	Unalike, dissimilar
30	Lose ground	Fall away, suffer loss	- - - -
31	Catch the right bus	Move in the right direction	- - - -

5. STAY HUNGRY, STAY FOOLISH

Steve Jobs

Introduction: The current writing is addressed by Steve Jobs in 2005 at Stanford University. He was the co-founder, chairman and CEO of Apple and a successful entrepreneur. He was a pioneer of the personal computer revolution and co-founder and chief executive of Pixar Animated Studios. In his Stanford speech he expressed his wonderful life journey where he overcame all his hardships and succeeded. Hence, he explicated his life journey in three stories.

The First Story, Connecting the Dots: When he was born, his biological mother, who was an unwed college graduate, gave him for adoption to his parents in condition to make the boy go to college. After 17 years he went to college. The college was as expensive as Stanford that all the savings of his parents were completing. He was also there in studies without any interest. Hence, he dropped out from Reed College after six months and became a drop-in for another 18 months. He found much difficulty in even getting food that every Sunday he used to walk seven miles for a good meal at Hare Krishna temple. One day, he observed throughout the campus a posture displayed that the college offered a best calligraphy instruction in the country. Hence, it created interest in him that he attended the classes. He learnt about serif and san serif typefaces. Though he did not have any practical application, after ten years, when they were designing first Macintosh computer, they created a wonderful typography in connection of the dots. He then trusted his gut, destiny, life, karma and everything and gave an optimistic note.

His Second Story-Love and Loss: Steve and Woz started Apple in his parent's garage when he was twenty. They worked together for ten years. A company from garage to a 2 billion dollar company over 4000 employees, he raised. Then in this moment, he was fired from job that all his board of Directors was together and he was alone. He did not lose hope that whatever, he does he was interested. Hence, he started after five years, a company named NeXT and another named Pixar. At this moment, he fell in love with an amazing woman and who later became a life partner to his life. He was happy that he returned to Apple again. For everything what is required is patience. He says, "Sometimes life hits you in the head with a brick. Don't lose faith."

His third story about Death: He read a quote when he was 17, "If you live each day as if it was your last, someday you'll most certainly be right." From the past 33 years he remembers it. About a year past, he was diagnosed with cancer that it showed a tumour in pancreas. He realized that he would face death. Later, when he was with the process of endoscope, it was diagnosed that his tumour can be cured. Hence, he had undergone with a surgery and was fine of the moment.

His Suggestions for Stanford Students: Time is limited, so never waste it living in someone else's life. He also suggests to not to get influenced by other's thinking. Also, never let other's opinions draw your inner voice. Hence, he said that we should rule ourselves. Have the courage to follow our heart and intuition. He shares an incident when he was young about an amazing publication called The Whole Earth Catalogue, which was one of the bibles of his generation which was created by Stewart Brand in late 1960s. It was completely before computers published with typewriters, scissors and Polaroid cameras. It was idealistic and overflowing with neat and great tools. Stewart and his team focused distant issues of The Whole Earth Catalogue where on the back cover of the final issue was a photograph of an early morning country road. Beneath it were their last words: "Stay Hungry, Stay Foolish." The words spoke as if they were told to me. Therefore, he suggested to the Stanford students he wish the same quote for them to remember. His words are so thought provoking which reflects his struggles in his life and his life like a mirror reflects his journey of success.

5. Stay Hungry, Stay Foolish

S.No	Word	Synonym	Antonym
1	Insight	Awareness, observation	Ignorance, stupidity
2	Drop out	Quit, withdraw	Continue, remain
3	Drop in	Visit, turn up	Loss, miss
4	Unwed	Bachelor, separated, divorced	- - -
5	Put up	Accommodate guest, take in	Ruin, turn away
6	Adopt	Foster, legally care for another's child	Disown, leave alone
7	Relent	Give up, relax	Worry, advance
8	Naively	Childishly, foolishly	- - -
9	Figure out	Achieve, resolve	Disarrange, fail
10	Work out	Solve, satisfy	Give up, neglect
11	Scary	Frightening, terrifying	Normal, calming
12	Dorm room	Bed room, sleeping quarters	- - -
13	Stumbled into	Involved into sth by chance	- - -
14	Intuition	Perception, instinct	Knowledge, reasoning
15	Calligraphy	Beautiful handwriting	- - -
16	Fascinate	Captivate, attract	Bore, displease
17	Diverge	Deviate, separate	Go direct, combine
18	Drop the baton	Not doing his part but let down to someone else	- - -
19	Screw up	Spoil, mess up	Do well, organize
20	Renaissance	Regeneration, renewal	Destruction
21	Embarrassment	Humiliation, mistake	Peace, solution
22	Closest	Nearest, at hand	Distant, faraway
23	Clear out	Empty sth, clean out	Fill up, arrive
24	Dogma	Belief, principle	Unbelief, doubt
25	Drown out	Hush, silence	- - -
26	Put out	Cause someone trouble, extra work	- - -
27	Hitchhiking	to travel by asking for free rides	- - -
28	Anew	Fresh, once again	- - -
29	Biological mother	The mother who gave birth to a child	
30	Subtle	Quiet, delicate	Hard, unsubtle
31	Start over	To begin again	- - -
32	Buttongd up	Very carefully planned	Disunite, disjoin
33	Pop out	Appear suddenly	- - -
34	Let down	Disappoint someone by not doing sth as you promised to do.	- - -
35	Fall away	Separate from sth	- - -
36	Dawn on	Realize	- - -

Technical Vocabulary
Civil Engineering (Unit-I&II)

S.No	Word	Meaning
1	Camber	A slight downward curve from the middle of a road to each side
2	Clapper bridge	A primitive type of bridge in which planks or slabs of stone rest on piles of stones.
3	Crown	The bend of a rafter, floor or ceiling joist, as the board stands on edge
4	Pothole	A large rough hole in the surface of a road that is formed by traffic and bad weather
5	Dam	A barrier that is built across a river in order to stop the water from flowing, used especially to make a reservoir.
6	Drainage	The artificial removal of water or liquid waste, both surface and sub-surface
7	Underdrain	A type of drain or drainage system that is installed under another construction element.
8	Lock	An enclosed chamber in a canal, dam, etc., with gates at each end, for raising or lowering water.
9	Lift	A lift (or elevator) is a form of vertical transportation between building floors
10	Soft shoulder	A soft edge along the side of a road that is unsuitable for vehicles to drive on.
11	Viaduct	Viaduct, type of long bridge or series of bridges, usually supported by a series of arches or on spans between tall towers.
12	Dike	An artificial watercourse
13	Sluice	A channel that carries a rapid current of water, esp one that has a sluiceway to control the flow.
14	Tarmac	A paving material that consists of crushed stone rolled and bound with a mixture of tar and bitumen.
15	Weir	A weir is a concrete structure which is constructed across the open channel (such as a river) to change its water flow.
16	Cantilever	A cantilever is a rigid structural element anchored at one end to a support from which it protrudes.
17	Bascule	A device operating like a balance by which the rising floor is counterbalanced by a weight
18	Kerb	The boundary between the pavement and footpath
19	Curb	A line of stone or concrete forming an edge between a pavement and a roadway
20	Footbridge	A narrow bridge for the use of pedestrians.
21	Suspension bridge	A bridge having the roadway or footway suspended from cables that are anchored at either end and usually supported at intervals by towers.

Information Technology (Unit-I)

S.No	Word	Meaning
1	Digital	Digital describes electronic technology that generates, stores, and processes data
2	Applet	An applet is a small Internet-based program written in Java
3	Database	An organized set of data that is stored in a computer and can be looked at and used in various ways.
4	Configure	Arrange something in a particular way, especially computer equipment
5	Hardware	The physical parts or components of a computer.
6	Internet	A worldwide system of computer networks.
7	Intranet	A private network contained within an enterprise that is used to securely share company information and computing resources among employees.
8	Ram	Random access memory, a type of computer memory that can be accessed randomly
9	Bandwidth	The maximum data transfer rate of a network or Internet connection.
10	Browser	A software application used to locate, retrieve and display content on the World Wide Web.
11	Retrieve	Find and get back data or information that has been stored in the memory of a computer.

Telecommunication Engineering (Unit-II)

S.No.	Word	Meaning
1	Hacking	Hacking refers to activities that seek to compromise digital devices.
2	Phone fraud	The use of telecommunications products or services with the intention of illegally acquiring money from, or failing to pay, a telecommunication company or its customers.
3	Satellite	Satellite is an artificial satellite that relays and amplifies radio telecommunications signals via a transponder
4	Channel	A separate path through which signals can flow.
5	Receiver	The part of a telephone that receives and converts the signal back into required information.
6	Source	Objects which encode message data and transmit the information, via a channel, to one or more receivers.
7	Baud	A unit for measuring the speed at which electronic signals and information are sent from one computer to another
8	Currency	the fact that something is used or accepted by a lot of people
9	Converter	A device that converts a signal from one frequency to another.
10	Facsimile	An exact copy of something (Also called fax .)
11	Relay station	Facility for rapidly passing message traffic from one tributary to another by automatic, semiautomatic, or manual means .

Research and Development (Unit-III)

S.No	Word	Meaning
1	Experimentation	Creative and systematic work undertaken in order to increase the stock of knowledge
2	Trial and Error	The process of solving a problem by trying various methods until you find a method that is successful
3	Fling	To throw somebody/something somewhere with force
4	Crack	To find the solution to a problem
5	Analysis	To break a topic or concept down into its parts in order to inspect and understand it
6	Breakthrough	An important discovery or event that helps to improve a situation or provide an answer to a problem
7	Deviation	A measure of the spread of scores within a set of data.
8	Patent	Protection granted by a national government for an invention.
9	Feasibility	Analyzing all relevant factors of a project or market <i>research</i> to enhance data collection
10	Pipeline	The progression of papers from the idea stage to the publication stage.

Chemical Engineering (Unit-III)

S.No	Word	Meaning
1	Absorption	The process in which a substance captures and transforms energy.
2	Adsorption	The attachment of a chemical or biochemical atom, molecule, ion, or particle to a surface.
3	Bioreactors	Any manufactured device or system that supports a biologically active environment.
4	Bubble	A bubble is a globule of one substance in another, usually gas in a liquid
5	Capsomere	A basic subunit of the capsid, an outer covering of protein that protects the genetic material of a virus.
6	Desorption	A phenomenon whereby a substance is released from or through a surface.
7	Dialysis	Separation of suspended colloidal particles from dissolved ions or molecules of small dimensions
8	Precipitation	Formation of a separable solid substance from a solution
9	Nanomaterials	Materials of which a single unit is sized (in at least one dimension) between 1 to 1000 nanometres (10^{-9} meter)
10	Sedimentation	Sedimentation is the separation of suspended solid particles from a liquid stream via gravitational settling.

Biomedical Engineering (Unit - IV)

S.No	Word	Meaning
1	Angiography	A medical imaging technique used to visualize the inside, or lumen, of blood vessels and organs of the body
2	Elastography	Elastography is a new dynamic technique that combines manual transducer compression with ultrasound to provide an estimation of tissue stiffness
3	Fluorophore	A molecule or functional group which is capable of fluorescence.
4	Laparoscope	An instrument through which structures within the abdomen and pelvis can be seen.
5	Microparticles	A term used to describe spherical particles between 1 and 1000 μm in diameter.
6	Morphometry	The quantitative measurement of the form especially of living systems or their parts.
7	Neuroimaging	Neuroimaging or brainimaging is the use of various techniques to either directly or indirectly image the structure, function of the nervous system.
8	Photon	A unit of intensity of light at the retina equal to the illumination received per square millimeter of a pupillary area
9	Radiation	The use of energy waves to diagnose or treat disease.
10	Subatomic	A unit of matter or energy that's the fundamental makeup of all matter.

Electrical Engineering (Unit-IV)

S.No	Word	Meaning
1	Ampere	The unit of electrical current.
2	Analog	Electronic systems with a continuously variable signal, in contrast to digital electronics
3	Circuit	A path or line through which an electrical current flows.
4	Convection	The transfer of internal energy into or out of an object by the physical movement of a surrounding fluid
5	Digital	Electronics that represent signals by discrete bands of analog levels, rather than by continuous ranges.
6	Electrolysis	The process of passing an electric current through a substance in order to produce chemical changes in the substance.
7	Electromagnet	A temporary magnet formed by winding a coil of wire round a piece of soft iron, and passing an electric current through it.
8	Feedback	The process of part of the signal coming out of a piece of electrical equipment going back into it to reduce or increase the amplification.
9	Generator	A generator is a device that converts mechanical energy into electrical power for use in an external circuit.
10	Insulator	A material whose internal electric charges do not flow freely.

Computer Science Engineering (Unit-V)

S.No	Word	Meaning
1	Analog computer	A form of computer that uses the continuously changeable aspects of physical phenomena
2	Bandwidth	The amount of data that can be sent from one point to another in a certain period of time.
3	Big data	A term used to describe a collection of data that is huge in size and yet growing exponentially with time.
4	Cloud storage	A cloudcomputing model in which data is stored on remote servers accessed from the internet, or "cloud."
5	Control panel	The ControlPanel is a section of Microsoft Windows that enables a user to change various computer hardware and software features.
6	Debug	The routine process of locating and removing <i>computer</i> program bugs, errors or abnormalities,
7	Plain text	Plaintext is a loose term for data that represent only characters of readable material.
8	Ethernet	The standard way to connect computers on a network over a wired connection.
9	Hacker	A hacker is an individual who uses computer, networking or other skills to overcome a technical problem.

Production Engineering (Unit-V)

S.No	Word	Meaning
1.	Assembly line	A manufacturing process in which parts are added as the semi-finished assembly where the parts are added in sequence until the final assembly is produced.
2.	Automation	Automation is the technology by which a process or procedure is performed with minimal human assistance.
3.	Auxiliary materials	Material elements of production.
4.	Backlog	He existing workload that exceeds the production capacity of a firm or department,
5.	Hanging tag	A small cardboard or plastic label that hangs from an item of clothing and gives information such as size, color, fabric, and price
6.	Logistics	The commercial activity of transporting goods to customers.
7.	Dynamometer	A device for measuring force, moment of force, or power.
8.	Work station	A <i>workstation</i> is a special computer designed for technical or scientific applications.

GRAMMAR**GRAMMAR****NOUNS**

Def: A Noun is a word used as the name of person, place or thing. We can classify the nouns into FIVE types.

CLASSIFICATION OF NOUNS**I. Classification of Nouns:**

Proper noun – Specific names (Rama, India, Usha fan, Guntur Engineering College)

Common noun – General names (student, mother, bird, temple, hospital, college)

Collective noun – Names of groups (mob, cluster, army, herd, US navy)

Material noun – Names of materials (gold, iron, wood, air, steel)

Compound noun – Nouns having two words combined

(Father-in-law, passer-by, Step-son etc.,)

Abstract noun – Names of intangible things / Names of any quality, state, action, art and Science. Ex: (love, honesty, jealousy, hatred)

1. QUALITY: Truth, Honesty, Kindness, Humanity, Goodness, Bravery, Softness, Wisdom, Dullness, Dynamism, Dedication, Optimism, Pessimism, Purity,

2. ACTION: Love, Hatred, Like, Pain

3. STATE : Infancy, Childhood, Youth, Health, Sleep, Slavery, Sadness
Pleasure, Poverty, Happiness

PRACTICE EXERCISES ON "NOUNS"

Find the type of a noun for the underlined words in the following sentences. (Common, Proper, Collective or Abstract Nouns etc.,)

EX: The crowd was very big. (Collective Noun)

- | | | |
|---|---|---|
| 1) He gave me a <u>bunch</u> of grapes. | (|) |
| 2) <u>Wisdom</u> is better than strength. | (|) |
| 3) <u>The Godavari</u> overflows its banks every year. | (|) |
| 4) I often think of the happy days of my <u>childhood</u> . | (|) |
| 5) We saw a <u>fleet</u> of ships in the harbour. | (|) |
| 6) The <u>room</u> is thirty feet in length. | (|) |
| 7) What is your verdict, gentlemen of the <u>jury</u> ? | (|) |
| 8) The soldiers were rewarded for their <u>bravery</u> . | (|) |
| 9) The streets of some our <u>cities</u> are noted for their crookedness. | (|) |
| 10) <u>A.P.J Abdul Kalam</u> is a well known scientist of our country. | (|) |

II. NUMBER and NOUN

Number and Noun: We can also classify the nouns into two types. They are:

1. Countable Nouns: are the names of objects, people etc., that we can count.

Ex: Book, Pen, Apple, Boy, Sister, Doctor, Horse etc.

Note: They usually have Singular and Plural forms.

SINGULARS

Dog
Man
Apple
Book
Pen
Boy

PLURALS

Dogs
Men
Apples
Books
Pens
Boys

2. Uncountable Nouns: are the names of things which we cannot count.

Ex: Milk, Oil, Sugar, Gold, Honesty, Salt, Rice, Water, Petron,
Beauty, Knowledge, Happy, Anger, Humanity

NOTE: Countable Nouns have plural forms while Uncountable Nouns do not. For example, we say 'books' but **we cannot say 'Milks'**.

Note: We cannot use indefinite articles 'a' / 'an' with these nouns. To express a quantity of any one of these uncountable nouns, we can use the expressions / phrases like:

Ex: A little, Some, A lot of, A bit of, A cup of etc.,

1. They have bought **a lot of furniture**.
2. Can you add **some sugar** in my tea?
3. There is **a great deal of damage** during earthquake.
4. Will you bring **some milk** to the puppy?

PRACTICE EXERCISE - I

Identify the Countable and Uncountable nouns for the underlined words in the following sentences.

EX: I prefer tea. (Uncountable Noun)

- 1) The children are playing in the garden. ()
- 2) Successful candidates will join the camp later this year. ()
- 3) My mother uses butter to prepare cakes. ()
- 4) We need some glue to fix this vase ()
- 5) The waiters in this restaurant are very professional. ()
- 6) Dehydrated babies must drink a lot of water. ()
- 7) I met some nice people when I was walking along the beach. ()
- 8) Some policemen are organizing road traffic to avoid any accidents. ()
- 9) Scientists say that the environment is threatened by pollution. ()
- 10) I want some juice please! ()

PRACTICE EXERCISE - II

Identify the Countable and Uncountable Nouns in the following words.

EX: Water (Uncountable Noun)

*Countable/Uncountable Noun.

WORD	*C/U NOUN	WORD	*C/U NOUN
Wind		Hair	
Friend		Silver	
Wood		Orange	
Advice		Animal	
Oil		Water	
Chair		Bottle	
Bottle		Sand	
Music		School	
Idea		Plastic	
Person		Magazine	
Machinery		Petrol	
Student		Oil	
Information		Courage	
Library		Cheese	
Milk		Socks	
Computer		Furniture	
Plastic		Knowledge	

PRACTICE EXERCISE - III

Complete the table with the words given in the box as per the classification given below.

Apple, Rain, Poetry, News, Help, Patience, Markers,
 Restaurant, House, Mathematics, Money, Questions,
 Meat, Rice, Water, Debt, Truth, Experiment,
 Curiosity, Weather, Transportation, Sadness

COUNTABLE NOUNS	UN COUNTABLE NOUNS
EX: Apple	Patience

III. CONVERTING NOUNS FROM SINGULAR TO PLURAL

The Plural of Nouns: The plurals are formed to the nouns by adding different suffixes. For example:

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Tree	Trees (s)
	Box	Boxes (es)
	Ox	Oxen (en)
	Man	Men (en)
	City	Cities (ies)

Note: If we observe the alleged examples, we can easily realize that, Plurals may not be formed with similar suffixes. Suffixes may change based on the nouns. Hence, there are some rules we need to follow to form the plurals to the different nouns.

They are:

1. Most Nouns form plurals by adding -s (or) -es

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	An Examination	Examinations (S)
	A House	Houses (S)
	A speech	Speeches (S)
	Boy	Boys (S)
	Match	Matches (S)

2 (a) Most Nouns ending with -O forms the plurals by adding -es to the singular nouns.Ex:

<u>SINGULARS</u>	<u>PLURALS</u>
Buffalo	Buffaloes (es)
Mango	Mangoes (es)
Hero	Heroes (es)
Echo	Echoes (es)

2 (b) A few nouns ending with -O forms the Plural by adding -S to the singular nouns.

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Piano	Pianos (S)
	Memento	Mementos (S)
	Kilo	Kilos (S)
	Stereo	Stereos (S)

3. (a) A noun ending with -Y preceded by a consonant make the plural with -ies.

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Family	Families (ies)
	Society	Societies (ies)
	Baby	Babies (ies)
	Lady	Ladies (ies)
	Story	Stories (ies)

3. (b) A noun ending with -Y preceded by a vowel make the plural with - S.

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Boy	Boys (S)
	Way	Ways (S)
	Key	Keys (S)
	Toy	Toys (S)
	Monkey	Monkeys (S)

4. Some nouns have *irregular plurals*. Some of the most common ones are listed below.

SINGULAR	PLURAL	SINGULAR	PLURAL
Woman	Women	Foot	Feet
Wife	Wives	Man	Men
Analysis	Analyses	Life	Lives
Child	Children	Leaf	Leaves
Loaf	Loaves	Tooth	Teeth
Half	Halves	Potato	Potatoes
Diagnosis	Diagnoses	Knife	Knives
Cactus	Cacti	Oasis	Oases
Phenomenon	Phenomena	Focus	Foci
Thesis	Theses	Criterion	Criteria
Fungus	Fungi	Crisis	Crises
Datum	Data	Nucleus	Nuclei

5. Some nouns have the same form in the singular and plural.

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Sheep	Sheep
	Fish	Fish
	Species	Species
	Deer	Deer
	Score	Score
	Dozen	Dozen

- Ex: 1. **This deer** has beautiful horns.
These deer have beautiful horns.
 2. I bought a **dozen** pencils.
 She gave us **five dozen** pencils.

6. Some nouns look like plurals but we consider them as Singulars and we should take a singular verb for those kinds of nouns.

Ex: News Mathematics Physics
Billiards Athletics Darts etc.,

1. This **news** is true.
2. **Mathematics** is a difficult subject.
3. **Billiards** is played all over the world.

7. Some nouns have a plural form and take a plural verb.

Ex: Jeans Spectacles Scissors
Cattle People Vermin etc.,

1. The **cattle** are grazing in the field.
2. Where are my **spectacles**?
3. Your **jeans** are black.

8. Compound Nouns generally form the plurals in different ways.

Ex:	<u>SINGULARS</u>	<u>PLURALS</u>
	Son-in law	Sons - in - law
	Father-in-law	Fathers-in-law
	Passer-by	Passers-by
	Step-mother	step-mothers
	Washer-man	Washer-men
	Commander-in-chief	Commanders-in-chief.

PRACTICE EXERCISES ON "PLURALS"

SINGULAR	PLURAL	SINGULAR	PLURAL
Phenomena		Foot	
Focus		Wolf	
Cattle		Nucleus	
Half		Country	
Man		Sheep	
Child		Cactus	
Wife		Goose	
Ox		Echo	
Tune		Mouse	
Hero		Spectacles	
Loaf		Hobby	
Duck		Worry	
News		Father-in Law	
Jeans		People	
Scissors		Poultry	

QUANTIFIERS**A BRIEF NOTE ON 'NOUNS' :**

Def: A Noun is a word used as the name of person, place or thing. We can classify the nouns into two types.

TYPES OF NOUNS

Proper noun – Specific names (Rama, India, Usha fan, Guntur Engineering College)

Common noun – General names (student, mother, bird, temple, hospital, college)

Collective noun – Names of groups (mob, cluster, army, herd, US navy)

Material noun – Names of materials (gold, iron, wood, air, steel)

Abstract noun – Names of intangible things (love, honesty, jealousy, hatred)

Compound noun – Nouns having two words combined (Father-in-law, passer-by)

OTHER TYPES :

1. Countable Nouns: are the names of objects, people etc., that we can count. They mainly denote substances and abstract things.

Ex: Book, Pen, Apple, Boy, Sister, Doctor, Horse etc.

2. Uncountable Nouns: are the names of things which we cannot count.

Ex: Milk, Oil, Sugar, Gold, Honesty, etc.

NOTE: Countable Nouns have plural forms while Uncountable Nouns do not. For example, we say 'books' but we cannot say 'Milks'.

QUANTIFIERS

Quantifiers are the words indicating quantity which are used before nouns to denote how many or how much. They are: **some, any, much, many, little, a little, few, a few, a lot, plenty, a great deal of, each, every**, etc.

SOME AND ANY

1. Some specifies a quantity (with count/uncount nouns)

Ex: Some money

Some Information

Some trees

Some details

Any has two meanings:

a) specifying an indefinite amount

Ex: Are there any eggs in the basket?

b) meaning "no matter what or which"

Ex: You can choose any of these apples.

2. **Some** is used in the positive sentences and **any** in negative sentences.

Ex: I have **some** money in my pocket.

I don't have **any** money to help you now.

3. **Some** is used with the Questions beginning with **Would you like / Do you want / Can I have**

Ex: Would you like to have some coffee?

Do you want some bananas?

Can I have some water?

4. **Any** is used in questions and **some** is used in questions expecting a positive response.

Ex: Have you heard **any** news regarding the earthquake in Japan?

Would you like to have **some** tea?

5. **Some** is used in requests.

Ex: Could you please get me **some** water?

Note: The quantifiers **SOME** and **ANY** can be combined with 'body / one' to refer to people, with 'thing' to refer to the things and with 'where' for places. Thus the words formed are **somebody / someone, anybody / anyone, something, anything, somewhere, and anywhere**. The use of these words is same as the use of **some or any**.

MUCH / MANY

1. **Much** is used only with uncountable nouns

Ex: much water, much time, much work, much money

The fire accident caused no **much** damage to the building.

Many is used only with countable plural nouns.

Ex: many friends, many assignments, many animals

The lives of **many** people got affected in the recent tsunami.

2. **Much** and **Many** are usually used in negative sentences and questions.

Ex: There isn't **much** time for the submission of the project. (**Negative sentence**)

Is there **much** food in the kitchen? (**Question**)

He doesn't have **many** friends as he is new to the city. (**Negative sentence**)

Are there **many** animals in the zoo? (**Question**)

A lot / lots of / plenty of

1. 'A lot/ lots of/ plenty of' are used with uncountable and plural nouns.

Ex: I have **a lot of** work to do.

She knows **a lot of** stories.

A lot of people know him.

Drink **a lot of** water.

A lot of smoke emerged during the fire accident.

Lots of food and clothing have been collected to help the victims.

There are **plenty of** natural resources in India.

Little / A Little - Few / A Few

1. **Little** and **A little** are used with uncountable nouns.

Ex: There is **little** sugar in the box (= **not much / no sugar**)

There is **a little** sugar in the box. (= **some sugar**)

Few and **A few** are used with countable plural nouns.

Ex: There are **few** students in the class (= **not many / no students**)

There are **a few** students in the class (= **some students**)

2. **Little** and **few** denote negative sense whereas **a little** and **a few** denote 'some' / positive sense.

Ex: He has **little (no)** knowledge in the subject and so he failed in the interview.

He has **a little (some)** knowledge in the subject and so he managed to get through the interview.

The peon locked the room as there were **few (no)** students in it.

The peon did not lock the room as there are **a few (some)** students in it

Each / Every

- **Each** is used only when the number in the group is limited and *definite*.

Ex: I was away ten days and it rained **each** day. (**No. of days are definite**)

- **Every** is used when the number is *indefinite*.

Ex: It rained **every** day during my holiday. (**No. of days are indefinite**)

WORK SHEET

I MODEL - I

1. Could you get us _____ (any/ some) water please.
2. He has _____ (few / little) intelligence. So he was cheated by his partners.
3. I don't have _____ (many/much) knowledge about disaster management.
4. Have you heard _____ news? (some/ any)
5. There are _____ (much/ many) students who are interested in games.

II MODEL – II

1. In spite of _____ criticism, he showed a _____ patience.
2. He did not eat _____ rice.
3. I have taught you _____ things. But you have not availed them.
4. Are there _____ mango trees in the garden?
5. _____ boys in the class are clever.
6. _____ property was damaged during the severe cyclone.
7. He missed _____ opportunities.
8. _____ cats like cold water.
9. _____ boys like cricket.
10. He has _____ intelligence. So was cheated in business.
11. He did not eat _____ rice.
12. There is _____ water in the pot.
13. He didn't get _____ response.
14. I have _____ money to pay the fee.
15. There are _____ poor people in the world.
16. Can you give me _____ information about the buses in the city centre please?
17. I have been to America _____ times. Twice in 2000 and again last year.
18. I don't need _____ advice from you. You don't understand the problem.
19. Do we need any mushrooms? "No, we have _____. Look, three bags!"
20. I don't have _____ patience and I find puzzles in the news paper are boring.
21. We only have _____ carrots. We should go and buy some more.
22. They say _____ knowledge is a bad thing.
23. I know _____ instances where that proves true.
24. _____ people know as much about computers as he does.
25. _____ depression can be attributed to being overworked.

Transitive and Intransitive Verb

Transitive Verb

A transitive verb is a verb that can take a direct object. In other words, the action of a transitive verb is done to someone or something. Most verbs are transitive.

A transitive verb contrasts with an intransitive verb, which is a verb that does not take a direct object. In other words, it is not done to someone or something. It only involves the subject.

Examples of Transitive Verbs

In the examples below, the transitive verb is highlighted and the direct object (i.e., the thing being acted upon) is in bold.

- Lee eats **pies**.

(*Eats* (from the verb *to eat*) is transitive because you can eat something.)

- Lee loves **mince pies**.

(*Loves* (from the verb *to love*) is transitive because you can love something.) Direct objects aren't usually single words. They're usually noun phrases.)

- Lee bought **dozens of cakes**.

(*Bought* (from the verb *to buy*) is transitive because you can buy something.)

- I *love*
- Please *carry* the **books** for me.
- Can we *buy* these **ones**?
- Johnny *kicked* the **ball**.
- She didn't *take* anything from the **table**.
- I *will send* the **note** for the **doctor**.

Consider how these verbs need to confer the action upon the object. This makes them transitive verbs:

- Love – you need to love something or someone for the verb to make sense.
- Carry – you need to carry something or someone for the verb to make sense.
- Buy – you need buy something for the verb to make sense.
- Kick – you need to kick something or someone for the verb to make sense.
- Take – you need to take something or someone for the verb to make sense.
- Send – you need to send something or someone for the verb to make sense.

Examples of Intransitive Verbs

In the examples below, the intransitive verb is shaded. An intransitive verb can't have a direct object, so none of the text is bold.

- He *fainted*.

(*Fainted* (from the verb *to faint*) is an intransitive verb. It has no direct object. You cannot faint something; e.g., you cannot say "He fainted her.")

- A vulture soared effortlessly overhead.

(*Soared* (from the verb *to soar*) is an intransitive verb. It has no direct object. You cannot soar something; e.g., you cannot say "The vulture soared the air.")

- The sharks are congregating near the raft.

(*Are congregating* (from the verb *to congregate*) is an intransitive verb. It has no direct object. However, you can congregate something; e.g., you can say "The whales are congregating the seals." So, some verbs can be both intransitive and transitive. There's more on this below.)

- It **snowed**.
- We **laughed**.
- He **cried**. He will probably **cry** again tonight.
- We didn't **know**.
- They **died**.
- When did they **arrive**?

Verb	Transitive and Intransitive Example
to agree	She agreed my terms . (Transitive) She agreed with me. (Intransitive)
to play	She will play the hornpipe . (Transitive) She will play tonight. (Intransitive)
to run	I ran the show . (Transitive) I ran. (Intransitive)
to walk	She is walking the dog . (Transitive) She is walking there. (Intransitive)
to eat	Let's eat pie . (Transitive) Let's eat. (Intransitive)
to demonstrate	She demonstrated her skills . (Transitive) She demonstrated. (Intransitive)
to sit	I sat her on my lap. (Transitive) I sat near the window. (Intransitive)
to stand	I stood the pole under the sheet. (Transitive) I stood for hours. (Intransitive)

Complement

- Complement is the term used for a word or words that are needed to complete the meaning of an expression.

Most *phrases* and *clauses* will include a complement of some kind. If you can't remove it from your sentence, then it's likely to be a complement. This is how complements differ from adjuncts. Adjuncts are optional as they are usually just descriptive. Complements are not optional. They are essential to ensure understanding.

Complements (in English Grammar)

subject

subject complement

Algebra is difficult.

object

object complement

Practice makes algebra easy.

Examples of Complements

The word *complement* most commonly crops up in the terms subject complement and object complement.

Subject Complement: A subject complement is the adjective, noun, or pronoun that follows a linking verb. (Examples of linking verbs include *to be*, *to smell*, *to seem*, *to taste*, *to look*.)

Here are two easy examples of subject complements. (The subject complements are shaded and the subjects are bold.)

- **Lee** is weak.

(*Lee* is the subject, *is* is the linking verb, and the adjective *weak* is the subject complement. It tells us something about the subject. It completes the meaning.)

- **John** was a chicken.

(*John* is the subject, *was* is the linking verb, and the noun phrase *a chicken* is the subject complement. It tells us something about the subject. It completes the meaning.)

Object Complement: An object complement is the adjective, noun, or pronoun that follows a direct object (shown in bold) to rename the direct object or state what it has become.

Here are two easy examples of object complements. (The subject complements are shaded and the objects are bold.)

- The vote made **John's position** untenable.

(Here, *John's position* is the direct object of the verb *made*, and the adjective *untenable* is the object complement that completes the meaning. The adjective *untenable* tells us something about the direct object (*John's position*). It can't be removed because it completes the meaning. This is an example of an object complement.)

- We voted **John** chairman.

(Here, *John* is the direct object of the verb *voted*, and the noun *chairman* is the object complement that completes the meaning. The noun *chairman* tells us something about the direct object (*John*). It can't be removed because it completes the meaning.)

Remember that you can find the direct object by finding the verb (here, *made* and *voted*) and asking "what?" or "whom?".

"WH"- QUESTIONS (Question Words)

There are two main types of questions: Yes/No questions and WH- question. WH-questions are questions starting with WH-words including: *what, when, where, who, whom, which, whose, why* and *how*. Question words are used to ask about specific qualities, times, places, people and so on. Below is a list of question words and example sentences:

Question words	Usages	Examples
What	Used to ask about things	- What are you doing? - What do you think about the movie?
When	Used to ask about time	- When will the meeting start? - When are you leaving?
Where	Used to ask about places	- Where's my bag? - Where do you live?
Who	Used to ask about people	- Who do you love the most in your family? - Who told you that story?
Whom	Used to ask about people (object of verb)	- Whom did you see in the morning? I saw Mr. Mark, my English teacher. - Whom was Jim talking to? He was talking to Jack, his new roommate.
Which	Used to ask about choices	- Which one do you choose? The left or right? - Of all the drinks in the menu, which one would you like?
Whose	Used to ask about possession	- Whose pencil is this? Is it yours? - Whose books are these?
Why	Used to ask about reasons/causes	- Why did it happen? I didn't understand. - Why is he crying?
How	Used to ask about manner/ process	- How can you explain this problem? Please tell us. - How can you get here?

Introducing "Yourself"

The following are some of the expressions which are used to introduce oneself.

- Let me introduce myself. I'm / My name's..... (formal)
- I don't think we've met. I'm / My name's..... (formal)
- Hello. My name's / I'm (neutral)
- Hi. I'm / My name's..... (informal)

The following are some of the **replies** to an introduction.

- How do you do? (formal)
- (I'm) pleased to meet you. (formal)
- (I'm) glad to meet you. (formal)
- (It's) nice to meet you. (neutral)
- Hello. (neutral)
- Hi. (informal)

Introducing "Others"

While making a formal introduction, the introducer should use titles and full names of the 'introduced'. However, during informal introductions, only first names need to be used. It is necessary for the introducer to say something more about the person being introduced apart from his or her name.

Given below are some of the expressions used to introduce two people to one another.

- Mr/ Ms..... I'd like you to meet Mr/ Mrs..... (formal)
- Prof. let me introduce Dr. (formal)
- this is..... (neutral)
- have you met (neutral)
- meet (informal)

The 'introduced' would say to others:

- How do you do? (formal)
- Pleased to meet you (too). (formal)
- Glad to meet you (too). (formal)
- Nice to meet you (too). (neutral)
- Hello. (neutral)
- Hi. (informal)

Greetings

For greeting strangers, we use formal expressions. After greeting, we introduce ourselves. For greeting persons whom we know well and whom we see every day, we use a formal or informal expression depending on our relationship with that person.

We greet someone by saying:

- Good morning / Good afternoon / Good evening. (formal)
- Hello. (neutral)
- Hi. (informal)

The greeting is followed by one of the following rhetorical questions.

- How are you? (formal)
- How are you doing? (semi-formal)
- How are things? (informal)

We reply to a greeting by saying:

- Good morning / Good afternoon / Good evening. (formal)
- Fine, thank you. How are you? (formal)
- Very well. Thank you. How about you? (formal)
- All right. Thanks. And you? (semi-formal)
- Not too bad. Thanks. You? (semi-formal)
- Hi / Hey (semi-formal)

Leave-“Taking”

The following are some of the expressions used for leave-taking.

- Good day. (formal)
- Good night. (neutral)
- Good bye. (formal; used if the parting is permanent or for a long time)
- See you later / soon / tomorrow, etc. (semi-formal)
- Take care. (semi-final)
- Bon voyage. (formal; used before an overseas journey)
- Bye. (semi-final)

Almost always leave-taking expressions are accompanied by a reason, an excuse for ending the conversation. For example:

- I really must go; I've a meeting. Good day.
- I'm feeling sleepy. I'd better go now. See you tomorrow.
- It's time. I should be going. Bye.

Asking for "Information"

Information is often elicited by asking questions. These questions are of two types:

1. Direct
2. Indirect.

Indirect questions are considered polite and formal. They are used with strangers, superior officers, the elderly, officials, teachers, and other people whom we respect.

Direct question forms are usually used in informal situations, i.e. while interacting with peers, friends, close relatives, subordinates, people much younger than us, etc.

Direct forms are also used for asking supplementary questions in formal situations.

The following are some of the commonly used direct and indirect question forms:

- | | |
|--------------------------|------------|
| • Yes – No questions | (direct) |
| • WH questions | (direct) |
| • I'd like to know.....? | (indirect) |
| • Could you? | (indirect) |
| • Can you.....? | (indirect) |

Note: Activity is on page 137

Permission

Permission is 'consent to do what one wants to do'. Permission to do something is sought by the 'doer' and is given or refused by the 'other party'. The following are some of the commonly used expressions for seeking permission.

- | | |
|-------------------------------|------------|
| • May I (please).....? | (formal) |
| • Could I (please).....? | (formal) |
| • Is it all right if I? | (neutral) |
| • Can I? | (informal) |

One may give or refuse permission. To give permission we say:

- | | |
|-------------------|------------|
| • Certainly | (formal) |
| • (Yes) Of course | (formal) |
| • (Yes) All right | (neutral) |
| • Sure | (informal) |
| • OK | (informal) |

If permission is refused the reason for doing so should also be given. To refuse permission we say:

- (No) I'm afraid not
- (No) I'm sorry

Note: Activity is on page 138.

Requesting

We usually make a request when we want someone to do something for us. The following are some of the commonly used expressions for making requests.

- Would you..... (formal)
- Could you..... (formal)
- Would you mind..... (formal)
- Will you..... (informal)
- Can you (informal)

We may agree to or refuse a request. When we agree we say:

- Certainly (formal)
- Yes. Of course (formal)
- All right (neutral)
- Sure (informal)
- OK (informal)

If a request is refused the reason for doing so should also be explained. To refuse a request we say:

- I'm afraid I can't (reason).....
- I'm sorry, but..... (reason).....
- Sorry (reason).....

Note: Activity is on page 140.

Inviting

The following are some of the commonly used expressions for giving an invitation.

- Would you like to.....? (formal)
- How about? (neutral)
- Do you want to? (neutral)
- Why don't you.....? (informal)
- Do? (informal)

You either accept or decline an invitation. If you are accepting the invitation you would say:

- I'd be delighted to Thank you for asking. (formal)
- Yes, I'd love to Thank you. (formal)
- Yes, please / fine. (neutral)
- That'd be nice. Thanks. (informal)
- I don't mind, (informal)
- OK / Allright / Sure (informal)

When you turn down (refuse) an invitation, it is polite to give a reason for doing so. To refuse an invitation you would say:

- Well, thank you very much, but..... (formal)
- I'd love to, but..... (neutral)
- I wish I could, but..... (neutral)
- Sorry, I can't / won't (informal)
- No, thank you. (informal)

Note: Activity is on page 142.

Complaining

We have two types of complaints to make.

1. Direct complaint
2. Indirect complaint

Direct complaints are considered impolite, rude, and informal whereas indirect complaints are formal and polite. The following expressions are prefixed to the indirect complaints.

- I'm sorry to have to say this, but.....
- I'm sorry to bother / trouble you, but.....
- I'm afraid I have a complaint to make.....
- I'm sorry, but.....

One might complain directly only if the indirect polite method has produced no results or the person you are complaining to is well known to you. Some examples of direct complaints are:

- You are making too much noise.
- I am very unhappy with your service.
- Your assistant is very rude.
- You are late etc.

Note: Activity is on page 94.

Apologizing

One apologises either in response to a complaint or for causing inconvenience of any kind to another person. The following are some of the commonly used expressions for beginning an apology.

- I'm very/extremely/terribly sorry.
- Please accept my apologies.
- Sorry
- Excuse me/ pardon me. (starting or interrupting a conversation; after sneezing, coughing)

If nothing is said in response to an apology, it is interpreted as a rejection of the apology. An apology may be accepted by saying:

- That's all right/ OK
- It doesn't matter
- Don't worry about it
- Forget it.

Note: Activity is on page 95.

Suggesting

To suggest is to mention an idea, a possible plan, or an action for other people to consider. Some of the commonly used expressions for making suggestions are:

- May I suggest.....?
- How about.....?
- What about.....?
- Why don't we/ you.....?
- You/ we could.....
- Let's.....
- Shall we.....?

We may agree or disagree with a suggestion. If we agree we say:

- That's a good idea.
- Yes, please.
- Yes, why not!
- Yes, let's.
- All right.
- Okay/ Fine.

If we disagree with a suggestion we say:

- I'm afraid/ sorry I can't. - (reason)
- I'm not sure. - (reason)
- That would be nice, but - (reason)
- I don't think so. - (reason)
- No. - (reason)

Opinions

Your opinion of something is your ideas, thoughts, views, beliefs, judgment, etc. on the particular subject. Given below are some of the expressions commonly used to state opinions.

- As far as I'm concerned.....
- In my opinion/ view.....
- I believe/ don't believe (that).....
- I think/ don't think (that).....
- I feel.....

You may agree or disagree with another's opinion about something. If you agree with the other person's opinion you express it by saying:

- I (quite) agree
- That's right / true
- Of course
- Quite
- Exactly

The above expressions are always followed by an explanation or justification as to why you feel that way.

If you disagree with the other person's opinion you express it by saying:

- I don't agree.
- I disagree.
- I wonder.
- I'm not so sure.
- Yes, but.....

The above expressions are always followed by an explanation or justification as to why you feel that way.

DIALOUGE WRITING

Whenever we use a language we use it to perform some actions. Some examples of functions are *asking information, giving information, giving advice, seeking other's opinions, giving one's own opinions, complaining and apologizing*. We will be able to use English if we know *appropriate* expressions for performing all these functions.

Dialogue is an oral conversation between two or more people expressing their feelings and opinions. It can be FORMAL or INFORMAL depending on the topic and situation.

INFORMAL DIALOGUE is usually dialectic using a subordinate variety of language with non-standard vocabulary, pronunciation and grammar.

INFORMAL DIALOGUE is very formal using very good language and presentation.

Dialogue writing is an art where the dialogue like a dramatist assumes himself to be the character and prepares an effective spontaneous conversation.

- Asking questions (enquiries/information)
- Greetings
- Apologies/regrets
- Making requests
- Giving thanks
- Bidding farewells

Asking questions:

In formal conversation, indirect questions are preferred, Questions beginning with modal auxiliaries like *could, would*, are used to express politeness, wherein informal conversation, such terms are avoided.

Formal: What's the time please?
 Could you tell me the way to the **Rise Engg. College?**

Informal: May ask your surname?
 Which is the way to the town library?
 What is your surname?

Making requests:

Formal: Would you mind closing the door?
 Could you lend me your car?

Informal: Will you close the door?
 Can you tell me where the II yr. class-room is?

Very formal: With senior persons, teachersetc.

I would be really grateful if you could help me with this lesson.

Could you please give us information about new courses?

- 'Please' is always used in formal requests.

Greetings:

Formal: Good morning, sir.
 Good morning, Mr. Rohan
 Good day sir / madam.

Informal: Hi, how are you?
 Hello. Everybody?
 How are you doing?

Giving thanks:

- Formal: Thank you, sir.
Thank you very much, sir.
- Informal: Thanks/
Many thanks.
Thanks a lot.
Thanks for everything.

Suggestions and Advice:

- Formal: You might consider this idea.
We'd better start early.
- Formal: Do like this.....
You must start early.

Requests and Permissions:

- Formal: Could you lend me your camera?
May I see some other day?
- Informal: Can you lend me your camera?
I will see another day.

Replies to Thanks:

- That's all right.
You're welcome.
It's a pleasure.
You are most welcome.

Apologies/Requests:

- Formal: I apologise for inconvenience.
I am extremely sorry.
I beg your pardon.
My profuse apologies.
I regret to.....
- Informal: I'm sorry.
Excuse me.
Sorry for being late.
Forgive me.

Greeting Before Leaving:

- Formal: Good bye, sir.
It was nice talking to you.
It was pleasure meeting you.
Good night. (generally used after 8 p.m.)
- Informal: Bye.
See you.
See you again.
Cheerio.

When we are asked to construct a dialogue, we need to:

- Read the question carefully.
- Find out whether the context / situation is formal or informal.
- Find out the function (s) of language.
- Recall the expression which can be used in that situation for performing that function.
- Imagine ourselves in that situation
- Think of different moves in the conversation.
- Start writing the dialogue.

Examples:**A dialogue between two persons:**

Rohan: Hello, I'm Rohan.
 Shankar: Hello Rohan. I' Shankar.
 Rohan: Pleased to meet you, Shankar.
 Shankar: Pleased to meet you too.

A dialogue between a student and a teacher:

Devi: Good morning sir.
 Sir: Good morning Devi! Why didn't you come to college yesterday?
 Devi: I wasn't well, sir. I was running temperature.
 Sir: Oh! I'm sorry about it. How're you today?
 Devi: Better sir.
 Sir: Ok. See you later.
 Devi: Good day sir.

A dialogue between two friends, planning for a movie at first show.

Kiran: Are you free tonight, Prem?
 Prem: Yes, Why?
 Kiran: I'm getting bored. How about going a movie?
 Prem: Okey, then. Shall we watch Legend Movie?
 Kiran: Sounds like an idea, but can we get tickets? It's a new movie?
 Prem: Don't worry. I know the manager of the cinema. I can request him to book tickets for us.
 Kiran: Great! When does the film start?
 Prem: 6.30 p.m. shall we meet up at 6.00 p.m. in the cinema cafe?
 Kiran: Perfect. See you later.
 Prem: Bye.

Chitra: Excuse me sir!
 Passerby: Hello!
 Chitra: I'm new to this town , can you please guide me to **Rise Engineering College**?
 Passerby: Oh yes! It's not very far from here. Are you on foot? Oh, I see you have a scooter.
 Chitra: Yes, that's my scooter.
 Passerby: All right then. Go straight till you come to Sangamithra Hospital, then take a straight, after Pellur you can see **Rise Engg. College** on the left. You can't miss it. It's painted a bright green and has a watchman at the entrance.
 Chitra: Oh! Thank you very much sir!
 Passerby: You're welcome.....are you here for an interview?
 Chitra: Yes. There's an interview at 10 o'clock and I've come for that.

SKIMMING

Skimming is a very useful reading strategy. It consists of reading the text quickly in order to find out what it is about and how it is organized. This can be done by reading its introduction as this is likely to briefly say what the text will be about. Titles, headings and subheadings also need to be read because they introduce the text and its sections and subsections. Visual representations of the content such as images, diagrams and tables can be used for the same purpose.

It is very useful to read the first sentence of each paragraph. This sentence, which is called the topic sentence, is normally the first sentence of each paragraph and announces its topic.

Therefore, to quickly obtain information about the text, you can:

- Read the title, the introduction, any headings and subheadings, and the conclusion.
- Read the first sentence of each paragraph (the topic sentence).
- Read the concluding sentence of each paragraph.
- Read the words highlighted in bold, italic, underline, proper nouns, capitalized words.
- Look at illustrations (pictures, diagrams, tables, data, and numbers).

SCANNING

Scanning is reading rapidly in order to find specific facts. Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

Ex: Searching for a word in dictionary, searching for the telephone number in telephone directory, searching for a required message in a message box, searching for the train arrival and departure timings on board.

"PUNCTUATIONS" (MACHANICS OF WRITING)

Punctuation marks are useful to structure and organize our writing. (derived from Latin "Punctum" - a point) means right use of stops in a sentence.

1. THE FULL STOP (.) : It is also known as "**Period**". It represents the **longest pause**.

Usage / Rules :

a) To **mark the end of the declarative** (fact), an imperative sentence (commands, requests) or indirect questions.

Eg: Time is money. (Declarative sentence)

Shut the door. (Imperative Sentence)

Please give us some water. (request)

The teacher asked him what his name is.

b) Use after abbreviations and initials.

Eg: B.A., Ph.D., M.P., Ltd.,

Dr. Mr. Mrs.

2. THE COMMA (,) : (Shortest Pause)

a) To **separate** a series of items / words in the same construction.

Eg : 1) Health, Wealth and Peace go together.

2) He lost lands, money, reputation and friends.

3) I want to buy a pencil, a pen, a note book and some papers.

b) To **join** two parts.

Eg : 1) The eastern region suffers from periodic floods, but not the Western.

2) Either they will respond, or they won't.

c) To **separate** a direct quotation from the rest of the sentence.

Eg : 1) He said to his disciples, "Work and Pray".

2) "Delay is preferable to err", said Jefferson.

d) To **separate** large numbers into units.

Eg : 2, 200 5,436,875,089

e) After introductory expression in a sentence.

Eg : 1) Yes, I will participate.

2) No, I cannot come.

3. THE QUESTION MARK (?) :

- Use after a direct question.

Eg: 1) Can we save the livestock?

2) What should we do first?

Note: i) The interrogation mark is not used after an indirect question.

Eg : He asked me where I was going.

ii). It is not used after a Polite request (or) submission.

Eg: 1) Would you mind posting this letter.

2) Would you mind passing the jam.

4. THE EXCLAMATORY MARK (!) :

- Use an exclamation point at the end of a sentence to express strong feeling / interjections.

Eg : 1) What a narrow escape !

2) What a terrible fire this is!

3) Alas!

4) Good Luck!

5. THE SEMICOLON (;) :

- Use to mark a *separation between two parts of a sentence* that can otherwise stand as separate sentences.

Eg : 1) He was a brave, Kind hearted man ; and we all honoured him.

2) My friend was simple, modest, unassuming person; but we all respected him.

6. THE COLON (:) : represents a pause still longer than that indicated by the Semicolon.

- It can be thought as an equal sign; it tells the reader that what follows is equivalent to what precedes it.

Eg : 1) The Problems of Natural disasters has been documented in three countries : India, America and Japan.

2) Hillary's success in climbing Everest owed a lot to an invaluable ally: his fellow mountaineer, Tening Norgay.

➤ Use to introduce a quotation.

Eg: 1) Solmon says : " Off the making of books there is no end".

2) Shakespeare said : "Neither a borrower nor a lender be".

7. THE INVERTED COMMAS (" ") :

➤ Use to **mark the exact** words of a speaker, or a quotation.

Eg: 1) He said, " I won't allow it"

2) Pope said, " The proper study of mankind is man"

8. THE APOSTROPHE (`) :

- To show possession

Eg : 1) The girl's father

2) The horse's legs

➤ Use to show the **omission** of letter or letters.

Eg: 1) Don't

2) I've

9. THE HYPHEN (-) :

➤ Use to **connect** the parts of a compound word

Eg: Passer-by, father-in-law, commander-in-chief.

PARAGRAPH WRITING

A paragraph is not simply a group of sentences put together as a body, which conveys or developed an idea with the help of examples and supporting details. Every paragraph has a controlling idea, to which its sentences are related.

PARTS OF A GOOD PARAGRAPH:

A good paragraph consists of three main components, namely

- 1. TOPIC SENTENCE:** It is generally the first sentence in a paragraph. It introduces the main idea of the paragraph.
- 2. SUPPORTING SENTENCES:** Supporting sentences occur after the topic sentence, creates the body of the paragraph. They give details to develop and support the main idea of the paragraph. It includes facts, details and examples.
- 3. CLOSING SENTENCE:** A closing sentence is the last sentence in a paragraph. It restates the main idea of the paragraph.

Sample paragraph:

My Worst Vacation

My worst vacation was last year. I went to Chicago to visit a friend. We had plans to visit many places, but on the first day I was there, I fell down on an icy sidewalk and broke my foot. My friend called an ambulance, and I went to hospital. I spent the rest of the vacation in the hospital. **If you ever visit Chicago in the winter, be careful when you walk on the sidewalks**

TIPS FOR WRITING A GOOD PARAGRAPH:

A. BEFORE WRITING A PARAGRAPH:

1. Think carefully about what you are going to write. Get the mental picture of paragraph in your mind before you write. Ask yourself:
 - Who are the readers?
 - What are their levels?
 - What am I going to write in this paragraph?
 - How to start the paragraph?
 - What facts or ideas can I use to support my introductory sentence?
 - How to close the paragraph?
2. Gather all the required information based on the alleged questions.
3. Organize your facts and ideas. Remember the organization of facts and ideas should develop you main idea. So, the organization should lead your reader from one point to another point.

B. WRITING STAGE:

Once you have a mental picture of the paragraph, you are ready to write the paragraph.

1. Start with a topic sentence with good number of supporting details followed by an effective close.
2. Use clear and simple sentences to express your ideas.
3. Focus on the main idea of your paragraph to write appropriate supporting details.\

C. EDITING STAGE: At this stage, you check your paragraph for mistakes and correct them.

- Read the paragraph again
- Check spellings.
- Check Grammar.
- Check Accuracy, Brevity and clarity in your paragraph.
- Makes sure that sentences are simple and direct.

MODEL EXERCISE :

Expand the line into a paragraph "The less people know, the more they yell."

Ans:

The people who do most of the talking and yelling are the people who should be heard least. If someone has a strong and valid argument, it's rare to have that person yell or shout to get others to listen to him. A logical argument or suggestion never needs to be shouted out; people will listen to it as long as it is logical, reasonable and well presented. During project meetings, it's best to avoid wasting time on people who just keep raising their voice every time they repeat their words.

ARTICLES

Articles are **demonstrative adjectives**. They are of two types – Definite and Indefinite.

Definite – the: used for entities that are specific or identifiable in a given context.

Indefinite – 'a' and 'an': used for entities that are non-specific or unidentifiable.

Ex: The house was damaged during **an** earthquake.

The house was damaged during **the** earthquake of 1908.

In the first sentence, 'earthquake' is not specific, whereas in the second sentence 'earthquake' of 1908 is specified.

Use of A / An

Usage	Example
'a' is used before words beginning with consonant sounds.	A dog, a university, a ship, a football match
'an' is used before words beginning with vowel sounds.	an account, an expert, an opinion, an hour
'a' and 'an' are used in the sense of 'one'	I saw an elephant in the market. There is a boy standing in the corridor.
'a' and 'an' are used in the sense of 'any' as the representative of a class.	A rose isa beautiful flower.
'a' is used with the expressions such as – a thousand, a hundred, a lot of, a great deal of,	I have a few friends in the city. A lot of effort is involved in the rescue operations.

many a, a few, a little, make a noise	The recent floods caused a great deal of damage to the life of the country.
"a" or "an" are used to refer a particular member of a group or class	
With names of jobs	Samuel is a teacher She wants to be an engineer.
With nationalities and religions	John is an Italian Swamy is a Hindu.
With names of days	I was born on a Wednesday
With singular nouns, after the words 'what' and 'such'	What a shame! He is such an intelligent boy.
REMEMBER (imp points)	
"An" is used before an <u>h</u> mute.	an hour, an honourable guest
"A" is used before the words with <u>u</u> or <u>eu</u> when they are pronounced like "YOU" .	a European country, a union, a unit, a university

Use of "The"

Usage	Example
'The' is used in the sense of particular	The book for which you are searching for is in the shelf.
'the' is used to refer to something that is said before	My friend and I came across an old beggar yesterday. We found that the beggar was an honest man.
'the' is used before the names of rivers, seas, oceans, mountains, islands, deserts, peaks, continents, gulfs,	The Ganges, the Pacific, the bay of Bengal, the Himalayas, The Alps, The Greenland, The Everest, The Asia, The Soudi Gulf, etc.
'the' is used before the names of countries which are in the abbreviation form	The USA, The UK, The UAE
'the' is used before the names of famous books	The Bible, the Gita, the Quran (not when the name of the author is used)
'the' is used before unique things	The Sun, the earth, the moon
'the' is used before directions:	The East, the West
'the' is used before ordinals	The first, the fifth, the hundredth
'the' is used before superlatives	The best, the strongest, the smallest

'the' is used before double comparatives	The higher you go the cooler it becomes.
'the' is used before the words like- school, college, hospital, temple, church, university, when they are used in the secondary purpose	My father came to the college to pay the fee. I did not come to college yesterday.
'the' is used before musical instruments	The violin, the guitar
'the' is used before historical monuments	The TajMahal, The Eifil Tower
'the' is used before official portfolio	The President, the Prime Minister (not when the name is used)
'the' is used before the names of news papers	The Hindu, the Times of India
'the' is used before the names of hotels and restaurants	The Green Park, the Dolphins
'the' is used before adjective to represent the whole class	The rich, the poor, the blind, the deaf
When a proper noun is used as a common noun	He is the Michael Jackson of our class.
'the' is used before the parts of a day	The morning, the afternoon.

Exceptions to use the definite article " The "

No article is used	Example
Before school, college, university, church, temple, hospital, prison, when these places are visited for their primary purposes	We go to church on Sundays. My uncle is still in hospital.
Before names of meals - breakfast, lunch, dinner	I had a late lunch today.
Before names of games and sports	Sachin plays cricket well.
Before people's names (If singular)	George is my uncle
Before titles and names	Prince Charles is Queen Elizabeth's son. Prime Minister Indira Gandhi was assassinated in Delhi.
Before Professions	Engineering is a useful career.
Before years	1947 was a wonderful year. Do you remember 2012?
when uncountable nouns are used in general sense.	Rice is the main food in Asia. Milk is good for health.
Before the names of individual mountains, lakes and islands	Mount Everest is the highest mountain. She lives near Lake Kolleru.
Before names of towns, streets, stations and airports	She lives in Kakinada. Nampallystations is the centre of Hyderabad.

	They are flying from Rajiv Gandhi International Airport.
--	--

WORK SHEET**MODEL : 1****I. Fill in the blanks with the suitable articles wherever necessary.**

1. He returned after _____ hour.
2. I bought _____ horse, _____ ox and _____ buffalo.
3. French is _____ easy language.
4. _____ school will shortly close for the Puja holidays.
5. _____ lion is _____ king of beasts.
6. John got _____ best present.
7. _____ more you learn, _____ more you become confident.
8. _____ wise are honoured everywhere.
9. He goes to _____ university for research.
10. _____ book on the table is mine.
11. Anand is a versatile player in _____ chess.
12. I bought _____ guitar last week.
13. _____ dinner at the Minister's home gathered the attention of the media.
14. _____ Ganges is _____ sacred river.
15. He is _____ M. Tech., but his brother is _____ B. Tech.
16. Don't make _____ noise.
17. He visits the city quite frequently. He has _____ few friends there.
18. I met _____ European in the University.
19. Sheila is _____ untidy girl.
20. It is _____ historical novel.
21. I met him _____ year ago.
22. I want to have _____ cup of tea.
23. London is on _____ Thames.
24. _____ pupil should obey the teacher.
25. I saw _____ one eyed man at the park.

MODEL : 2**II. Insert articles wherever necessary.**

1. What beautiful scene this is!
2. Moon did not rise till after 10.
3. Neil Armstrong was first man to walk on moon.
4. The brave soldier lost arm in battle.
5. March is third month of year.
6. We started late in afternoon.
7. Draw map of India.
8. My uncle returned from UK last month.
9. AdiGrandh is holy book of Sikhs.
10. They speak Punjabi at home.

PREPOSITIONS

Def: "A preposition is a word which is placed before a noun or pronoun to show the relation between persons or things". (or)

A preposition is a word that connects a noun or pronoun to another word in a sentence.

ex:1. The book is on the table.

2. She is fond of sweets.

3. Medical reports are kept on the small table next to the book cabinet

ON : showing relation between "reports and table"

Next to : showing relation between "table and book cabinet"

KINDS OF PREPOSITIONS:

We can divide the prepositions into three types.

1. SIMPLE PREPOSITIONS: Which are generally formed without adding any prefix.

At, by, from, in, of, off, on, out, through, till,

To, up, with, near, over, under

2. COMPOUND PREPOSITIONS: Which are generally formed by adding prefixed like (a / be) to a noun, an adjective or an adverb.

About, above, across, along, amidst, among,
around, before, behind, below, beneath, beside, between,
beyond, inside, outside, within, without

3. PREPOSITIONAL PHRASES / PHRASAL PREPOSITIONS : Group of words which act as a single preposition. These are phrases that begin with a preposition and have a noun or pronoun; together, they provide some information about other words in a sentence.

Ex :The doctor advised Rohan to reduce weight at any cost.

Every morning, Dad goes out for a walk.

At present, the world is in favour of eradication of polio.

SOME PHRASAL PREPOSITIONS:

Instead of,	on behalf of,	as of now,	according to
In place of,	in addition to,	along with,	in case of,
In spite of,	in order to,	in front of,	in reference to,
on account of,	by means of,	because of,	by away of,
for sake of,	with reference to,	with regard to,	in course of

RELATIONS EXPRESSED BY PREPOSITIONS

Prepositions show various kinds of relations. The chief are the following.

1. PLACE:

Ex: ran across the road,
stood behind the door,
sat beside me,
Within the house,
in the sky.

stood before the door,
Lies below the surface,
lies near his heart,
lies upon the table

- He ran **across** the road.
- He was **at** the foot of the tree.
- He stood **behind** the door.

2. TIME:

Ex : After his death, arrived before me, during the whole day,
 For many years, in the afternoon, on Monday,
 Since yesterday, wait till tomorrow, within a month.

- He came **at** 6'o clock.
- You must return **before** sunset.
- Wait **till** tomorrow.

3. METHOD AND MANNER:

Ex :Dying by inches, fought with courage, won with ease,
 By post, with a knife, by hard work

- It came **by** post.
- He cut it **with** a knife.
- He fought **with** courage.
- **By** hard work he succeeded.

4. REASON AND PURPOSE:

Ex : died of fever, did it for our good,
 the very place for a picnic,Suffers from go out,
 took medicine for cold, struggled for freedom

- She died **of** a fever.
- Exercise is good **for** health.
- He struggled **for** freedom.

5. POSSESSION:

- Delhi is the capital of India.
- I saw a boy with red hair.
- He is a man of principles.

6. DIRECTION AND MOTION:

- He fell **into** the well.
- She walked **towards** the market.
- He climbed **up** the tree.

CORRECT USE OF PREPOSITIONS**BESIDE / BESIDES**

Beside : means "by the side of"

Besides : means "in addition to"

- EX:** 1. The house was beside the river. (by the side of the river)
 2. He stood beside me (by my side)
 3. He plays tennis besides (in addition to) Basketball and Football.

SINCE / FOR

SINCE : means "from a point of time in the past" and it should be used with the present perfect and perfect continuous tense.

- EX:** 1. He has been absent since Monday
 2. It has been raining continuously since yesterday morning.

For: It is used for "Period of time" and not for a point of time.

- EX:** 1. I have been waiting here for two hours.
 2. He has been appointed for three years.

BETWEEN / AMONG

Between : It is used to refer / compare "two persons or things".

- EX:** 1. There is a quarrel between two families.
 2. I stood between Hari and Kiran.

Among: It is used to refer / compare "more than two persons or things".

- EX:** 1. The three sisters quarreled among themselves.
 2. The United Nations tries to maintain peace among the nations of the world.

BY, WITH

By : It is used in referring to the "doer of an action" (refers persons usually).

- EX:** 1. He was killed by his servant.
 2. The book was written by Wordsworth.

With: It is used in referring to "the instrument with which the action is done".
(Refers things usually)

- EX:** 1. He was killed with an axe.
 2. He cuts the apple with a knife.
 3. The tiger was shot by me with my new gun.

IN / AT

In: In is usually used when referring to large places: countries, districts, large cities etc.,

- EX:** 1. His brother lives in New Delhi.
2. He is in Germany.

At: It is generally used for small and unimportant places like villages, small towns .,

- EX:** 1. He lives **at** Trunk road **in** Ongole.
2. We shall meet Ramesh **at** the Club this evening.

(When we speak about time)

ON/IN/AT / BY

AT indicates "an exact point of time"

ON indicates "a more general point of time"

IN indicates "a period of time".

- EX:1.** I shall be there **at** 4 P.M **on** Friday.
2. We had a grand party at 5. P.M on the 21st , which was Ravi's birthday.
3. The post man brought this letter **in** the evening.
4. It is very hot **in** the day but quite cold **at** night.

BY : It is used to show the latest time at which an action will be finished. So it is Usually used with the Future Tenses.

- EX:** 1. I shall be leaving **by** 6'o clock.
2. I hope to finish the work **by** New Year's Day.

IN / INTO

IN denotes a state of rest or being inside something.

INTO indicates movement to the inside of something.

- EX:** 1. He is **in** bed. (in deep sleep / in coma / in his room etc.,)
2. He fell **into** the well (into the river / into the sea).
3. He came **into** the room. (into the hall / into the auditorium etc.,)

ON / UPON

ON is generally used to indicate the **stable / static items or things.**

UPON is generally used to indicate **the things which are in motion / moving.**

- EX:** 1. He sat **on** the chair.
2. He jumped **upon** his horse.

IN / WITHIN

With reference to time : **IN** means " at the end of a certain period.

WITHIN means "before the end of a certain period"

- EX:**
1. The space ship will reach the moon **in** three days. (at the end of three days)
 2. The space-ship will reach the moon **within** three days (before the end of three days)
 3. The loan will be repaid **in** a year.
 4. The loan will be repaid **within** a year.

IN / ON

Usage: In general, **IN** means *BENEATH THE SURFACE* and **ON** means *TOUCHING THE SURFACE*.

- EX:**
1. To hang this picture **on** the wall, you need to drive a large nail **in** the wall.
 2. Wash this coffee mark **on** the shirt and stitch this hole **in** the sweater.

On / AT

Usage: When we specify address, **on** is used with **the name of the street** while **at** is used with the **house number and the name of street**.

- EX:**
1. Kiran lives **on** James Street.
 2. Kiran lives **at** 35 James Street.

AT / IN

Usage: The preposition **at** generally indicates a **specified location** whereas the preposition **in** indicates a location **within a house, building, city etc.,**

- EX:**
1. I'll meet you **at** the college.
 2. You'll see her **at** the reception.
 3. He is **in** the laboratory.

Note: **In** also refers to **cities or a location within a country**.

- EX:**
1. She lives **in** Vijayawada, India.
 3. They will arrive **in** London next month.

ON / IN

Usage: **On** is used **before days of the week** or **before months and day of the month**, but **in** is used **before months and before numbers indicating the year**.

- EX:**
1. I saw him **on** Sunday.
 2. They visited us **in** June.
 3. The letter was received **on** April 11, 2012
 4. We moved to Vizag **in** January 2012.

ON TIME / IN TIME

Usage: On Time is used to mean "on schedule" while In Time is used to mean "before an appointed time"

EX: 1. I was on time for the presentation. (I was there at the appointed time)

2. I was in time for the presentation. (I was there before the appointed time)

FROM.... to / FROM until

Usage: Both these expressions have approximately the same meanings and are usually interchangeable when we refer to time. However, for referring to place or position, we use from tonot from until.

EX: 1. The college is open from 9:00 to 5:00.

2. The conference is from 9:00 until 4:00.

3. It takes 7 hours from Vijayawada to Hyderabad by bus.

Resemble	Enter into (x)	Inform to (x)	Enough of (x)
Discuss about (x)	Order for (x)	Return to (x)	Inform to (x)
Investigate into (x)	Accompany with (x)	Precede before (x)	Obey to (x)
Promise to (x)	Resign from (x)	Violate against (x)	Await for (x)
Sign on (x)	Recommend for (x)	Comprise of (x)	Return back (x)
Where a preposition should be used			
Consist of (√)	Listen to (√)	Apply for (√)	Different from (√)
Fond of (√)	Care for (√)	Accused of (√)	Addicted to (√)
Knock at (√)	Believe in (√)	Averse to (√)	Passion for (√)
Angry with/at (√)	Agree with/to (√)	Complain against (√)	Quarrel over (√)
Congratulate on (√)	Wish for (√)	Thirst for (√)	Blind to/in (√)
Wait for (√)	Ask for (√)	Love for (√)	Part with (√)
Died of/ died with (√)	Pray to (√)	Famous for (√)	Deal with (√)
Appoint with (√)	Comply with (√)	Differ from/with (√)	Differ from/with (√)
Married to (√)	Enquire into (√)	Good at (√)	Blind to (√)
Happy for /about (√)	Familiar with (√)	Curious about (√)	Aware of (√)
Clear to (√)	Interested in (√)	Proud of (√)	Responsible for (√)
Argues with (√)	Argued about/over (√)	Discussed with (√)	Leaving for (√)
Introduced to (√)	Complained about (√)	Consists of (√)	Graduated from (√)
Apologized to/for (√)	Forward to (√)	Made of (√)	Introduced to (√)

PREPOSITION COMBINATIONS

PREPOSITIONS WITH ADEJECTIVES

1. Prepositions **combine with adjectives** as follows.

EX: 1. I don't agree with you.

2. She's thirsty for knowledge.

Where a preposition should not be used

WORK SHEET ON PREPOSITIONS

MODEL - I

1. I am fond _____ music.
2. He goes _____ Sunday _____ Church.
3. The steam-engine was invented _____ James Watt.
4. He spoke _____ me _____ Urdu.
5. I have not seen him _____ Wednesday.
6. I shall do it _____ pleasure.
7. I am sorry _____ what I have done.
8. It has been raining _____ yesterday.
9. The express departs _____ 3. p.m _____ Delhi.
10. He started _____ six _____ the morning.
11. Mumbai is famous _____ its textiles.
12. The portrait was painted _____ a famous artist.
13. While I was _____ Delhi he was _____ Mumbai.
14. His house looks _____ a temple.
15. How many _____ the members will join the trip?
16. Don't lean that ladder _____ the wall.
17. I don't usually feel tired _____ the morning.
18. Have you heard anything _____ him yet?
19. There is a temple _____ top of the hill.
20. What are you aiming _____?
21. She ran _____ the park.
22. I take coffee _____ milk.
23. The enemy was killed _____ a soldier.
24. He described _____ journey.
25. The cat jumped _____ the wall.
26. The river flows _____ the bridge.

PHRASAL VERBS

1. Prepositions **combine with VERBS.**

Def: Certain **VERBS** require **prepositions to occur after them.** For example, the verb **Listen** is always followed by the preposition **to**. Similarly, the verb **Look** is usually followed by the preposition **at**. But sometimes **the meanings of the verbs change with the occurrence of a preposition or an adverb.** For example, when the verb **Look** is followed by the preposition **into**, the verb along with the preposition (**look into**) means **investigate**. Such cases are **called phrasal verbs.**

SOME LIST OF PHRASAL VERBS

PH.VERB	MEANING	USAGE
Call back	return a phone call /to summon or bring back; recall	<ol style="list-style-type: none"> 1. I called the company back but the offices were closed for the weekend. 2. The actor was called back for a second
Call up	Phone, Make a call / to summon for action or service	<ol style="list-style-type: none"> 1. Give me your phone number and I will call you up when we are in town. 2. When the war started, Army was called up.
Call on	ask for an answer or opinion / visit someone for a short time / ask someone to do something	<ol style="list-style-type: none"> 1. The professor called on me for question 1. 2. Please call on me next time when you're in oxford. 3. Mr. Ramesh called on the two boys to help him push the car.
Call out	Shout / summon someone to deal with an emergency or to do repairs.	<i>Patients are to be told to stop calling doctors out unnecessarily at night.</i>
Call off	to distract; take away / to cancel (something) that had been planned for a certain date	<ol style="list-style-type: none"> 1. Jason called the wedding off because he wasn't in love with his fiancé. 2. The performance was called off because of rain.
Call at	Stop at a place	The train called at every station.
Call for (some one)	Go and fetch someone or something	Please call for me on your way to school.
Set back	To delay an event, process or person / To reduce something to a weaker or less advanced state (REDUCE)	<ol style="list-style-type: none"> 1. The opening of the new swimming pool has been set back by a few weeks. 2. His result has set back their chances of winning the competition.
Set (sb) Down (PASSENGER) Set (sthg) down (AIRCRAFT)	If a vehicle sets down a passenger, it stops so that the passenger can get out / to land an aircraft	The taxi set us down a long way from our hotel, and we had to walk.
Set (sthg) off (CAUSE)	to cause an activity or event, often a series of events, to begin or happen / to cause a loud noise or explosion, such as that made by a bomb or an alarm (= a warning sound) to begin or happen	<ol style="list-style-type: none"> 1. The court's initial verdict in the police officers' trial set off serious riots. 2. Terrorists set off a bomb in the city centre. 3. Somebody set the alarm off on my car.

set off /out (JOURNEY)	To start a journey	Early Saturday morning we set off for the sky slopes.
set (sb) off	to cause someone to start doing something	she's finally stopped crying - now don't set her off again.
Set out (ACTIVITY)	to start an activity with a particular aim	She set out with the aim of becoming the youngest ever winner of the championship.
set (sthg) out (DETAILS)	to give the details of something or to explain it, especially in writing, in a clear, organized way	The management board has set out its goals/plans/proposals for the coming year.
set (sthg) out (ARRANGEMENT)	to arrange something, usually a number of things, in an attractive or organized way	The market was full of brightly coloured vegetables set out on stalls.
take (sthg) up (FILL)	to fill an amount of space or time	This desk takes up too much room.
take sth up (START)	to start doing a particular job or activity	He's taken up the post of supervisor.
take sth up (DISCUSS) / take sth up (CLOTHING)	to discuss something or deal with something / to shorten a piece of clothing, such as a skirt or trousers	The school took the matter up with the police
take sb up on sth	to accept an offer that someone has made	Could I take you up on that offer of a lift, Rob?
take up with sb	to become friendly or start a relationship with someone, especially someone who might have a bad influence on you	She's taken up with a strange crowd of people.
take sth off (REMOVE)	to remove something, especially clothes	He took off his clothes and got into the bath.
take off (FLY)	If an aircraft, bird or insect takes off, it leaves the ground and begins to fly	The plane took off at 8.30 a.m.
take sth off (NOT WORK)	to spend time away from your work	He took off two weeks in September.
take off (SUCCEED)	to suddenly start to be successful or popular	Her singing career had just begun to take off
take off (LEAVE)	to suddenly leave somewhere, usually without telling anyone that you are going	When he saw me, he took off in the other direction.
take sb off (COPY)	to copy the way a particular person speaks or behaves, or the way something is done, usually in order to amuse others	She's really good at taking people off.
look up (IMPROVE)	to become better	1. I hope things will start to look up in the new year. 2. Our financial situation is looking up at last.

look sth up (INFORMATION)	to try to find a piece of information by looking in a book or on a computer	If you don't know what the word means, look it up in a dictionary.
look sb up (VISIT)	to visit someone who you have not seen for a long time when you are visiting the place where they live	Look me up next time you're in Los Angeles.
look up to sb	to admire and respect someone	He'd always looked up to his uncle.
look after sb/sth	to take care of or be in charge of someone or something	1. We look after the neighbours' cat while they're away. 2. Don't worry about Mia - she can look after herself.
make sth up (INVENT)	to invent something, such as an excuse or a story, often in order to deceive	My dad was always really good at making up stories.
make sth up (PREPARE)	to prepare or arrange something by putting different things together	Could you make up a list of all the things that need to be done?
make sth up (REPLACE)	to reduce or replace something, usually an amount of time or work, that has been lost	You'll have to make up the work you've missed while you were away.
make (sb/sth) up (USE MAKE-UP)	to put make-up on your face, or on another person's face	She takes ages to make up in the mornings.
make up sth (FORM)	to form a particular thing, amount or number as a whole	The book is made up of a number of different articles.
make up (BE FRIENDLY)	to forgive someone and be friendly with them again after an argument or disagreement	We often quarrel but we always make it up soon after.
make off	to leave quickly, usually in order to escape	The burglars made off before the police arrived.
make off with sth	to steal something	Somebody broke into the shop and made off with several TVs and videos.
make sth out (WRITE)	to write all the necessary information on an official document	I made a cheque out for £20 to 'Henry's Supermarket'.
make out sth (CLAIM)	to claim, usually falsely, that something is true	He made himself out to be a millionaire.
make out (SUCCEED)	to deal with a situation, usually in a successful way	How is Laxmi making out in her new job?
make out (Having Physical relation)	to kiss and touch in a sexual way, or to succeed in having physical relation with someone	Boys at that age are only interested in making out with girls.
break sth up (DIVIDE)	to divide into many pieces, or to divide something into many pieces	The company has been broken up and sold off.
break (sth) up (END)	If an occasion when people meet breaks up or someone breaks it up, it ends and people start to leave	I don't want to break up the party but I really have to go now.

break up (STOP CLASSES)	When schools and colleges, or the teachers and students who go to them break up, their classes stop and the holidays start	We broke up for the holidays in June.
break up (END A RELATIONSHIP)	If a marriage breaks up or two people in a romantic relationship break up, their marriage or their relationship ends	She's just broken up with her husband.
fall through	to fail to happen	We found a buyer for our house, but then the sale fell through.
hold sth out (OFFER)	to offer a possibility, solution, hope etc	Few people hold out any hope of finding more survivors.
hold out (CONTINUE)	to continue to demand, do or believe something, despite other people trying to force you not to	The other side are holding out for a higher price.
hold out (DEFEND)	to continue to defend yourself against an enemy or attack without being defeated	They won't be able to hold out much longer under this sort of bombardment.
hold out for sth	to wait until you get what you want	The workers are holding out for a 10% pay rise.
hold out on sb	to refuse to give help or information to someone	Don't hold out on me - I need to know who did it.
draw sth up (PREPARE)	to prepare something, usually something official, in writing	I've drawn up a list of candidates that I'd like to interview.
draw sth up (MOVE)	to move a chair near to someone or something	Draw up a chair and I'll tell you all about it.
draw yourself up (STRAIGHTEN)	to make yourself look bigger by standing straight with your shoulders back, usually to try to seem more important	Like a lot of short men, he tends to draw himself up to his full height in public.
draw back	to move away from someone or something, usually because you are surprised or frightened	She leaned forward to stroke the dog but quickly drew back when she saw its teeth.
put sth aside (SAVE)	to save something, usually time or money, for a special purpose	I put aside a little every month for a deposit on a house.
put sth aside (IGNORE)	If you put a disagreement or problem aside, you ignore it temporarily so that it does not prevent you doing what you want to do	Let's put our differences aside and make a fresh start.
put sth back (REPLACE)	to return an object to where it was before it was moved	Will you put the books back when you've finished with them?
put sth back (DELAY)	to delay a planned event	We had to put the meeting back a week.

KINDS OF SENTENCES

A sentence is a **group of words** arranged in a specific order which makes complete sense.

There are four different kinds of sentences and they are

1. Assertive or declarative sentences

2. Interrogative sentences

3. Imperative sentences

4. Exclamatory sentences

5. Optative sentences

1. Assertive sentences: Sentences which make simple assertions or statements are called assertive or declarative sentences.

Examples:

It is raining.

The child is going to school.

I get up early in the morning.

I like reading.

Assertive or declarative sentences may be **positive** (affirmative) or **negative**. Sentences which give a **positive or affirmative sense** are called affirmative sentences.

Honesty is the best policy.

Barking dogs seldom bite.

I have been to Canada.

Sentences which give a negative meaning are called negative sentences.

She will not listen to me.

She should not hate anybody.

Interrogative sentences: Sentences which ask questions are called interrogative sentences.

Examples:

What is your name?

Where do you live?

Who is your father?

Can you solve this problem?

Imperative sentences: Sentences which express orders, commands, requests, advice, proposals or suggestions are called imperative sentences.

Examples:

Leave this place at once. (Order)

Get lost. (Order)

Please help me. (Request)

Work hard. (Advice)

Let's go for a walk. (Suggestion)

Exclamatory sentences: Sentences which express some strong feelings or emotions such as joy, sorrow, regret, surprise, wonder etc., are called exclamatory sentences.

Examples:

What a marvelous sight!

How beautiful the flower is!

Hurrah! We have won.

Alas! She is no more.

Note:

Assertive and imperative sentences are followed by a full stop. Interrogative sentences are followed by the sign of interrogation or question mark (?). Exclamatory sentences are followed by the sign of exclamation (!). Note that in exclamatory sentences, sometimes, the interjection alone is followed by the exclamatory mark

Subject-Verb agreement (Concord)

Basic Rule: A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

If you know that *list* is the subject, then you will choose *is* for the verb.

Rule 1. A subject will come before a phrase beginning with *of*. This is a key rule for understanding subjects. The word *of* is the culprit in many, perhaps most, subject-verb mistakes.

Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

Correct: A bouquet of yellow roses lends . . . (bouquet lends, not roses lend)

Rule 2. Two singular subjects connected by *or, either/or, or neither/nor* require a singular verb.

Examples:

My aunt or my uncle is arriving by train today.

Neither Juan nor Carmen is available.

Either Kiana or Casey is helping today with stage decorations.

Rule 3. The verb in an *or, either/or, or neither/nor* sentence agrees with the noun or pronoun closest to it.

Examples:

Neither the plates nor the serving bowl goes on that shelf.

Neither the serving bowl nor the plates go on that shelf.

This rule can lead to bumps in the road. For example, if *I* is one of two (or more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better:

Neither she, I, nor my friends are going to the festival.

OR

She, my friends, and I are not going to the festival.

Rule 4. As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example: A car and a bike are my means of transportation.

But note these exceptions:

Exceptions:

Breaking and entering is against the law.

The bed and breakfast was charming.

In those sentences, breaking and entering and bed and breakfast are compound nouns.

Rule 5. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

The politician, along with the newsmen, is expected shortly.

Excitement, as well as nervousness, is the cause of her shaking.

Rule 6. With words that indicate portions—percent, fraction, majority, some, all, etc.—Rule 1 given earlier is reversed, and we are guided by the noun after of. If the noun after of is singular, use a singular verb. If it is plural, use a plural verb.

Example:

Fifty percent of the pie has disappeared.

Fifty percent of the pies have disappeared.

A third of the city is unemployed.

A third of the people are unemployed.

All of the pie is gone.

All of the pies are gone.

Some of the pie is missing.

Some of the pies are missing.

Rule 7. In sentences beginning with here or there, the true subject follows the verb.

Examples:

There are four hurdles to jump.

There is a high hurdle to jump.

Here are the keys.

NOTE: The word there's, a contraction of there is, leads to bad habits in informal sentences like There's a lot of people here today, because it's easier to say "there's" than "there are." Take care never to use there's with a plural subject.

Rule 8. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

Three miles **is** too far to walk.

Five years **is** the maximum sentence for that offense.

Ten dollars **is** a high price to pay.

BUT

Ten dollars (i.e., dollar bills) **were** scattered on the floor.

Rule 9. Some collective nouns, such as family, couple, staff, audience, etc., may take either a singular or a plural verb, depending on their use in the sentence.

Examples:

The staff **is** in a meeting.

Staff **is** acting as a unit.

The couple **disagree** about disciplining their child.

The couple refers to two people who are acting as individuals.

NOTE: Anyone who uses a plural verb with a collective noun must take care to be accurate—and also consistent. It must not be done carelessly. The following is the sort of flawed sentence one sees and hears a lot these days:

The staff **is** deciding how they want to vote.

Careful speakers and writers would avoid assigning the singular **is** and the plural **they** to staff in the same sentence.

Consistent: The staff **are** deciding how **they** want to vote.

Rewriting such sentences is recommended whenever possible. The preceding sentence would read even better as:

The staff members **are** deciding how they want to vote.

Rule 10. The word **were** replaces **was** in sentences that express a wish or are contrary to fact:

Example: If Joe **were** here, you'd be sorry.

Shouldn't Joe be followed by **was**, not **were**, given that Joe is singular? But Joe isn't actually here, so we say **were**, not **was**. The sentence demonstrates the **subjunctive mood**, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.

Examples:

I wish it **were** Friday.

She requested that he **raise** his hand.

In the first example, a wishful statement, not a fact, is being expressed; therefore, **were**, which we usually think of as a plural verb, is used with the singular subject **I**.

Normally, **he raise** would sound terrible to us. However, in the second example, where a request is being expressed, the subjunctive mood is correct.

Note: The subjunctive mood is losing ground in spoken English but should still be used in formal speech and writing.

LETTER WRITING

Office communication involves different modes of written communication-official letters, emails, faxes and memoranda. Letter writing demands carefulness and cautiousness. Besides communicating what you want to, a letter conveys to the reader your image, attitude, and beliefs. A well-written letter can demand whatever response you expect from the reader. But spelling errors and incomplete information may easily hurt the reader's feelings.

Constituents of a letter:

A typical official letter consists of the following points.

1. Sender's address
2. Receiver's address
3. Subject and reference lines
4. Salutation
5. Body of the letter
6. Complimentary ending
7. Signature

The Format:

The format of a letter is the style in which the different parts of the letter placed on a sheet of a paper.

- (i) A full block format and
- (ii) A semi-block format.

A full block format:

ShristiComputers

Road No.9
Chikkadapalli
Hyderabad-500020

20th Oct 2019

Mr. P. Rajamouli
Secretary
Akash Institute of Technology
Ongole-520001

Dear Mr. Rajamouli

This is in response to your enquiry made on 16th May 2019.

We are pleased to send you the catalogue listing the latest printer models and their cost. We offer a competitive price.

We would also like to inform you that there is a discount of 5 per cent on bulk orders.

Looking forward to a favorable reply.

Yours sincerely
(Malla Venkat Rao)
Manager (Sales)

A semi-block format**ShristiComputers**

Road No.9

Chikkadapalli

Hyderabad-500020

20th Sep 2019

Mr. P. Rajamouli
Secretary
Akash Institute of Technology
Ongole-520001

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We would also like to inform you that there is a discount of 5 per cent on bulk orders.

Looking forward to a favorable reply.

Yours sincerely

(Malla Venkat Rao)
Manager (Sales)

Note:

On comparison of the two formats given above, we notice that in the full block format all the items in the letter are on the left while in the semi- block format, the sender's address and the date line appear at the top right side the complimentary close and the signature line also appear on the right of the letter in semi- block format. Both the formats can be used in official correspondence. Now a days most people prefer the full block format.

Sample Letters:

LEAVE LETTER

From

XXXXXXXXXXXX

XXXXXX (V)

XXXXXX (Dist)

Date: 21st September 2019

To

The Principal

XXXXX College of Engineering

XXXXXX (v)

XXXXXXX (Dist)

Sir,

Sub: - Request for one day leave – 1st B. Tech. – EEE – H. No. 09JE23522 – reg.

* * *

I am MS/ Miss. K. Rani / Mr. K. Balu studying 1st B. Tech CSE in our college bearing Hall ticket number 2564789. I request you to kindly grant me a leave for one day i.e. on 20th Spetember 2010 due to high fever and cold/ flu/ motions/ stomachache. So, I may not able to attend the college for one day.

Thanking you sir,

Yours faithfully,

Signature

(NAME WITH CAPITAL LETTERS)

PERMISSION LETTER

From

XXXXXXXXXXXX

XXXXXX (V)

XXXXXX (Dist)

Date: 21st September 2019

To

The Principal

XXXXX College of Engineering

XXXXXX (v)

XXXXXXX (Dist)

Sir,

Sub: - Request for permission to go home/out - 1st B. Tech. - ECE -H. No. 098A1A0536 - Reg.

I am MS/ Miss. K. Rani / Mr. K. Balu studying 1st B. Tech CSE in our college bearing Hall ticket number 2564789. I need to take break from COLLEGE OR CLASS WORK due to high fever and cold/ ill health/ attending a function at my home/ motions/ stomachache. I would be highly obliged if you grant me the permission for the same.

Thanking you sir,

Yours faithfully,

Signature

(NAME WITH CAPITAL LETTERS)

PERMISSION LETTER (2)

From

XXXXXXXXXXXX

XXXXXX (V)

XXXXXX (Dist)

Date: 21st September 2019

To

The Principal

XXXXXX College of Engineering

XXXXXX (v)

XXXXXX (Dist)

Sir,

Sub: - Request for permission to attend class work/ lab/ library - 1st B. Tech.- CSE - H.No.098A1A0536
- Reg.

I am MS/ Miss. K. Rani / Mr. K. Balu studying 1st B. Tech CSE in our college bearing Hall ticket number 2564789. I missed two days of class work as I was suffering from severe fever /food poisoning/flu/cold. Kindly excuse me as I was unable to inform you, due to my condition. I know my absence is caused to disturb my studies but please pardon me this time and allow attending my class work/ lab/ library.

Thank you for your consideration.

Yours faithfully,

Signature

(NAME WITH CAPITAL LETTERS)

PERMISSION LETTER (3)

From

XXXXXXXXXXXX

XXXXXX (V)

XXXXXX (Dist)

Date: 21st September 2019

To

The Principal

XXXXXX College of Engineering

XXXXXX (v)

XXXXXX (Dist)

Sir,

Sub: - Request for permission to attend class work/ lab/ library - 1st B. Tech. - ECE - H.No.09JB1636 -
Reg.

I am MS/ Miss. K. Rani / Mr. K. Balu studying 1st B. Tech IT in our college bearing Hall ticket number 1432762. Today I forgot to bring my apron/hall ticket/ID due to hurry. I won't repeat it. Kindly excuse me this time and allow attending my class work/exam.

Thank you for your consideration,

Yours faithfully,

Signature (NAME WITH CAPITAL LETTERS)

Letters of Application

A job application letter (also called a "cover letter") is written to apply for a specific position. It is a persuasive message that tells the applicant's talent to a prospective employer. It persuades the reader to believe his/her suitability for a particular position. It is basically a self-promotion instrument used by the applicant to boost his/her professional value and career prospects. Although the basic objective of every job application is to draw a clear connection between the job one is seeking and one's qualifications, it serves several specific purposes. It

- Introduces the applicant to the hiring organization;
- Introduces the applicant's resume;
- Highlights the applicant's positive personal traits and achievements;
- Shows how the applicant's special talents will benefit the organization;
- Emphasises how the applicant is right for the job by matching the requirements of the job with his/her qualifications; and
- Asks for an opportunity to be interviewed by the organization.

The key elements in an application letter are:

- Gaining the reader's attention
- Building the reader's interest in the applicant's candidature
- Convincing the reader that the applicant is the best candidate, and
- Motivating the reader to act.

H.No 11-1-24/3
Clowpeta
Ongole
Prakasam District

1 Nov 2019

The Correspondent
Pen Soft Solutions
West Maredpalli
Hyderabad- 400343

Dear Sir,

Sub: Applying for the post of Project Leader.

Ref: Advertisement in The Deccan Chronicle, dated on 25th Nov 2019.

In response to the advertisement appeared in Deccan Chronicle on 25th June 2013 calling for applications for the post of a Project Leader, I would like to be a candidate for the post.

I am a B.Tech Graduate in Computer Science Engineering and also Microsoft Certified in a SAP. I have worked as a programmer with Systra Pvt Ltd. For two years and my work has been appreciated.

I enclose my resume with more information about my education, work experience and other activities. Thank you very much for considering my application.

Yours faithfully,

(SIGNATURE)

(NAME)

RESUME WRITING/CURRICULUM VITAE

FUNCTIONAL RESUME

- Unlike a chronological resume, a functional resume focuses on the responsibilities and duties.
- Dates, employer names and job titles are not usually mentioned.
- These are good only for career changers, individuals with multi track job histories and so on.

This is the best format to use when:

- You have little or no actual work experience in the area in which you're looking for
- You haven't worked before
- You want to emphasize talents and skills you haven't used in a particular job
- You've done mostly temporary work in the past

Functional Résumé Structure:

- Starts off with a job objective
- List of skills and/or achievements that support the objective
- Groups education, work and volunteer experiences and lists items in reverse chronological order (most recent first)
- Provides information on interests
- Provides references.

PARTS OF RESUME

NAME:

- Do not use nicknames
- Highlight so it stands out: **bold**, larger font

ADDRESS :

- Use your complete address
- Don't use abbreviations except for the 2-letter abbreviations for provinces (i.e. NS, NB, PE)
- TELEPHONE/FAX NUMBERS
- Include area code. 2 acceptable styles are: (902) 555-1234 or 902/555-1234

EMAIL ADDRESS :

- Include it if you have one, giving the message you are computer literate
- Do not use an email address that is inappropriate.

OBJECTIVE OR PROFILE:

- An objective gives focus, direction and support to the body of the résumé
- It is an attention grabber

-
- If you are “shopping for work”, you might use a Career Profile focusing on skills, achievements and character attributes

EDUCATION:

- List your most recent education first
- Include the name of the school and dates (years) of attendance
- Include courses studied, particularly if your résumé is short
- Additional training courses and certificates should be included

WORK EXPERIENCE :

- List your most recent work experience first and work backwards include dates, job title, employer, job responsibilities

AWARDS AND ACTIVITIES:

- List academic honours or certificates you received
- Stress extra-curricular activities and special achievements in sports, clubs, or other school activities

SPECIAL SKILLS AND ATTITUDES:

- Highlight the skills you have that relate directly to the position for which you are applying. These may include specific computer applications, fluency in a foreign language, or special abilities you possess that are not necessarily part of your formal education
- Highlight attributes such as honesty, enthusiasm, and maturity—qualities that make you indispensable in the work place

REFERENCES:

- Think carefully about who can act as your references. Type the name, title, company, address, and phone/fax number of three to four references.
- Prior permission to use any individual's name as a reference is a must and as a courtesy, inform your references that they may be.

CHRONOLOGICAL RESUME SAMPLE

Radhika.Thota
 H.NO: 12-5, Bhagyanagar
 Ongole, Prakasam(Dist)
 Andhra Pradesh
 Phone:91-XXXXXXX
radhikathota@gmail.com

Objective:

To be a software professional with a good company that offers opportunities and professional growth.

Employment:

2018- Present

Synsoft Pvt.Ltd., Bangalore

Responsibilities:

- Programming
- Testing
- Responsible in designing and Implementing programs

2012-2018

Responsibilities:

- Teaching Computer Programming
- Handling the Laboratory programs

Education:

M.Tech	Rise Gandhi Group of Institutions, Ongole	2014 – 2016
B.Tech	Rise Prakasam Group of Institutions, Ongole	2010 – 2014

Skills :

Programming Languages : C, C++, JAVA, PYTHON
 Data Base : MySQL
 Operating Systems : UNIX, DOS

References:

1 .Dr. A. Ranganathan
 Principal
 St.Teresa High School
 Hyderabad

2. P.Prasad -
 Professor
 Rise Group of Institutions
 Ongole,Prakasam

Signature:

FUNCTIONAL RESUME SAMPLE

Radhika.Thota
H.NO: 12-5, Bhagyanagar
Ongole, Prakasam(Dist)
Andhra Pradesh
Phone:91-XXXXXXX
radhikathota@gmail.com

Profession

System Engineer

Objective : A challenging position in the computer programming field where I can utilize my expertise and analytical skills as a systems engineer.

Skills :

- ❖ Team member of the Systprocess Team
- ❖ Developed algorithms
- ❖ Testing, debugging of the Programms written in C++ and Java.

Employment History :

2013- Present Softcom Inc., Mumbai
2011-2012 Raysoft Computer Associates, Bangalore.

Education:

Master of Technology (Computer), Rise Gandhi Group of Institutions, affiliated to JNTUK
Bachelor of Engineering (Computer), Rise Gandhi Group of Institutions, affiliated to JNTUK

References:**References :**

1. Dr. A. Ranganathan
Principal
St. Teresa High School
Hyderabad

2. P. Prasad
Asso. Professor
Rise Group of Institutions
Ongole, Prakasam

Signature:

Home | My MSN | Hotmail | Web Search | Shopping | Money | People & Chat | Carview

msn
msn.co.uk

Hotmail Home | Inbox | Compose | Contacts | Options | Help

friend1@hotmail.com

To:

Cc:

Bcc:

Subject:

Attachments:

Tools Copy Message to Sent Folder

Mark

I hope you are well. I've been watching Wimbledon on television to improve my English. Is it still raining in England? ;)

I'll be flying to Heathrow on 1st July. I will stay in a hostel for the first week and look for some accommodation. After that I will go to a language school for 6 months. I'm really looking forward to seeing you!

Regards,
Friend1

Quick Address List
To use the Quick Address List, populate your Contacts!

TENSES**PRESENT TENSE**

TENSE	STRUCTURE	HINTS / KEY WORDS
Simple present	Subject + V1+object	Daily, usually, every day, frequently, often, generally, regularly, occasionally, on Sundays, always, every, never, generally, sometimes
Present continuous	Subject + is/ am/ are + V1 + ing + object	Now, at present, still, look!, don't disturb, listen, at the moment
Present perfect	Subject + have/has + V3 + object	Just, just now, Till now, Up to now, yet, as yet, already, ever, never, so far, for, since
Present perfect continuous	Subj + have/has + been + V1 + ing + object	For/ since + time phrase, over, how long?

PAST TENSE

NAME OF THE TENSE	STRUCTURE	HINTS / KEY WORDS
Simple past	Subject + V2 + object	In 1990, yesterday, last week, previously, in my childhood, When I was...
Past continuous	Subject + was/ were + V1 + ing+object	While/when + Past continuous + simple past
Past perfect	Subject + had + V3 + object	After/before + Past perfect + simple past
Past perfect continuous	Sub + had + been + V1 + ing + Object	---

FUTURE TENSE

TENSE	STRUCTURE	HINTS / KEY WORDS
Simple future	Sub+ will/shall/may/might + V1+object	Tomorrow, in 2012, next week, in the days to come, in the ensuing days, Till, Until, In a few days, Remember, later, Soon, Shortly etc.
Future continuous	Sub+ will/shall + be + V1+ing + object	----
Future perfect	Sub+ will/shall + have + V3 + object	By + future time phrase
Future perfect continuous	Sub+ will/shall + have been + V1+ing + obj	-----

TENSES

MODEL - I

EXERCISES

- A) Read the following Passage about the activist MedhaParkar. Fill in the blanks using appropriate forms of the given verbs in their present tense.

MedaPatkaris **(be)** a social activist. She currently _____ **(live)** in Gujarat. She has been _____ **(take)** part in the Narmada BachaoAndolan over the last 15 years. As a part of this movement, she _____ **(mobilize)** tribal people and human rights activists against the construction of the SardarSarovar Dam, which is **(get)** _____ built on the Narmada River. She _____ **(be)** an inspiration for all women.

- B) Read the following Passage about the famous scientist Marie Curie. Fill in the blanks using appropriate forms of the given verbs in their past tense.

Marie Curie **was born** (be born) in 1867. She _____ **(die)** in 1934 because of the effects that a harmful radioactive material _____ **(has)** on her body. She _____ **(achieve)** many things in her life. For example, she _____ **(propose)** the theory of radioactivity and _____ **(discover)** two new elements. She was _____ **(award)** two Nobel Prizes in Physics and Chemistry. She _____ **(become)** the first woman to receive two Nobel Prizes.

- C) Read the following Passage about the entrepreneur KiranMzumdar-Shaw. Fill in the blanks using appropriate forms of the given verbs in their Future tense.

KiranMazumdar-Shaw, the Chairperson of Biocon Limited, is excited about the future of her company. Over the next decade, she **will try** (try) to expand her company to other countries. For this, she _____ **(introduce)** cutting-edge technology in her company, and _____ **(improve)** its marketing capabilities. As her company grows, its needs _____ **(increase)**. When all these concerns are dealt with successfully, the chances are that the company _____ **(become)** a global company and Mazumdar-Shaw _____ **(reach)** new heights in her career.

MODEL - II

Give the Correct Verb Forms.

1. They _____ (**board**) the train by this time tomorrow.
2. I quickly _____ (**eat**) my lunch and _____ (**go**) out.
3. My mother _____ (**sleep**) while I _____ (**listen**).
4. I _____ (**have written**) two questions so far.
5. The train _____ (**be**) not _____ (**arrive**) yet.
6. _____ (**Give**) is better than _____ (**receive**).
7. He suddenly _____ (**remember**) that he _____ (**lock**) the gate that evening.
8. While _____ (**walk**) along the road he noticed a dead cobra.
9. _____ (**hear**) the noise, he _____ (**run**) to the window.
10. I _____ (**learn**) English for 5 years.
11. After I _____ (**have**) dinner, I went to bed.
12. Here are your shoes. I _____ (**clean**) them just now.
13. The next term _____ (**begin**) on 15th of next month.
14. Look! The sun _____ (**rise**) over the hills.
15. By 2020 robots _____ (**take**) many of the jobs that people do today.
16. He _____ (**watch**) TV in the evenings.
17. He _____ (**go**) out five minutes ago.
18. I _____ (**see**) Rahim at the zoo.
19. I _____ (**visit**) the TajMahal this evening.
20. Perhaps we _____ (**visit**) Mahabaleswar next month.
21. Unless we _____ (**start**) now, we can't be on time.
22. I _____ (**be**) in Ooty during summer last year.
23. Hurry up! The programme _____ (**start**).
24. As I _____ (**suffer**) from fever. My friend _____ (**come**).
25. As soon as, we _____ (**reach**) the station, the train _____ (**leave**).

MODEL - III

Fill in the blanks with suitable verb forms in the brackets.

1. Each of the thieves _____ sent to jail. (**was/were**)
2. Neither of them _____ done the sum. (**have/has**)
3. Sahib Singh and Sons _____ a well-known sports company. (**is/are**)
4. Hard Times _____ written by Charles Dickens. (**were/was**)
5. Five and four _____ nine. (**are/is**)

6. Five hundred rupees _____ a big amount for him. **(is/are)**
7. This girl or that boy _____ thrown the stone. **(has/have)**
8. Sons and Lovers _____ a famous English novel. **(are/is)**
9. Rice and curry _____ easy to cook. **(are/is)**
10. Fifteen days _____ a very short period. **(is/are)**
11. Many _____ called for the interview. Few _____ selected. **(was/were)**
12. Everyone _____ well-dressed. **(was/were)**
13. Someone _____ played a trick on you. **(have/has)**
14. Either the father or his sons _____ to pay the fine. **(has/have)**
15. Neither he nor they _____ to blame. **(is/are)**

Modal Verbs

Modal and Modal Phrases (Semi-Modals)

A modal is a type of **auxiliary (helping) verb** that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

1. Tom **can write** poetry very well.
2. I **can help** you with that next week.
3. Lisa **can't speak** French.

am / is / are / will be + able to + base form of the verb
am not/ isn't / aren't/ won't be + able to + base form of the verb

1. Mike **is able to solve** complicated math equations
2. The support team **will be able to help** you in about ten minutes.
3. I **won't be able to visit** you next summer.

Past:

could / couldn't + base form of the verb

1. When I was a child I **could climb** trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

1. I **wasn't able to visit** her in the hospital.
2. He **hasn't been able to get** in touch with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

- Incorrect: I can to help you this afternoon.
- Correct: I **can help** you this afternoon.
- Correct: I **will (I'll) be able to help** you this afternoon.

Possibility / Impossibility

can / can't + base form of the verb

1. You can catch that train at 10:43.
2. He can't see you right now. He's in surgery.

could + base form of the verb

1. I **could fly** via Amsterdam if I leave the day before.

Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

1. **Can you lend** me ten dollars?

Can + base form of the verb (informal)

1. You **can borrow** my car.

Could + subject + base form of the verb (polite)

1. **Could I have** your number?
2. **Could I talk** to your supervisor please?

Make a suggestion – To make a suggestion use:

Could + base form of the verb (informal)

1. You **could take** the tour of the castle tomorrow.

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples.

1. Ben could not help his little brother with his homework yesterday.
2. Can I call you later tonight?

1. _____ Tony run long distances when he was a boy?
2. _____ you please call a tow truck for me? My car broke down. (polite)
3. The students _____ to buy their textbooks today. The bookstore is all out of them.
4. _____ you teach me how to fix my computer? You're so good at it.
5. _____ you _____ reach the customer if you call him at 4:00 his time?

Answers:

1. Could
2. Could
3. aren't able
4. Can
5. Will/be able to

May, Might**Formal Permission / Formal Prohibition**

may / may not + base form of the verb

1. You **may start** your exam now.
2. You **may not wear** sandals to work.

Polite Request

May + subject + base form of the verb

1. **May I help** you?

Possibility / Negative Possibility

may/ might + base form of the verb

1. We **may go out** for dinner tonight. Do you want to join us?
2. Our company **might get** the order if the client agrees to the price.

may not / might not + base form of the verb

1. Adam and Sue **may not buy** that house. It's very expensive.
2. They **might not buy** a house at all.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

1. You **may as well come** inside. John will be home soon.
2. We **might as well take** Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

1. You **might like to try** the salmon fillet. It's our special today.

Exercises: May / Might

Fill in the correct form of may or might as in the example.

1. May I sit here?
1. They _____ finish the project on time. The main engineer is ill.
2. You _____ want to stop by the museum gift shop on your way out.
3. _____ I have your autograph?
4. He _____ visit the Louvre. He's in Paris anyway.
5. You _____ park your car here. It's reserved for guests of the hotel only.

Answers:

1. might not
2. might
3. May
4. may as well
5. may not

Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

1. **Shall we go** for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

1. **Should I call** a doctor?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

1. The proposal **should be finished** on time.
2. I **shouldn't be** late. The train usually arrives on time.

To Give Advice

should / ought to + base form of the verb

1. You **should check** that document before you send it out.
2. You **ought to have** your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

1. James **shouldn't teach** him words like those.

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.
1. You _____ get your teeth cleaned at least once a year.
2. The house _____ be ready to move into by next month. It's almost finished.
3. Ron _____ to improve his attitude. If he doesn't, he might get fired.
4. _____ I get your jacket? It's cold in here.
5. You _____ put your feet on the table. It's not polite.

Answers:

1. should
2. should
3. ought
4. shall
5. shouldn't

Must, Have to, Need to, Don't have to, Needn't**Necessity or Requirement****Present and Future:**

must / have to / need to + base form of the verb

1. You **must have** a passport to cross the border.
2. Elisabeth **has to apply** for her visa by March 10th.
3. I **need to drop by** his room to pick up a book.

Past:

had to / needed to + base form of the verb

1. I **had to work** late last night.
2. I **needed to drink** a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

1. Thomas has lived in Paris for years. His French **must** be very good.

To Persuade

must / have to + base form of the verb

1. You **must try** this wine. It's excellent.
2. You **have to** visit us while you're in town.

Prohibited or Forbidden

must not / mustn't + base form of the verb

1. You **must not drive** over the speed limit.
2. You **mustn't leave** medicines where children can get to them.

Lack of Necessity

don't / doesn't / didn't + have to + base form of the verb

1. You **don't have to park** the car. The hotel valet will do it for you.
2. Tim **doesn't have to go** to school today. It's a holiday.
3. You **didn't have to shout**. Everyone could hear you.

needn't + base form of the verb

1. You **needn't worry** about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't

Fill in the blanks with one of these modals:

must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.
There may be more than one correct answer.

1. Shira doesn't have to drive to the airport. She's going by taxi.
2. You must speak politely to the customers.
1. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)
2. Tina _____ register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)
3. You _____ send that fax. I've already sent it. (must, will have to, don't have to)
4. A dog _____ get special training in order to be a guide dog. (must, need to, don't have to)
5. Jeremy _____ get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)

Answers:

1. must not
2. has to
3. don't have to
4. must
5. doesn't have to

Modals: Will / Would**will / won't + base form of the verb**

1. John **will pick** you up at 7:00am.
2. Beth **won't be** happy with the results of the exam.

Polite Request or Statement**Will / Would + base form of the verb**

1. **Will** you please **take** the trash out?
2. **Would** you **mind** if I sat here?
3. **I'd (I would) like** to sign up for your workshop.

Habitual Past Action**Would/Wouldn't + base form of the verb**

1. When I was a child, I **would spend** hours playing with my train set.
2. Peter **wouldn't eat** broccoli when he was a kid. He loves it now.

Exercises: will, would

Fill in the blanks with one of the following words: will, won't, would, wouldn't.

1. Will you please help me lift this box?
1. I _____ like to order the onion soup please.
2. The manager _____ be pleased to hear that a customer slipped on the wet floor.
3. _____ it be okay if I slept here tonight?
4. When Igor lived in Russia, he _____ call his mother as often as he does now.
5. I can assure you sir, the order _____ be shipped out tonight.

Answers:

1. would
2. won't
3. would
4. wouldn't
5. will

Exercises – All Modals

Fill in the blanks with the correct form of the following modals:

can, could, be able to, may, might, shall, should, must, have to, don't have to, need to

- You may have to make the modals negative according to the context of the sentence.

- There may be more than one possibility.

1. He **has to** take his car to be serviced. The brakes are squeaking.
2. **Would** you please save me a seat at the dinner event.

1. If you are sick, you _____ go to work. You'll infect everyone there.
2. Drivers _____ stop at red lights.
3. You _____ finish the proposal today. You can finish it tomorrow.
4. She _____ hear much better with her new hearing aids.
5. _____ I order us a bottle of wine?
6. Sam _____ pick his daughter up from school. She's taking the bus home.
7. You _____ smoke here. It's a smoke-free building.
8. You _____ eat so many sweets. They are bad for you.
9. _____ you mind walking a little faster? We're going to be late.
10. I'm sorry. I _____ help you. I don't know how to do it.

Answers:

1. shouldn't
2. must
3. don't have to
4. can
5. shall
6. needn't
7. mustn't
8. shouldn't
9. would
10. can't

Adjectives

What is an adjective? Simply put, an adjective describes or modifies a noun. It provides further information *about a noun*, indicating things like *size, shape, color*, and more. Adjectives can also modify pronouns. They answer questions like, "Which one?," "How many?," "Whose?," and "What kind?" Without adjectives, we wouldn't know if you had a serene vacation or a disastrous vacation. Let's dive into the intricacies of this important part of speech.

Information Gatherers

Now, we know adjectives are information gatherers. Specifically, they provide further information about an object's size, shape, age, color, origin or material. Here are some examples of adjectives in action:

- It's a **big** table. (size)
- It's a **round** table. (shape)
- It's an **old** table. (age)
- It's a **brown** table. (color)
- It's an **English** table. (origin)
- It's a **wooden** table. (material)
- It's a **lovely** table. (opinion)
- It's a **broken** table. (observation)
- It's a **coffee** table. (purpose)

Also, when an item is defined by its purpose, that word isn't usually an adjective, but it acts as one with the noun in that situation.

- **coffee** table
- **pool** hall
- **hunting** cabin
- **baseball** player

For more on that, enjoy this deep dive into Types of Adjectives.

Identifying Adjectives

English grammar can be tricky. For every rule, there's likely an exception. Typically, however, English adjectives end with these suffixes:

- **-able/-ible**: adorable, invisible, responsible, uncomfortable
- **-al**: educational, gradual, illegal, nocturnal, viral
- **-an**: American, Mexican, urban
- **-ar**: cellular, popular, spectacular, vulgar
- **-ent**: intelligent, potent, silent, violent
- **-ful**: harmful, powerful, tasteful, thoughtful
- **-ic/-ical**: athletic, energetic, magical, scientific
- **-ine**: bovine, canine, equine, feminine, masculine
- **-ile**: agile, docile, fertile, virile
- **-ive**: informative, native, talkative
- **-less**: careless, endless, homeless, timeless
- **-ous**: cautious, dangerous, enormous, malodorous
- **-some**: awesome, handsome, lonesome, wholesome

Many adjectives also end with -y, -ary, -ate, -ed, and -ing. However, nouns and adverbs can end with -y. Many nouns end with -ary. Nouns and verbs also end with -ate. And verbs can also end in -ed and -ing. To work out if a word is an adjective or not, look at its location in a complete sentence.

Sentence Placement

If you come across a word that ends in -y, -ary, or -ate (or any other suffix for that matter) and want to know if it's an adjective, look at where it is and what it's doing in the sentence. If it comes immediately before a noun, it's likely an adjective. Better yet, if it comes between any of these constructs, it's almost definitely an adjective:

- An article (a, an, the) + noun
The **grassy** field was wet with dew.
In this example, "grassy" comes between an article (the) and a noun (field), so you know it's an adjective.
- A possessive adjective (my, his, her, its, your, our, their) + noun
These are my **old** trophies.
In this example, "old" comes between a possessive adjective (my) and a noun (trophies), making it an adjective.
- A demonstrative (this, that, these, those) + noun
Did you see that **immaculate** kitchen?
In this example, "immaculate" comes between a demonstrative (that) and a noun (kitchen), so it must be an adjective.
- An amount (some, most, all, a few) + noun
We had a few **ordinary** days.
In this example, "ordinary" comes between an amount (a few) and a noun (days), so it's definitely an adjective.

Adjectives can also act as complements. Complements complete a sentence when the verb is "to be." Not every complement is an adjective, but some adjectives can be complements. For example:

- She is **tall**.
- He is **smart, handsome, and rich**.
- This tent is **malodorous**.

Order of Adjectives

When you list several adjectives in a row, there's a specific order they need to go in. Native English speakers tend to put them in the correct order naturally, but if you're learning English, you'll have to memorize the order. It goes like this:

- **Determiner** - An article (a, an, the), a number or amount, a possessive adjective (my, his, her, its, your, our, their), or a demonstrative (this, that, these, those)
- **Observation/Opinion** - Beautiful, expensive, gorgeous, broken, delicious, ugly
- **Size** - Huge, tiny, 4-foot-tall
- **Shape** - Square, circular, oblong
- **Age** - 10-year-old, new, antique
- **Color** - Black, red, blue-green
- **Origin** - Roman, English, Mongolian
- **Material** - Silk, silver, plastic, wooden

- **Qualifier** - A noun or verb acting as an adjective.

This is the correct cumulative order for adjectives that come directly before a noun. They are not separated by commas.

My beautiful big circular antique brown English wooden coffee table was broken in the move.

Remember that, when an item is defined by its purpose, that word isn't usually an adjective. However, in that situation, it acts as one. We see that in "coffee" table here. It's also important to note that, when we're stacking up adjectives like this, we don't use "and" before the final descriptor.

If an adjective comes after the verb "to be" as the complement, then the qualifier (the defining word) will stay with the noun at the beginning of the sentence. You'll notice in the example below that "coffee" stays with "table" as well. The rest of the adjectives in the complement are separated by commas with the final two being separated by "and."

My coffee table is **beautiful, big, circular, antique, brown, English, and wooden.**

For more on comma usage, here are [8 Times Commas Were Important](#).

Adjectival Expertise

Adjectives come in many shapes and sizes. That makes sense, given their important function. Nouns are one of the most important parts of speech. It's only fitting that their comrades are multi-faceted.

The thing with adjectives is you never want to overdo it. Too many adjectives can bulk up a sentence, reducing its fluidity. Like [the adverb](#), only use adjectives when they'll really pack a punch and help you paint a picture. With that in mind, take a look at these [Adjective Phrase Examples](#). With the right dosage, these adjective words can liven up your lines.

Degrees of Comparison

Degrees of Comparison are used when we compare one person or one thing with another.

There are three Degrees of Comparison in English.

They are:

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

Let us see all of them one by one.

1. Positive degree.

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

Examples:

- This house is big.

In this sentence only one noun "The house." is talked about.

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

Each sentence mentioned above talks about only one noun.

The second one in the Degrees of Comparison is...

2. Comparative degree.

When we compare two persons or two things with each other,

We use both the Positive degree and Comparative degree.

Examples:

- a. This house is bigger than that one. (Comparative degree)

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

The term "bigger" is comparative version of the term "big".

Both these sentences convey the same meaning.

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- . This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term "more beautiful" is comparative version of the term "beautiful".

Both these sentences convey the same meaning.

c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

The term "more intelligent" is comparative version of the term "intelligent".

Both these sentences convey the same meaning.

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term "taller" is comparative version of the term "tall".

Both these sentences convey the same meaning.

When we compare more than two persons or things with one another,

We use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term "biggest" is the superlative version of the term "big".

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden. (Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term "most beautiful" is the superlative version of the term "beautiful".

All the three sentences mean the same meaning.

c. He is the most intelligent in this class. (Superlative)

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term "most intelligent" is superlative version of the term "intelligent".

Both these sentences convey the same meaning.

d. He is the tallest student in this class. (Superlative)

He is taller than other students in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term "tallest" is superlative version of the term "tall".

Degrees of Comparison are applicable only to Adjectives and Adverbs

Nouns and verbs do not have degrees of comparisons

He is the tallest student in the class.

The term "tallest" is an adjective.

Among the members of the group, Mr. Clinton speaks most effectively.

The term "effectively" is an adverb.

All the terms used in the above-examples are either adjectives or adverbs.

We have seen all the three Degrees of Comparison.

Let us see their models.

Model -1: "The best":

Examples:

i. This is the best hotel in this area.

No other hotel is as better as this one in this area.

No other hotel is as good as this one in this area.

ii. Unemployment is the most serious problem facing our country.

Unemployment is more serious than any other problem facing our country.

No other problem facing our country is as serious as unemployment.

Model-2: "One of the best":

Examples:

i. Calcutta is one of the largest cities in India.

Calcutta is large than most other cities in India.

Very few cities in India are as large as Calcutta.

ii. Satin Tendulkar is one of the best batsmen in the world.

Satin Tendulkar is better than most other batsmen in the world.

No other batman in the world is as good as Satin Tendulkar.

Model-3: "Not the best":

Examples:

i. This is not the best solution to the problem.

ii. This is not better than few other solutions to this problem.

iii. Other solutions to this problem are not as good as this one.

ii. New York is not the largest city in America.

New York is not bigger than many other cities in America.

Few other cities in America are at least as large as New York.

Few adjectives and adverbs get their Comparative forms by simply getting "more" before them.

And their superlative terms, by getting "most" before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting "er" after them and their superlative terms, by getting "est" after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

(Non-Detailed)**1. The Individual SOCIETY****DELIVERANCE****Premchand**

Introduction: Munshi Premchand is the pen name of the famous Hindi-Urdu writer Dhanpat Rai Shrivastava. He is known as the emperor of Indian novelists. He has written more than twelve novels and hundreds of short stories. Deliverance is one among the short stories originally written in Hindi and translated to English. The original title of Deliverance is Sadgati, which means salvation or deliverance from the worldly and attaining the transcendental state where there is no rebirth according to Holy Scriptures. It is a criticism on the Hindu society where the Caste system rules the society among all rules.

About Dukhi and his Family Status: Dukhi is a tanner who is looking to set a date for his daughter's engagement. He and his wife Jhuria clean the house and plaster it with cow dung. Therefore, the priest or pandit will find comfortable. They feel very unhappy when they understand there is no cot for the priest to sit. Jhuria offers to get it from Thakurs of the Kaistha caste. Dukhi gets enraged by the impossible thought and scolds his wife for even thinking about Thakurs offering them anything. At last, they decide to clean their own cot doubting whether the priest would sit on it or not. Then, Dukhi thinks of making leaf plate from the leaves of Mahua (Madhuca longifolia). These leaves are symbolized with purity that Dukhi makes a plate. Jhuria asks him to go the Pandit and reminds him about offerings presented to the priest when he visits. When she asks about placing the offerings in a plate, Dukhi says a leaf plate would be better. He warns Jhuria to not touch anything. He asks to take either the Gond's daughter or Bhujin to buy the offerings. He lists the offerings as one seer flour, half seer rice, a quarter of lintels, ghee, salt, turmeric and a four-Anna coin.

At The Pandit's House: Dukhi picks up a bundle of grass as a present to the priest – Pandit Ghasi Ram. He thinks highly of the priest and considers him (the Brahmin caste) as people of God. Dukhi waits for the arrival of Ghasi Ram who follows a strict time for rituals. As the priest enters outside, Dukhi immediately stands up, lies down flat on his chest, stands up and folds his hands in reverence. The priest inquires about the presence of the tanner. The tanner explains why he had to visit and the priest says he would come by the evening to fix a date for engagement. Dukhi asks for placing the grass bundle. Pandit tells to keep it near the cow and gives him errands till evening. Ghasi Ram asks Dukhi to sweep the door, plaster the sitting room, bring four sacks of straw from a field and chop wooden log.

Dukhi's hard work: He starts to work and completes sweeping and plastering. Dukhi who ate nothing since morning has been hungry. However, he could not go to his home as his absence would madden the priest. So, he starts working again and tries to chop the log. The log as it has a thick knot declines to break after severe efforts by Dukhi. He becomes annoyed that he tries his best to cut the knot but it won't. Dukhi feels to have tobacco would regain strength. He asks Gond for tobacco and tries to obtain fire from the house of the pandit. Without any thought Gond goes into the house that the priest's wife gets angry with the presence of tanner in the house. He realizes his unholy act and sincerely apologize her. Later, a splinter from the burning wood falls on his head and he shakes it off. Dukhi feels that it was the punishment he deserved for entering a Brahmin's house. His respect towards Brahmins increases with this act of God. After a while, the priest's wife observes that Dukhi is working hard to pierce the log. She asks her husband about giving any food. He says that he would eat rotis made out of pain millets. She becomes surprise that she doesn't want to give Dukhi any food.

Death of Dukhi: In spite of his hunger, Dukhi starts to axe the log and it does not break. Chikuri (friend from the Gond caste) comes to the house and he offers help. However, he too cannot break the wood and explains about the knot. Chikuri leaves and Dukhi goes to bring the sacks of straw as he was unable to break the wood. He brings the sacks in two efforts two sacks at a time and falls asleep tired. Pandit wakes up to find Dukhi sleeping near the straw and the wood uncut. He shouts at the tanner for not taking care of the wood. Dukhi wakes up and grabs the axe to make a final effort. In the presence of the pandit, he could not feel anything and starts to hit the wood. The tanner was afraid that if the priest is angered, he might set an inauspicious day for engagement. As if some mysterious force was driving him, he gave all his strength to the axe. For half an hour he repeatedly struck the wood. He felt the words of Brahmin were giving him power. Finally, the knot breaks and the axe fall from the hands of Dukhi. Dukhi too falls down out of exhaustion and becomes unconscious. He observes that the tanner's body has gone stiff and tells his wife that he might be dead.

Decisions: Pandit frantically asks his wife about dealing with the dead body of Dukhi. She says to inform the tanners and they will take care of the rest. The Gond friend, Chikuri, warns the tanner cost to not touch the body of Dukhi. He emphasizes that Dukhi has been killed by the Brahmin and it is a police matter now. Finally, Dukhi's wife and daughter approach the pandit's house to cry and mourn over the death. They keep crying till midnight and the pandit's family found it difficult to sleep. But, a Brahmin cannot touch the corpse of a tanner; it is against the laws laid in holy texts. Ghasi Ram curses the women outside in front his wife. He calls them she-devils and vampires. The priest's wife tells that having a tanner's dead boy in the house is not good. Dukhi's body began to stink in the morning. As no tanner came to take the corpse Ghasi Ram decides to remove the body. Hence, he makes a loop to tie around the feet so that he need not touch the corpse. He carefully tightens the loop and drags the corpse out of the village into the fields. Pandit comes back home, takes a bath, recites prayer and sprinkles Ganges water in the house for holiness. In the meantime, Dukhi who had great reverence towards Brahmins gets eaten by wild animals and birds.

Conclusion: Deliverance is a direct criticism on the caste system in India. The title Sadgati or Deliverance is justified as Dukhi gets salvation from the disreputable caste system. He obtained deliverance from the worldly struggles. It is indeed subservient to listen that even in today's scenario caste system still persisting. Premchand excellently weaves the story with the character of Dukhi.

2. BOSOM FRIEND

HiraBansode

Introduction: HiraBansode, a woman Dalit poet has written the poem, Bosom Friend. It is a collection from her Phiyad (1984) which reflects the experience of educated Dalit women. The poem is a criticism against the caste system in Indian society. It is observed the hypocrisy nature of the higher caste towards the lower caste pretending them as equals. In the poem, Bansode showcases the conflict between her expectation and reality from her bosom friend.

Poet's Experiences when her Bosom Friend Presents at Dinner: One day, the poet's close friend who is a higher caste community comes to her home. There is a lower caste family to dine her friend for the first time. When her friend comes to poet's family, she thinks that her friend has left behind the caste prejudices, the inflexible high and low caste dissimilarities. She thinks so because in their society women do not usually ignore the caste disparities. The poet thinks that her friend has awareness regarding these caste distinctions and became a bridge to engulf these caste prejudices that divide between people. She also thinks that she is more linking the bridge between communities and between relationships. She thinks that her friend comes with a mind as large as the sky to her small house leaving behind the age old divide between higher and lower castes. Hence, the poet is very excited and happy. She admires her friend and calls her, 'bosom friend.'

Poet's Identification of unfolded change in her friend: The poet is very happy that her friend is not bounded in the clutches of the age old differences. She identifies immediately, as wrong when the poet arranges her food like the naive devotion of Shabari of the Ramayana. The poet's friend exhibits a change on her face when she looks at the plate served by the poet. The poet's friend, with a display of shock, tells the poet her aversion of the way the poet served chutney-koshimbir. She tells that the poet that she has not served the dinner in a proper way and has to learn how to serve it. Her friend through her words and actions clearly mentions that the higher people will never change their higher caste habits. Her friend's words make the poet very much embarrassed that she has become numb. Then, towards the end of the meal, her friend expresses surprise when she identifies there is no buttermilk or yoghurt with the last course of the rice which is normal among higher castes.

Poet's Despair: At this moment, the poet has lost all her courage. Her strength fell away like a star which touched the sky and has fallen. She has lost all her pride in front of her friend whom she dearly calls 'bosom friend.' She feels deeply sad in the current situation. Her thoughts has become topsy-turvy. As a stone has suddenly dipped into the water giving ripples, she raises back to consciousness. She remembers all her childhood memories yet she cannot tell them as the reality of her friend has made her not to out spoken.

Childhood Reminisces of the Poet: Her childhood, she remembers that she did not even have milk for tea which is much less compared to yoghurt or buttermilk. Her mother cooked on sawdust which she brought from the lumberyard wiping away the smoke from her eyes. Once in a while they might get garlic chutney on coarse bread. Otherwise, they have eaten just bread crumbled in water. They did not know what a sweet like shrikhand was. The poet calls to mind that she never smelled the fragrance of ghee and never tasted halva and basundi.

Poet's Realization of Reality: She feels bitter that her friend neither has nor ripped from the caste system, their roots are deeply buried in her blood. She still carry forwards them along with her and to the future generation as well. She understands that age old roots do not clear overnight at all. Hence, the poet serves her friend lastly, yoghurt with the course of rice. She expresses regret that she could

not serve the food in a manner that her friend sees as proper. She thought that her friend was open-minded and true at heart, but it is false with her behaviour.

Conclusion: Bosom Friend is a poetical demonstration and a story of conflict between the poet's expectation and reality. Decades have passed but still these caste differences are persisting. As humans, it is where commonsense and conscience lies with. Everywhere development has taken place throughout the world, but man's intuitions are still to be developed. If this happens, these progressing differences will disappear. Let these differences might not deviate future generations....

3. SHAKESPEARE'S SISTER

Virginia Woolf

Virginia Woolf was born in 1882 into a prominent and intellectually well-connected family. Her formal education was limited, but she grew up reading from the vast library of her father. The early deaths of her mother and brother, led her to depressive mental illness that troubled her occasionally throughout her life and eventually led her to commit suicide in 1941.

In October 1928, Virginia Woolf was invited to deliver lectures at Newnham College and Girton College, which at that time were the only women's colleges at Cambridge. These talks, on the topic of Women and Fiction, were expanded and revised into "A Room of One's Own". Present lesson Shakespeare's Sister is the third chapter of A Room of One's Own.

The narrator is disappointed at not having found an authentic statement on why women are poorer than men. She decides to investigate women in Elizabethan England, puzzled why there were no women writers in that fertile literary period. She believes there is a deep connection between living conditions and creative works. She reads a history book and finds that women had few rights in the era, despite having strong personalities, especially in works of art. The narrator finds no material about middle-class women in the history book, and a host of her questions remain unanswered.

She is reminded of a bishop's comment that no woman could equal the genius of Shakespeare, and her thoughts turn to Shakespeare. She imagines what would have happened had Shakespeare had an equally gifted sister named Judith. She outlines the possible course of Shakespeare's life: grammar school, marriage, work at a theater in London, acting, meeting theater people, and so on. His sister, however, was not able to attend school, and her family discouraged her from studying on her own. She was married against her will as a teenager and ran away to London. The men at a theater denied her the chance to work and learn the craft. Impregnated by a theatrical man, she committed suicide.

This is how the narrator believes such a female genius would have fared in Shakespeare's time. However, she agrees with the bishop that no women of the time would have had such genius, "For genius like Shakespeare's is not born among labouring, uneducated, servile people," and women back then fit into this category. Nevertheless, some kind of genius must have existed among women then, as it exists among the working class, although it never translated to paper. Even if a woman surmounted various obstacles and wrote something, it would have been anonymous.

The narrator finds that creating a work of art is extraordinarily difficult; privacy and money are scarce, and the world is generally indifferent to whether or not someone writes. For women in the past, the conditions were even harsher. The privacy of a private room or vacations was a rarity. Moreover, the world was not only indifferent to female writers, but actively opposed their creativity. Over time, the effect on a budding female writer is very detrimental.

The narrator believes this male discouragement accords with the masculine desire to retain the status of superiority. Unfortunately, genius is often the most susceptible to the opinions of others. She believes the mind of the artist must be "incandescent" like Shakespeare's, without any obstacles.

She concluded by saying that Judith, the imaginary character, lives in every woman who has the habit of freedom and the courage to write exactly what she thinks. If we face the fact, that there is no one to

depend on, but should go alone and that our relation is to the world of reality and not only to the world of men and women, then the opportunity will come and the dead poet who was Shakespeare's sister will come alive. She would come if we worked for her, even in poverty and obscurity is worthwhile.

4. Telephone Conversation

Wole Soyinka

'Telephone Conversation' is a poetic satire against the widespread racism still prevalent in the modern western society. As the title suggests, the poem depicts a telephone conversation between a west- African man and a British land-lady.

The poem begins on a peaceful note, befitting the narrator's satisfaction for having found the right house. The land lady also emphatically mentioned that she lived 'off premises', thereby ensuring that tenant would enjoy absolute privacy and freedom. The conversation however drifted to an unpleasant turn of events, soon after the man surprisingly decided to make a self-confession to reveal his nationality-

**"Madam," I warned,
"I hate a wasted journey-I am African."**

A sudden unexpected silence followed and the awkward pause in the conversation emphasized the impact of the African's race being revealed to the land lady. An uneasy atmosphere is created and the word 'silenced' reiterates the sudden change in the land lady's attitude as well as the man's intuitive sensitivity towards the unfriendliness on the other end of the phone.

After considerable period of silence when the land-lady spoke again, her words seemed to come from between lipstick coated lips that held between them a long gold-rolled cigarette-holder and the impression she gave off was that as if her status in the society was all of a sudden upgraded. Undoubtedly, the poet's power of imagination enables him to visualize an affluent and sophisticated British land-lady on the other side.

Tension rises with the explicit racial discrimination conveyed through the question-

"How Dark?"....

She repeated her question, reinforcing the racist overtone in the English society. The lady's stance in pursuing the answer rendered the man speechless. He suddenly seemed perplexed.

'ARE YOU DARK? OR VERY LIGHT? You mean-like plain or milk chocolate?'

It was soul shattering to the narrator that the land lady could so insensitive to his feelings. Fuming with anger, the man decided to inflict similar humiliation on the racist woman choosing a superior vocabulary and replying in an acutely sarcastic tone.

'West African sepia' – and as afterthought, "down in my passport"

Paying no attention to the land lady's disrespect for him, he took a firm control over the conversation defending the dignity and integrity of his ethnic identity from the land-lady. He goes on to describe the various colors one could see on him.

He goes on to state that the palm of his hand and the soles of his feet are peroxide blonde and that friction by sitting down had turned his bottom –raven black. With a slow but furious realization the lady began to set the receiver down.

The politeness of the tone of the poet can hardly conceive the ultimate insult inflicted on the land lady and shows how indignant the man was. The poem ended with a tremendous sense of humor, apart from the obvious sarcasm.

5. Still I Rise

Maya Angelou

"Still I Rise" is a poem written by Maya Angelou, an American poet, singer, and civil Rights activist. The poem is primarily about self-respect and confidence. "Still I Rise," is published in her similarly titled book of poetry "And Still I Rise" in 1978.

The poem is full of energy and inspires to lift your head against every adversity. Hatred and greed cannot be killed but that must not stop you from rising and fighting. The beauty of the poem lies in its simplicity. Like the 'I have A Dream' speech by Martin Luther King Jr, the repetition of 'I rise' in the poem lays emphasis on the dream of sharing the same platform with whites and having a status of equality.

The first stanza of the poem begins with the injustice history has done to the poor black people and how their popular image has been being manipulated. While the poet gives a powerful blow on the one hand to discrimination and slavery, on the other she evokes a picture of hope that the flame God lit could never be extinguished by men.

The second stanza also speaks in a defiant tone. What is it in me that make you hate me? Is it my appeal or is it my nature? Even in adversity, we have learnt to smile. "Like oil wells.. in my living room". I am richer than the richest because I am brimming with this rebellious energy and you can feel depressed to see me happy unless you really love me. Your hatred gives me energy and does not stop me from rising.

The weather changes, the tides change and the spring of hope keeps rising. Like this spring I rise. These lines are beautiful like a dream for they are full of imagery taken from nature.

For generations they had remained slaves, bowing their heads, tied to their master's will and obeying without question. White people would want them to remain so. They would like to see them again bowing their heads, weak in the soul. The lines speak of the determination in the hearts of the African Americans to fight against oppression.

Are you upset by the colour of my skin and by dance moves? Does the energy in my dance make you feel weakened? The tone of the poem is however more universal. It is not just about the oppression of black people at the hands of the whites, but about every form of oppression whether that of a woman by a man or a man trying to dominate another.

The poem is also an inspiration for the modern generation of people of colour. However, vengeful methods you try, you cannot stop someone from rising.

The years of slavery were like a night of fear and darkness. They have made past it into a day of glory where freedom awaits them. This is a gift from the poet's ancestors, the fruit of their struggles. The new generation is the culmination of their dreams and will struggle harder than them to take their race to new heights. This rise is unst

" ALL THE BEST "