

HANDBOOK OF ENGLISH FOR COMMUNICATION

**PREPARED BY
FACULTY OF ENGLISH
FRESHMAN ENGINEERING**



INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad - 500 043



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Dundigal, Hyderabad - 500 043

Vision

To bring forth professionally competent and socially sensitive engineers, capable of working across cultures meeting the global standards ethically.

Mission

To provide students with an extensive and exceptional education that prepares them to excel in their profession, guided by dynamic intellectual community and be able to face the technically complex world with creative leadership qualities.

Further, be instrumental in emanating new knowledge through innovative research that emboldens entrepreneurship and economic development for the benefit of wide spread community.

Quality Policy

Our policy is to nurture and build diligent and dedicated community of engineers providing a professional and unprejudiced environment, thus justifying the purpose of teaching and satisfying the stake holders.

A team of well qualified and experienced professionals ensure quality education with its practical application in all areas of the Institute.

Philosophy

The essence of learning lies in pursuing the truth that liberates one from the darkness of ignorance and Institute of Aeronautical Engineering firmly believes that education is for liberation.

Contained therein is the notion that engineering education includes all fields of science that plays a pivotal role in the development of world-wide community contributing to the progress of civilization. This institute, adhering to the above understanding, is committed to the development of science and technology in congruence with the natural environs. It lays great emphasis on intensive research and education that blends professional skills and high moral standards with a sense of individuality and humanity. We thus promote ties with local communities and encourage transnational interactions in order to be socially accountable. This accelerates the process of transfiguring the students into complete human beings making the learning process relevant to life, instilling in them a sense of courtesy and responsibility.



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Program Outcomes – (Common for all branches)	
PO1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO7	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO11	Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



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Program Specific Outcomes - Aeronautical Engineering	
PSO1	Professional skills: Able to utilize the knowledge of aeronautical/aerospace engineering in innovative, dynamic and challenging environment for design and development of new products
PSO2	Problem solving skills: imparted through simulation language skills and general purpose CAE packages to solve practical, design and analysis problems of components to complete the challenge of airworthiness for flight vehicles
PSO3	Practical implementation and testing skills: Providing different types of in house and training and industry practice to fabricate and test and develop the products with more innovative technologies.
PSO4	Successful career and entrepreneurship: To prepare the students with broad aerospace knowledge to design and develop systems and subsystems of aerospace and allied systems and become technocrats
Program Specific Outcomes - Computer Science and Engineering	
PSO1	Professional Skills: The ability to research, understand and implement computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient analysis and design of computer-based systems of varying complexity.
PSO2	Problem-Solving Skills: The ability to apply standard practices and strategies in software project development using open-ended programming environments to deliver a quality product for business success.
PSO3	Successful Career and Entrepreneurship: The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.
Program Specific Outcomes - Information Technology	
PSO1	Professional Skills: The ability to research, understand and implement computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient analysis and design of computer-based systems of varying complexity.
PSO2	Software Engineering practices: The ability to apply standard practices and strategies in software service management using open-ended programming environments with agility to deliver a quality service for business success.
PSO3	Successful Career and Entrepreneurship: The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.
Program Specific Outcomes - Electronics and Communication Engineering	
PSO1	Professional Skills: An ability to understand the basic concepts in Electronics & Communication Engineering and to apply them to various areas, like Electronics, Communications, Signal processing, VLSI, Embedded systems etc., in the design and implementation of complex systems.
PSO2	Problem-solving Skills: An ability to solve complex Electronics and communication Engineering problems, using latest hardware and software tools, along with analytical skills to arrive cost effective and appropriate solutions.
PSO3	Successful Career and Entrepreneurship: An understanding of social-awareness & environmental-wisdom along with ethical responsibility to have a successful career and to sustain passion and zeal for

	real-world applications using optimal resources as an Entrepreneur
Program Specific Outcomes - Electrical and Electronics Engineering	
PSO1	Professional Skills: Able to utilize the knowledge of high voltage engineering in collaboration with power systems in innovative, dynamic and challenging environment, for the research based team work.
PSO2	Problem-Solving Skills: Can explore the scientific theories, ideas, methodologies and the new cutting edge technologies in renewable energy engineering, and use this erudition in their professional development and gain sufficient competence to solve the current and future energy problems universally.
PSO3	Successful Career and Entrepreneurship: The understanding of technologies like PLC, PMC, process controllers, transducers and HMI one can analyze, design electrical and electronics principles to install, test , maintain power system and applications.
Program Specific Outcomes - Mechanical Engineering	
PSO1	To produce engineering professional capable of analyzing and synthesizing mechanical systems including allied engineering streams.
PSO2	An ability to adopt and integrate current technologies in the design and manufacturing domain to enhance the employability.
PSO3	To build the nation, by imparting technological inputs and managerial skills to become technocrats.
Program Specific Outcomes - Civil Engineering	
PSO1	Understanding: Graduates will have an ability to understand, analyze and solve problems using basic mathematics and apply the techniques related to irrigation, structural design, etc.
PSO2	Analytical Skills: Graduates will have an ability to design civil structures, using construction components and to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety manufacturability and reliability and learn to work with multidisciplinary teams.
PSO3	Broadness: Graduates will have an exposure to various fields of engineering necessary to understand the impact of other disciplines on civil engineering blueprints in a global, economic, and societal context and to have necessary focus for postgraduate education and research opportunities at global level.

I Semester: AE / CE / ME | II Semester: CSE / ECE / EEE / IT

Course Code	Category	Hours / Week			Credits	Maximum Marks		
		L	T	P		C	CIA	SEE
AHS001	Skill	3	-	-	3	30	70	100
Contact Classes: 45		Tutorial Classes: Nil			Practical Classes: Nil			Total Classes: 45

OBJECTIVES:

The course should enable the students to:

- I. Communicate in an intelligible English accent and pronunciation.
- II. Effectively use the four language skills i.e., Listening, Speaking, Reading and Writing.
- III. Develop the art of writing simple English with correct spelling, grammar and punctuation.

UNIT-I	LISTENING SKILL	Classes: 08
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Significance, essentials, barriers and effectiveness of listening; Listening to dialogues, conversation, discussions, monologues; Listening to sounds, silent letters, stressed syllables in English; Listening for the gist of the text, for identifying the topic, general meaning and specific information; Listening for multiple choice questions, positive and negative comments for interpretation

Note: Instructions in theory and practice in the lab

UNIT-II	SPEAKING SKILL	Classes: 10
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Significance, essentials, barriers and effectiveness of speaking; Simple oral or casual interaction, dialogue, conversation; Debates: Differences between disagreeing and being disagreeable; Brief presentations; Role plays; Generating talks based on visual or written prompts; Addressing a small group or a large formal gathering; Speaking about present, past experiences and future plans; Arguing out a topic without verbal fights; Paper presentation.

Note: Instructions in theory and practice in the lab

UNIT-III	READING SKILL	Classes: 09
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Techniques of reading: Skimming, scanning, intensive and extensive reading; Reading comprehension: Exercises for multiple choice questions and contextual meaning – Values in Dr. Kalam.

Vocabulary enrichment and grammar exercises based on selective readings: Swami Vivekananda : Chicago Speech, 1893; Passages for intellectual and emotional comments; Reading for the gist of a text, for specific information, for information transfer and interpretation.

UNIT-IV	WRITING SKILL	Classes: 08
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Significance, essentials and effectiveness of writing; Writing emails; Writing paragraphs: Comparing, contrasting, presentations with an introduction, body and conclusion; Writing formal and informal letters: Letter of invitation, accepting, declining, requesting, complaint, seeking information ; Cover letter enclosing a CV.

UNIT-V	VOCABULARY AND GRAMMAR	Classes: 10
<p>Punctuation, parts of speech, articles, prepositions, tenses, concords, phrasal verbs; Forms of verbs: Regular and irregular, direct and indirect speech, change of voice; prefixes, suffixes, Synonyms, antonyms, one word substitutes, idioms and phrases, technical vocabulary.</p>		
<p>Text Books:</p>		
<p>1. Meenakshi Raman, Sangeetha Sharma, “Technical Communication Principles Practices”, Oxford University Press, New Delhi, 3rd Edition , 2015.</p>		
<p>Reference Books:</p>		
<p>1. Norman Whitby, “Business Benchmark: Pre-Intermediate to Intermediate – BEC Preliminary”, Cambridge University Press, 2nd Edition, 2008. 2. Devaki Reddy, Shreesh Chaudhary, “Technical English”, Macmillan, 1st Edition, 2009. 3. Rutherford, Andrea J, "Basic Communication Skills for Technology", Pearson Education, 2nd Edition, 2010 4. Raymond Murphy, “Essential English Grammar with Answers” Cambridge University Press, 2nd Edition.</p>		
<p>Web References:</p>		
<p>1. http://www.edufind.com 2. http://www.myenglishpages.com 3. http://www.grammar.ccc.comment.edu 4. http://www.owl.english.prudue.edu</p>		
<p>E-Text Books:</p>		
<p>1. http://www.bookboon.com/en/communication-ebooks-zip 2. http://www.bloomsbury-international.com/images/ezone/ebook/writing-skills-pdf.pdf 3. https://www.americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf 4. http://www.learningenglishvocabularygrammar.com/files/idiomsandphraseswithmeaningsandexamplespdf.pdf 5. http://www.robinwood.com/Democracy/GeneralEssays/CriticalThinking.pdf</p>		

COMMUNICATION PROCESS

Human beings cannot live without the help of communication among themselves. Communication is the very basic need of any organization as well as any individual. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing. The English word 'communication' is derived from the Latin noun 'Communis' and the Latin verb 'Communicare' that means 'to make common to transmit, to impart.' Communication is a two way process. It is a natural activity of all human beings to convey opinions, information, ideas, feelings, emotions to others by spoken or written words. The purpose of this handbook is to assist the students in learning communication process effectively.

Definition

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Communication has been defined by many theorists:

- According to W.H.Newman, 'Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.'
- Allen Louis says 'Communication is the sum of all the things one person does when he wants to create an understanding in the mind of another it involves a systematic and continuous process.'
- To quote Norman B. Sigband, 'Communication is the transmission and reception of ideas, feelings and attitudes both verbally and non-verbally.'

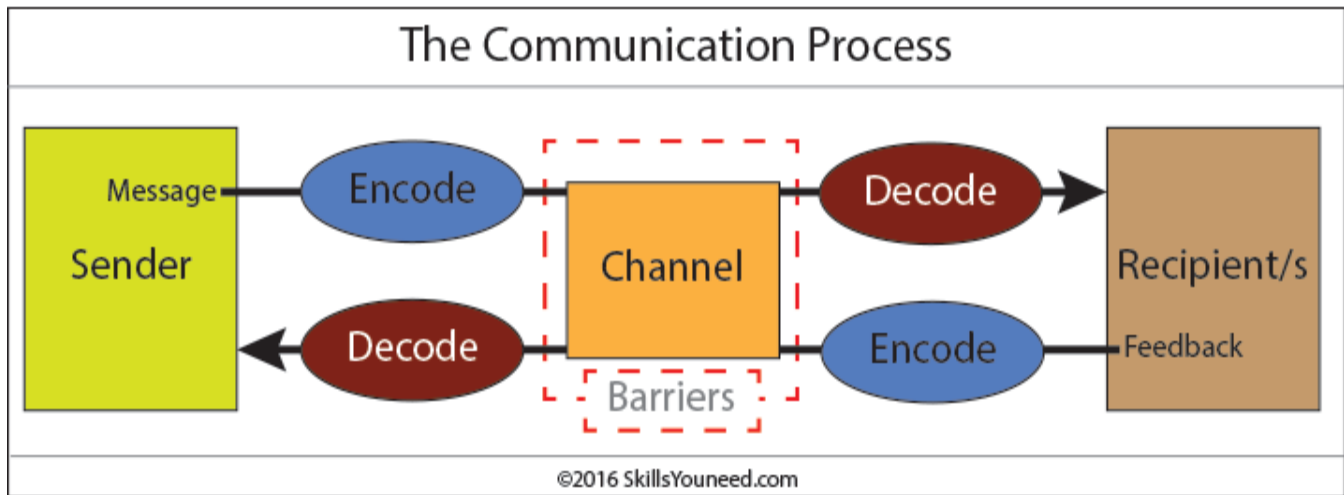
In general, communication can be defined as a two-way process that results in a shared meaning or common understanding between the sender and the receiver.

Major Elements of Communication:

The communication process can help human beings to share their feelings and emotions in a proper way. Communication could be taken a process concerning exchange of facts or ideas between persons holding different positions in an organization to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon. Hence, it is considered a continuous and dynamic inter-action, both affecting and being affected by many variables.

The basic communication model consists five elements of communication:

- Sender
- Receiver
- Message
- Channel
- Feedback.



Sender: The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing speaker/sender's points to make them easy to follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of their message. You will lose your audience if it becomes aware of obvious oversights on your part. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

Receiver: A receiver means the party to whom the sender transmits the message. The receiver can be one person or an entire audience. The receiver can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. As a receiver, don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen, demonstrate that you understand the message.

Message: A message can come in many different forms, such as an oral presentation, a written document, an advertisement, an internet website. It is an important part of communication. Message is the content that sender wants to convey. A message could be verbal or non-verbal. The thought, idea, emotion or anything that the sender wants to convey is called message. In the basic communication model, the way from one point to another represents the sender's message traveling to the receiver. The message isn't necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be. As a result, the sender must not only compose the message carefully, but also evaluate the ways in which the message can be interpreted.

Channel: The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through certain channels which may be either formal or informal. The channel sits between the sender and receiver. Many channels, or types, of communication exist, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine.

Feedback: The last element of effective communication, feedback, describes the receiver's response or reaction. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

Significance of Communication skills

Communication skills can be explained as the sender is able to express his ideas and reflections clearly, make contacts with people quickly and to maintain them, provide feedback, be tolerant to different customs and cultures. Communication competency means that the sender is able to look for, find and transfer different, information, coordinate all inner and outer information.

Traits of a good communicator

- Express own reflections and ideas clearly
- Develop relationships • provide feedback (answers, reacts)
- Be open to others' feedback (accept others answer without prejudice, references etc).
- Respect attitudes and opinions of others and be tolerant to different customs and cultures
- Give full attention to people while they are talking to you.
- Encourage other people to talk, and ask appropriate questions.
- Present your ideas so that others are receptive to your point of view.
- Treat people fairly and let others know how you want to be treated.
- Value teamwork and know how to build cooperation and commitment.
- Strive to understand other people and to be empathetic.

Understanding the Importance of Soft Skills for Engineers

Introduction

Success at the workplace for engineers is determined primarily by two skill sets. The first are the hard skills and the second are the soft skills. Before we can take the discussion further, it is important to understand the difference between the two.

Hard Skills vs. Soft Skills

Hard Skills are easy to identify and define with respect to a particular profession. These are the technical skills that are associated with a respective profession. For example in the case of a mechanical engineer the hard skills would be the personnel's ability with machines, for a software engineer it would be his or her proficiency level with a programming language.

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, time management, teamwork and leadership traits. Soft skills complement hard skills and is known as technical skills. It is needed for productive workplace performance and everyday life competencies. Hard skills were the only skills necessary for career employment and were generally quantifiable and measurable from educational background, work experience or through interview. Soft skills is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence.

Unlike hard skills, soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get -- and keep -- the job. soft skills relate to the way you relate to and interact with other people.

Examples of soft skills include:

- * Communication
- * Teamwork
- * Flexibility
- * Patience
- * Persuasion
- * Time Management
- * Motivation

The Importance of English

Professionals who are proficient in communication skills have a considerable edge over those who have not. Lack of communication skills will certainly make them deficient in resources. Job aspirants face several tough challenges in the global scenario if their communication skills are not up to the mark. Inadequate proficiency in English language, lack of exposure, low level of confidence and weak soft skills do not let them uphold in the global marketplace. Thus, LSRW training is essential for any undergraduate programme. Institutes that keep themselves well stocked and well equipped in terms of communication will be able to meet the language requirements of the globalized world. Even the employers require a number of efficacies with an emphasis on an increased ability to communicate and good foreign language skills.

Communication skills are considered as a salient feature in the making of a global professional. In a multilingual society, modern professionals must also be able to communicate effectively in a shared tongue. For non-native English users, English is very important because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career.

What is LSRW?

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to LISTEN first, then to SPEAK , then to READ, and finally to WRITE. These are called the four "language skills":

Skill #1: Listening

Skill #2: Speaking

Skill #3: Reading

Skill #4: Writing

Thinking Skill

Thinking process is the basic source of listening, speaking, reading and writing. So far thinking is considered as an activity related to the brain as the physical feature. In fact, mind is the physical ability of the brain and the source of our thoughts in general. Hence thinking is considered as the fifth skill in this handbook to excel our performance in listening, speaking, reading and writing.

UNIT – I LISTENING SKILLS

Significance of Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a skill of critical significance in all aspects of our lives--from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

Listening is not the same as 'Hearing'

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Active Listening

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent and provide feedback by way of restating or paraphrasing what they have heard in their own words. In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you will make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding. The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding and conflicts, strengthen cooperation, and foster understanding.

The listening process involves five stages: *receiving, understanding, remembering, evaluating, and responding*. These stages will be discussed in more detail in later sections. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what has been said, and respond (either verbally or nonverbally) to information they have received.

1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or non-verbally. Not all communication is done through speech, and not all listening is done with ears.

No matter how you're communicating with another person, the key at this stage is to pay attention. Focus all of your energy on them, by following these three simple tips:

- **Avoid distractions.** This is obvious. Don't have your cellphone out, or your iPod in, or the television on. Don't try to divide your attention between the speaker and something else. You might think you're good at multi-tasking, and perhaps you are, but demonstrating a commitment to the act of listening will make you a more respected person among your peers.
- **Don't interrupt the speaker.** You might want to make an assumption about what the speaker is saying, or what they're about to say – don't. It's rude, and you may find your assumption was wrong, which is beneficial to no one. You can, however, practice nonverbal feedback cue, such as nodding, to demonstrate your attention.
- **Don't rehearse your response.** Not *yet*. At this stage, your job is only to listen. If you start to plan a speech while the other person is speaking, you're going to miss certain points and not be able to respond to their larger message when it's your turn to talk.

2. Understanding

This is the point in the listening process where you're able to plan your response. Understanding takes place after you've received the information from the speaker, and begin to process its meaning.

You can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, *and* help you better understand their key points.

3. Remembering

What good would it do in a conversation if you forgot everything the speaker had just said? This stage of the listening process might seem very similar to the first two, but it goes beyond merely absorbing and processing information.

Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a message from your short-term memory, and into your long-term memory.

There are numerous methods for doing this:

- **Identify the fundamental points.** By converting a collection of small details into a central theme, you're able to create something potentially complicated into an easy-to-grasp general concept. The details will remain in your short-term memory, but isolating the main ideas will help you understand them better, and remember them longer.
- **Make the message familiar.** Relate that main idea to something you already know. This should be easy to do – there aren't many new ideas out there, and chances are the discussion you're having will trigger old memories and past experiences. Use those to help you retain incoming information.

4. Evaluating

It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces.

- What is fact, and what is opinion?
- Was the speaker demonstrating any particular prejudice with their message?
- What portions of the message, if any, were exaggerated?
- What parts of their message were interpreted, and which parts were unbiased?
- What was the speaker's intent with their message?

After interpreting the speaker's message, through a combination of understanding, retention, and evaluation, you're ready to form a response.

5. Responding

If you've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. You'll be prepared to address the speaker's most important points, with an awareness of the circumstances and context surrounding their words. It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.

- **Don't complete the speaker's sentences.** This is a presumptuous and rude way to segue into your own response. It impedes on the receiving process, and will make the original speaker want to listen to you less.
- **Address the speaker's points.** It will make it easier for the speaker to transition into a listener when they know exactly what part of their message you're addressing.

ESSENTIALS OF LISTENING SKILLS

A conversation requires concentrated listening. Many people assume they know how to listen. However, these people may be mistaking just hearing for effective listening. Listening does require hearing, but it also requires interpretation and understanding – in other words, two-way communication.

Listening effectively enables you to better understand and interpret what someone is saying. For example, you'll know what your manager needs from you only if you listen attentively. This can help you improve productivity and avoid mistakes.

If you listen effectively, you're able to show your coworkers that you're interested in and have respect for what they have to say. You encourage them to do the same and so develop mutual respect, which fosters strong and smooth work relationships.

Being able to listen effectively also means opening your mind to new experiences. You learn constantly and other people's thoughts, knowledge, or ideas will inspire your thinking and encourage you to be more innovative.

Misconceptions about listening

Many people have the following misconceptions when it comes to listening:

- **Listening comes automatically**
Simply hearing what's being said isn't effective listening. Effective listening takes concentration and effort. You need to understand the meaning and intent of what is said.
- **Everyone hears the same thing**
Not everyone hears the same thing. Sentences – and even individual words – may have several meanings and be open to different interpretations, resulting in potential misunderstanding.
- **Listening is effortless**
This is probably the most popular misconception about listening. To listen effectively, you have to make an effort to understand the spoken words and sentences, as well as the intent and emotion behind them.
- **Listening is natural**
Effective listening isn't a natural skill. Listening effectively is learned and requires practice. Following simple guidelines, you can become far more effective at listening.

Different types of listeners

You can group different types of listeners into four main categories:

- **Non-listeners**
A non-listener doesn't intend to listen to you, doesn't hear, and doesn't make an effort to pay attention. The non-listener would rather do all the talking. As a result, this person constantly interrupts the speaker and always attempts to have the last word. A non-listener may offer you blank stares and demonstrate nervous mannerisms while you're speaking, and may even fake attention during a conversation. However, it will become clear that this person isn't paying attention when they respond incorrectly or inappropriately. Non-listeners are generally not liked because their lack of effort shows a lack of respect for what others have to say.
- **Superficial listeners**
A superficial listener hears what you're saying but doesn't grasp the point you're making. A superficial listener listens only for the basic meaning of the spoken words and takes no notice of body language, voice tone, and other subtle forms of communication. Most often, superficial listeners are busy thinking about what they want to say next. You might get the impression that they do understand what you're saying, which can lead to confusion and mistakes. People who listen superficially often search for an excuse to avoid conversation or difficult discussions.
- **Logical listeners**
Logical listeners make an effort to hear what you're saying and to comprehend the meaning of the actual words. However, they don't understand your intent or the meaning behind your words. Because they don't receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. Logical listeners need to concentrate more on the nonverbal communication accompanying speech.
- **Active listeners**
Listening actively requires concentration and emotional effort. Active listeners won't judge you as you speak, but will try their best to understand what you're saying and why you're saying it. In other words, they'll respect your point of view. They'll listen for the intent and emotions behind the words so that they can better understand your line of thought.

In summary, listening effectively is very important in the workplace. It helps you improve productivity and build smoother relationships. Listening effectively also helps you collaborate more easily and become more innovative. There are four types of listeners, each with a different level of listening skill. A non-listener doesn't make an effort to hear what you say, and a superficial listener hears but doesn't grasp the points being made. A logical listener understands the meaning of the words but not the intent behind them. An active listener has the highest level of listening skill, and understands both the meaning of the words and the intent behind them.

If you need to develop good communications skills, you need to focus on developing excellent listening skills. Following are the essential elements of listening skills.

Develop an interest in others' views: You are entitled to your opinion just as much as others are entitled to theirs. When listening to others you need to keep your ego and prejudices at bay and direct your attention to the speaker. Have an open mind and develop a genuine interest in what the other person has to say, and you will automatically become a good listener.

Focus: Focus on what the other person is saying instead of letting your thoughts wander. Always listen with the view that you will miss out important information if you do not direct your complete attention on the speaker. Make an effort not to be distracted by other thoughts or movements around you.

Refrain from interrupting unnecessarily: While supplementing a conversation with your views or asking questions is appreciated, allows the speaker to complete his statement. Make a mental note of what you wish to ask or say and voice it only after the speaker has finished his speaking. Interrupting people while they are speaking is not only rude but also disturbs their train of thought.

Pay attention to your body language: A lot of communication is non-verbal. Therefore, you need to pay attention to your body language and that of the speaker while engaging in a conversation. Avoid fidgeting with your hands, tapping your foot or rearranging papers on your desk, as these actions indicate your disinterest in the conversation. You need to use your eyes and ears in tandem and maintain eye contact while listening. An occasional nod of the head will indicate your acceptance and interest.

Exercise patience: It is not always easy to wait until the speaker completes his sentence; which in some cases could be unduly long or provocative. Refrain from judging prematurely and wait for the speaker to finish. Don't indulge in needless arguments and rebuttals which leave a bad taste.

BARRIERS TO LISTENING:

As pointed out earlier, listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within and outside the workplace. These barriers may be categorized as follows.

1. Physiological Barriers:

Some people may have genuine hearing problems or deficiencies that prevent them from listening properly. Once detected generally be treated. Some people may have difficulties in processing information, or memory related problems which make them poor listeners. Another physiological barrier is rapid thought. Listeners have the ability to process information at the rate of approximately 500 words per minute, whereas speakers talk at around 120 words per minute. Since listeners are left with a lot of spare time, their attention may not be focused on words the speaker is saying, but may wander elsewhere.

2. Physical Barriers:

These are referred to distraction in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room, which interfere with the listening process. They could also be in the form of information overload. For example, if you are in meeting with your manager and the phone rings and your mobile beeps at the same time to let you know that you have message. It is very hard to listen carefully to what is being said.

3. Attitudinal Barriers:

Pre-occupation with personal or work related problems can make it difficult to focus one's attention completely on what speaker is saying, even what is being said is of prime importance. Another common attitudinal barrier is egocentrism, or the belief that you are more knowledgeable than the speaker and that you have nothing new to learn from his ideas. People with this kind of close minded attitude may be very poor listeners.

4. Wrong Assumptions:

The success of communication depends on both the sender and receiver, as we have seen in an earlier unit. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listeners have no role to play. Such an assumption can be a big barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful, by paying attention, seeking clarifications and giving feedback.

Another wrong assumption is to think that listening is a passive activity, in which a listener merely hears the thoughts of the speaker. On the contrary, real listening or active listening is hard work- it requires speaking sometimes to ask questions, agree or disagree with the speaker, give feedback etc.

5. Cultural Barriers:

Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture. For example, in a country like India, where there is enormous cultural diversity, accents may differ even between regions, states. Another type of cultural barrier is differing cultural values. The importance attached to listening and speaking differs in western and oriental cultures. Generally, Orientals regard listening and silence as almost a virtue, whereas they attach greater importance to speaking. Therefore, this would interfere with the listening process, when two people from these two different cultures communicate.

6. Gender Barriers:

Communication research has shown that gender can be barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content. Example: - a salesperson giving a demonstration of a new type of office equipment may be asked by two colleagues if the equipment will work without problem and respond by saying "sure". A male user may take this at face value, whereas the female user may detect some hesitation in his voice. This is because the male users listen for the content of the message, whereas the female users listen for the tone of the message.

7. Lack of Training:

Listening is not an inborn skill. People are not born good listeners. They have to develop the art of listening through practice and training. Lack of training in listening skills is an important barrier to listening, in the Indian context.

8. Bad Listening Habbits:

Most people are very average listeners who have developed poor listening habits that are hard to said and that act as barriers to listening. For example, some people have the habits of "faking" attention, or trying to look like a listeners, in order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, mis out on the main point.

9. Bringing in Emotions:

Emotions erect barriers to effective communication. A listener's senses are not likely to be functioning at their optimum level when he or she is angry. Likewise, it is not possible to understand or appreciate what the speaker is saying if the listener is excessively sad.

10. Fear

Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

Tips to overcome fear:

- Be aware that fear can only worsen the situation. Listen to what the other person is about to say without fear.
- Keeping calm will give you mental strength to face any situation.
- Taking a deep breath helps in overcoming fear.

EFFECTIVENESS OF LISTENING

In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift—the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers.

Here are 10 tips to bring effectiveness to your listening.

Step 1: Face the speaker and maintain eye contact.

Talking to someone while they scan the room, study a computer screen, or gaze out the window is like trying to hit a moving target. How much of the person's divided attention you are actually getting? Fifty percent? Five percent? If the person were your child you might demand, "Look at me when I'm talking to you," but that's not the sort of thing we say to a lover, friend or colleague.

In most Western cultures, eye contact is considered a basic ingredient of effective communication. When we talk, we look each other in the eye. That doesn't mean that you can't carry on a conversation from across the room, or from another room, but if the conversation continues for any length of time, you (or the other person) will get up and move. The desire for better communication pulls you together.

Put aside papers, books, the phone and other distractions. Look at them, even if they don't look at you. Shyness, uncertainty, shame, guilt, or other emotions, along with cultural taboos, can inhibit eye contact in some people under some circumstances. Excuse the other guy, but stay focused yourself.

Step 2: Be attentive, but relaxed.

Now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person. The important thing is to be attentive. The dictionary says that to "attend" another person means to:

- be present
- give attention
- apply or direct yourself
- pay attention
- remain ready to serve

Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker's accent or speech mannerisms to the point where they become distractions. Finally, don't be distracted by your own thoughts, feelings, or biases.

Step 3: Keep an open mind.

Listen without judging the other person or mentally criticizing the things she tells you. If what she says alarms you, go ahead and feel alarmed, but don't say to yourself, "Well, that was a stupid move." As soon as you indulge in judgmental bemusements, you've compromised your effectiveness as a listener. Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside her brain. You don't know what those thoughts and feelings are and the only way you'll find out is by listening.

Don't be a sentence-grabber. Occasionally my partner can't slow his mental pace enough to listen effectively, so he tries to speed up mine by interrupting and finishing my sentences. This usually lands him way off base, because he is following his own train of thought and doesn't learn where my thoughts are headed. After a couple of rounds of this, I usually ask, "Do you want to have this conversation by yourself, or do you want to hear what I have to say?" I wouldn't do that with everyone, but it works with him.

Step 4: Listen to the words and try to picture what the speaker is saying.

Allow your mind to create a mental model of the information being communicated. Whether a literal picture, or an arrangement of abstract concepts, your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases.

When it's your turn to listen, don't spend the time planning what to say next. You can't rehearse and listen at the same time. Think only about what the other person is saying. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus.

Step 5: Don't interrupt and don't impose your "solutions."

Children used to be taught that it's rude to interrupt. I'm not sure that message is getting across anymore. Certainly the opposite is being modeled on the majority of talk shows and reality programs, where loud, aggressive, in-your-face behavior is condoned, if not encouraged.

Interrupting sends a variety of messages. It says:

- "I'm more important than you are."
- "What I have to say is more interesting, accurate or relevant."
- "I don't really care what you think."
- "I don't have time for your opinion."
- "This isn't a conversation, it's a contest, and I'm going to win."

We all think and speak at different rates. If you are a quick thinker and an agile talker, the burden is on you to relax your pace for the slower, more thoughtful communicator—or for the guy who has trouble expressing himself.

When listening to someone talk about a problem, refrain from suggesting solutions. Most of us don't want your advice anyway. If we do, we'll ask for it. Most of us prefer to figure out our own solutions. We need you to listen and help us do that. Somewhere way down the line, if you are absolutely bursting with a brilliant solution, at least get the speaker's permission. Ask, "Would you like to hear my ideas?"

Step 6: Wait for the speaker to pause to ask clarifying questions.

When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about..."

Step 7: Ask questions only to ensure understanding.

At lunch, a colleague is excitedly telling you about her trip to Vermont and all the wonderful things she did and saw. In the course of this chronicle, she mentions that she spent some time with a mutual friend. You jump in with, "Oh, I haven't heard from Alice in ages. How is she?" and, just like that, discussion shifts to Alice and her divorce, and the poor kids, which leads to a comparison of custody laws, and before you know it an hour is gone and Vermont is a distant memory.

This particular conversational affront happens all the time. Our questions lead people in directions that have nothing to do with where *they* thought they were going. Sometimes we work our way back to the original topic, but very often we don't.

When you notice that your question has led the speaker astray, take responsibility for getting the conversation back on track by saying something like, “It was great to hear about Alice, but tell me more about your adventure in Vermont.”

Step 8: Try to feel what the speaker is feeling.

If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears—and convey those feelings through your facial expressions and words—then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.

To experience empathy, you have to put yourself in the other person’s place and allow yourself to feel what it is like to *be her* at that moment. This is not an easy thing to do. It takes energy and concentration. But it is a generous and helpful thing to do, and it facilitates communication like nothing else does.

Step 9: Give the speaker regular feedback.

Show that you understand where the speaker is coming from by reflecting the speaker’s feelings. “You must be thrilled!” “What a terrible ordeal for you.” “I can see that you are confused.” If the speaker’s feelings are hidden or unclear, then occasionally paraphrase the content of the message. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed “hmmm” or “uh huh.”

The idea is to give the speaker some proof that you are listening, and that you are following her train of thought—not off indulging in your own fantasies while she talks to the ether. In task situations, regardless of whether at work or home, always restate instructions and messages to be sure you understand correctly.

Step 10: Pay attention to what *isn’t* said—to nonverbal cues.

If you exclude email, the majority of direct communication is probably nonverbal. We glean a great deal of information about each other without saying a word. Even over the telephone, you can learn almost as much about a person from the tone and cadence of her voice than from anything she says. When I talk to my best friend, it doesn’t matter what we chat about, if I hear a lilt and laughter in her voice, I feel reassured that she’s doing well.

Face to face with a person, you can detect enthusiasm, boredom, or irritation very quickly in the expression around the eyes, the set of the mouth, the slope of the shoulders. These are clues you can’t ignore. When listening, remember that words convey only a fraction of the message.

Listening to dialogues:

Dialogue is a written or spoken conversational exchange between two or more people, and a literary and theatrical form that depicts such an exchange. For some, dialogue is a focused and intentional conversation, a space of civility and equality in which those who differ may listen and speak together. For others it is a way of being mindful and creative relating. In dialogue, we seek to set aside fears, preconceptions, the need to win; we take time to hear other voices and possibilities. Dialogue can encompass tensions and paradoxes, and in so doing, new ideas and collective wisdom may arise.

Look at the following dialogue examples. Dialogue 1: Two students in a language school café.

A: Hi! I'm Hong lei. What's your name?

B: Hello, Hong Lei. My name's Ricky.

A: Hi Ricky. Are you a new student here?

B: Yes, I had my first lesson this morning. Are you a new student too?

A: No, I've been here for six months.

B: Six months. That's a long time.

A: It's not so long really. What class are you in? Intermediate or ...?

B: Intermediate Three. And what about you?

A: I'm in Advanced One. Who's your teacher?

B: I can't remember her name, but she's got curly red hair.

A: Ah! Does she wear glasses?

B: Yes, I think so.

A: That's probably Anne Wallis.

B: Yes that's right. Do you know her? Is she your teacher too?

A: No. But she taught me last term. How long have you been here?

B: Only a week.

A: Wow, not long. Where do you live? With a family?

B: Well, I'm staying at the YMCA at the moment. I'm looking for somewhere more permanent. Do you know of any good places?

A: Yes. Actually my friend has a spare room in her apartment and she's looking for a flatmate. Would you like her phone number?

B: That would be great! Thanks for your help. Can I buy you coffee?

Listening to Conversations:

Storyline: Mark tells Clara that he can't stop being angry at Ted because Ted was mean to him the other day. Clara tries to persuade Mark to let go of his anger.

<http://www.focusenglish.com/dialogues/emotions/fuming.html>

Clara: What happened just now, Mark? You weren't very kind when you were talking with Ted. What do you have against him?

Mark: I just don't like him at all.

Clara: Why? Is there something in particular?

Mark: Well, he has such a mean streak in him! I went to his office to ask him for some help, and he simply turned up his nose at me! I was so angry that I wanted to slap him! He wasn't like that before he got the job. Now he's such a snob!

Clara: You want my advice? Let it go.

Mark: Of course, logically I know you're right, but somehow I just can't bring myself to forget it. Even the mention of his name starts me fuming.

Listening to discussions:

The activity draws on the learning from several other activities in this resource. The purpose of the activity is to develop learners' overall ability to listen for meaning and to demonstrate understanding through discussion. This also involves critical and interactive skills.

Look at the conversation, decide what it is all about and give a title for the conversation.

Advisor: Now, then, Mr., uh, Vickstad. How can I help you?

Student: Well, I'm thinking about transferring, but I'm, I'm not sure ... I was hoping you could help me make a decision.

A: I'll try. Where are you thinking of transferring to? And why do you want to leave Kryptos U?

- S: Um...I'm thinking of going to Central University, because it's in my hometown. I've uh, been kind of homesick here this year, and I haven't made many friends...I just feel so lonely. So, I thought that uh, maybe, it'd be better to be closer to my parents and friends and all.
- A: I see. And would you keep the same major if you transferred? What is it...business administration?
- S: Yeah, I would. The credits I've earned here will transfer to Central. I've already checked.
- A: May I ask why you chose to come to Kryptos University in the first place?
- S: Sure. Um, well, the main reason is you have a great business school. And the second reason is that I...I wanted to get away from home.
- A: You're right, Mr. Vickstad, we do have an excellent business school. But, so does Central. The thing is, you've got almost a year under your belt here now. At Central, you'll be starting from scratch.
- S: Yeah, I know that. But I'm a little bit familiar with Central, 'cuz I had older friends who went there, and I visited it before I came here.
- A: You know, freshman year is usually the hardest. I remember how homesick I was my first year. I'll tell you, I was ready to pack it in after the first two weeks. But the longer I stayed, the more comfortable I felt. By senior year, I was glad I chose to stay.
- S: Really? Did it get a lot better your sophomore year?
- A: Yes, it did. You might well find the same is true for you. Also, even though your credits here will transfer, you will have to take extra courses, because Central has different requirements. You'll probably have to go to school for an extra year.
- S: Hmm...I hadn't thought about that. I'll have to check into it. Maybe I should give it one more year. I mean, it's probably good for me to learn to live away from my family and friends, right? It'll make me stronger in the future.
- A: You can always move back there after you graduate. Of course, by that time you may not want to!
- S: Thank you for all your help. I guess I'll find out the exact transfer requirements. You've given me a lot to think about.
- A: Don't mention it. If you feel like you want to talk more, don't hesitate to come back and see me.

Listening to monologues:

Monologue is a speech made by one character, but he is not alone and is speaking to the other characters on stage. A monologue might be delivered to an audience within a play, as it is with Antony's speech, or it might be delivered directly to the audience sitting in the theater and watching the play.

Monologue example:

Act II, sc. 2

JULIET

O Romeo, Romeo! Wherefore art thou Romeo?

Deny thy father and refuse thy name;

Or, if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet.

ROMEO

[Aside] Shall I hear more, or shall I speak at this?

JULIET

'Tis but thy name that is my enemy;

Thou art thyself, though not a Montague.

What's Montague? It is nor hand, nor foot,

Nor arm, nor face, nor any other part

Belonging to a man. O, be some other name!

What's in a name? That which we call a rose

By any other name would smell as sweet;

So Romeo would, were he not Romeo call'd,

Retain that dear perfection which he owes

Without that title. Romeo, doff thy name,

And for that name which is no part of thee

Take all myself.

Listening to Sounds: Sounds of English Language:

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

1. Vowel Sounds (20)
2. Consonant Sounds (24)

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

3.

Vowel sounds in English:

a. Monophthongs

S.No		Examples	Classification of tongue positions for vowels.
1	/i:/	Each, sea	Front close unrounded
2	/ɪ/	In, pit	Front unrounded vowel between close and half-close
3	/e/	Egg, Fend	Front unrounded vowel between half-close and half-open
4	/æ/	And, mat	Front unrounded vowel just below the half-open position
5	/ɑ:/	Ask, flask	Back open unrounded
6	/ɒ/	Off, lot	Back open unrounded
7	/ɔ:/	All, tall	Back rounded vowel between half-close and half-open
8	/u/	Pull, sugar	Back rounded vowel between close and half-close
9	/u:/	Food, stool	Back close rounded vowel
10	/ʌ/	Up, fun	Central unrounded vowel between open and half-open
11	/ɜ:/	Earth, yearn	Central unrounded vowel between half-close and half-open
12	/ə/	Sofa, alike	Central unrounded vowel between half-close and half-open

b. Diphthongs: These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word 'light' the sound of 'i' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.

Diphthongs consist of sounds such as:

Sounds	Description	Examples
/eɪ/	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.	Ale, make
/aɪ/	A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close.	Ice, mike
/ɔɪ/	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.	Oil, boy
/aʊ/	A glide from the back open unrounded position and moves in the direction of RP. (u)	About, mouth
/əʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/ɪə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Serious, period
/ʊə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Poor, cure
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.	Air, hair

Consonant sounds: This list describes the consonant sounds of English.

Plosives		Examples
/p/	Voiceless – bilabial – plosive	Pet, spill
/b/	Voiced – bilabial – plosive	Bun, above
/t/	Voiceless – alveolar – plosive	Talk, active
/d/	Voiced – alveolar – plosive	Day, adopt
/k/	Voiceless – velar – plosive	Keeper, speaker
/g/	Voiced – velar – plosive	Goal, begin
Fricatives		Examples
/f/	Voiceless – labio – dental fricative	fit, before
/v/	Voiced – labio – dental fricative	Vow, avoid
/θ/	Voiceless – dental – fricative	Thought, atheist
/ð/	Voiced – dental – fricative	These, weather
/s/	Voiceless – alveolar – fricative	Set, post
/z/	Voiced – alveolar – fricative	Desert, reason
/ʃ/	Voiceless – palato-alveolar fricative	Sheet, cash
/ʒ/	Voiced – palato – alveolar fricative	Provision, occasion

/h/	Voiceless – glottal – fricative	Hay, behind
Affricates		Examples
/tʃ/	Voiceless – palato – alveolar affricate	Chop, latch
/dʒ/	Voiced – palato – alveolar - affricate	Jew, jar
Nasals		Examples
/m/	Voiced – bilabial – nasal	Man, calm
/n/	Voiced – alveolar – nasal	Nose, banal
/ŋ/	Voiced – velar – nasal	Ring, singing
Semi-vowels		Examples
/j/	Voiced – unrounded – palatal semi-vowel	Yes, yesterday
/w/	Voiced – Rounded – labio – velar semi – vowel	Wonder, widow
Lateral		Examples
/l/	Voiced – alveolar – lateral	Live, calm
Frictionless continuant		Examples
/r/	Voiced post –alveolar – frictionless – continuant	Ground , great

Silent letters

One difficult aspect of English pronunciation is that you don't always say every letter in a word. For example, you don't pronounce the 'l' in "walk" or the 'gh' in "thought".

English words aren't always pronounced as they're written. Sometimes the pronunciation of a word changes over the years, but the spelling remains the same. Sometimes an English word comes from another language where the letter is pronounced in that language (but not in English).

Here are some examples of silent letters in words. The silent letter is in **bold** and the pronunciation is given afterwards.

Silent 'b': This is often at the end of a word

bomb (pronounced /bom/)

dumb (pronounced /dum/)

climb (pronounced /claym/)

But also sometimes in the middle of a word

doubt (/dowt/)

debt (/det/)

subtle (/suttel/)

Silent 'C'

scene (/seen/)

science (/sience/)

fascinate (/fasinate/)

muscle (/mussel/)

Silent 'd'

Wednesday (/wenzday/)

Silent 'e'

evening (/eav-ning/)

interesting (/intresting/)

vegetable (/vegtabul/)

Also at end of words where there is a long vowel: vowel + consonant + final silent e, such as late (/leyt/), site and able /eybul).

Silent 'g'

sign (/sine/)

design (/dezine/)

resign (/rezine/)

Silent 'gh'

high (/hi/)

higher (/hi-ur/)

right (/rite/)

Silent 'h': This can come at the beginning of a word:

honest (/onest/)

hour (/our/)

honour (/onour/)

Often after 'c'

ache (/eyk/)

mechanic (/mekanik/)

architect (/arkitect/)

chemistry (/kemistry/)

Often after 'w'

why (/wy/)

where (/wear/)

when (/wen/)

what (/wot/)

Silent 'k'

These come at the beginning of a word, before 'n'

know (/no/)

knew (/new/)

knowledge (/nolidge/)

Like the above, we have many other letters which are not pronounced in our language.

Stressed syllables in English: A syllable is a group of one or more sounds with the **vowel** sound as its essential part. Words are made up of syllables where each word can have any number of syllables. For example, the word 'new' has one syllable whereas the word 'new book' has two syllables. To tell you the secret, the number of vowels in a word determines the number of syllables it has.

Here are a few **rules of word stress**. These will help you to identify stressed syllable in words.

1. Words with weak prefixes

Words with weak prefixes are accented on the root.

- i. a'rise, a'lone, a'loud, a'mount, a'bove, a'bout,
- ii. be'low, be'come, be'fall, be'tween

2. Words of two syllables

Words of two syllables ending in **-ate, -ise/ize; -ctis** stressed on the last syllable.

-ate: Nar'rate, Mi 'grate, De'bate, Lo'cate, Vi'brate

-ise: Chas'tise, Com'prise

-ize: Cap'size, Bap'tize

-ct: At'tract, Con'nect, De'pict, In'fect

3. Words ending in **-ion – ie, -ical – ically, - ially, - ian, - ious, - cous**

Words ending in **-ion** have the stress on the penultimate (i.e., the last but one) syllable.

-ion: Appli'cation, Civili'zation, Compo'sition, Conver'sation, Exami'nationQualifi'cation, Intro'duction, Con'gestion, Indi'gestion

Words ending in **-ic/ical/-ically, -ial/-ially, -ian** have the stress on the syllable preceding the suffix.

-ic: Apolo'getic, e'lectric, sympa'thetic, patri'otic, scien'tific

-ical: Apolo'getical

-icilly: Apolo'getically

-ial: Me'morial, Of'ficial, Presi'dential, In'dustrial

-ially: Of'ficially, 'Specially, Es'sentailly, Super 'fically

-ian: Vic'torian, Elec'trician, Mu'sician, Poli'tician

Words ending in **-ious, -eous** have the stress on the penultimate (i.e., the last but one) syllable.

-ious: 'Anxious, In'dustrious, In'jurious, La'borious, Re'bellious, Vic'torious

-eous: 'Piteous, Cou'rageous, 'Gorgeous, 'Hideous, 'Righteous, Advan'tageous

4. Words ending in **-ate, -ise, /-ize, -fy-ity, -cracy, -crat, -graph, -graphy, -meter-logy,**

Words of more than two syllables ending in **-ate, -ise/ize, -ify** are stressed on the ante-penultimate syllable (i.e., third from the end)

-ate: 'Complicate, 'Separate, 'Educate, 'Cultivate

-ise, -ize: 'Colonise, 'Enterprise, 'Brutalize

-ify: 'Justify, 'Classify, 'Beautify, 'Gratify, 'Modify

Words ending in **-ity** have the stress on the ante-penultimate syllable (ie, third, from the end)

-ity: A'bility, Elec'tricity, Pos'sibility, Ac'tivity, E'quality

5. Words ending in **-crazy –crat** have the stress on the ante-penultimate syllable (i.e., third, from the end)

-crazy: Au'tocracy, De'mocracy, Tech'nocracy, bu'reaucracy

-crat: 'Autocrat, 'Democrat, 'Plutocrat

6. Words ending in **-graph, - graphy, -meter, -logy** have the stress on the ante penultimate syllable (ie, third from the end)

-graph: 'autograph, 'paragraph, 'photograph

-graphy: pho'tography, spec'trography, bi'oigraphy

-meter: ther'mometer, lac'tometer, di'ameter

-logy: psy'chology, bi'ology, zo'ology

Listening for the gist of the text:

First of all, what is the '**gist**'? The '**gist**' is defined as '**the main or essential part of a matter**'; '**the central idea**'; '**the essence**'; '**the central meaning or theme of a speech or literary work**'.

Synonyms for '**gist**' include **essence, point, substance, burden, kernel, import** (be careful as all of these synonyms have other meanings also).

In other words, the gist of a conversation is **what the conversation is about**. The gist is **the big picture**, it is **not the little details**.

Finding the '**gist**' can sometimes be easy, but sometimes not. Often the main theme or idea of a conversation is directly stated at the beginning of the conversation. However, that is not always true and sometimes we need to listen to the whole conversation and put together all the information we hear before the '**gist**' becomes clear

Listening for general and specific information, and identifying the topic

Listening is the one skill that you use the most in everyday life. Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language.

You should know that there are different types of listening:

- **Listening for gist:** you listen in order to understand the main idea of the text.
- **Listening for specific information:** you want to find out specific details, for example key words.
- **Listening for detailed understanding:** you want to understand all the information the text provides.

In order to improve your listening skills, you may apply certain listening strategies that support the listening process. To learn how to do so, read our tips below

While you are listening

- It is not necessary to understand every single word. Try to ignore those words that you think are less important anyway.
- If there are words or issues that you don't understand, use your general knowledge as well as the context to find out the meaning.
- If you still don't understand something, use a dictionary to look up the words or ask someone else for help.
- Focus on key words and facts.
- Take notes to support your memory.
- Intonation and stress of the speakers can help you to understand what you hear.
- Try to think ahead. What might happen next? What might the speakers say, which words might they use?

Listening for Multiple Choice Questions:

The following are some of the aspects that involve in listening to the MCQ (Multiple Choice Questions).

1. You are likely to hear language from all 3 variations: don't stop listening just because you've heard language from one variation. There may be a better answer soon
2. Very frequently, the answers come through listening for synonyms: so don't just listen for words, listen for the meanings of words
3. Before you listen focus on the stem of the question, not the variations. If you look at the variations too much, you can get confused.
4. Pay attention to discourse language like "Well" "However" etc. Words like this can show you there's a change in meaning coming up.
5. Pay very close attention to the exact wording of the question. It's a not just a listening task, but a listening AND reading task.

Fill in the blanks of the following paragraphs with the appropriate word from the choices given below.

Jill was walking to her class slowly. She was worried ___1___ the History test she would have to ___2___ that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and ___3___ near her feet. As Jill glanced down at the paper, her heart nearly ___4___ a beat. It was the History test paper complete ___5___ answers!

Jill's very first thought was not to ___6___ anyone about what she had found. She would memorize ___7___ the answers and do extremely ___8___ in the test. After some hard thinking, however, she knew that it would be a very ___9___ thing to do. Besides, it would not be ___10___ to her classmates. In the ___11___, Jill returned the paper to her History teacher, Miss James.

- | | | | |
|---------------|------------|-----------|-------------|
| 1. About, | for, | in, | of |
| 2. Take, | write, | conduct, | give |
| 3. Landed, | stopped, | strucked, | came |
| 4. Missed, | stopped, | happy, | overwhelmed |
| 5. With, | for, | to, | about |
| 6. Tell, | reveal, | ask, | inquire |
| 7. All, | every, | few, | none |
| 8. Well, | nice, | best, | dull |
| 9. Dishonest, | honest, | good, | nice |
| 10. Fair, | bad, | unfair, | benefit |
| 11. End, | beginning, | last, | first |

Listening for positive and negative comments:

Discuss the below mentioned topics in a group of 5 people in each team. Rest of the students should listen carefully and note down the positive and negative comments made by the group member.

1. Adoptive parents should be legally bound to allow biological parents to access their children
2. Increase of women education is leading to the raise of diverse rate in India.
3. Prayer of any form should be prohibited in educational institutions.
4. The government should provide wireless service for everyone.

Listen the discussions in the following videos and write your comments on them.

1. <https://www.youtube.com/watch?v=sgWKWkLneWQ>
2. <https://www.youtube.com/watch?v=7ciixDX7-Gc>

Unit – II SPEAKING SKILLS

Speaking:

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Speaking skills:

- Speaking skills are the skills that give us the ability to communicate effectively.
- These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.

Speaking skills also help to assure that one won't be misunderstood by those who are listening.

The Spoken English classes are extremely common in India, since English is not a national language of the Indians. It is a foreign language and to be very precise India has a lot of languages, of its own. In India Hindi is a nationalized language, however approximately all the states have their individual mother tongue. Each mother tongue has some local touch so do Hindi and in such circumstances gaining knowledge of a new language that to a foreign one turns out to be pretty complicated. Some more complexities which appear at the time of learning are the requirement of a very good teacher and also a good communication and understanding skill.

Learning to speak English confidently is nowadays a need. It is no more an issue of status however it is of supreme necessity for a good quality job and to flourish in one's career. Lots of accomplishments in life are greatly dependent upon the way you conduct yourself with the global customers and delegates, particularly in the international companies. Even in the management jobs the high profile people also require a fluency in English. Yet again, it is not just to leave an impression of stylishness however it is necessary to converse your important points in a smart way. Usually people are able to easily make their point work in their own goodwill, if they are able to intermingle appropriately and present their points in an open platter.

Ability to read and write English appropriately is important, particularly for higher studies in a foreign country plus for high-quality standard of books and study materials. It will be incorrect to say that the books existing in Hindi or the diverse mother tongues are of poor quality, but it is also right that the books obtainable in English on diverse subjects are in extensive variety. The variety is quite a huge one. Nowadays, the matter is about verbal English. I would say it is as essential as the capability to read and write appropriately. In India, fluency in English works as an additional benefit. It is merely because in India each educated person is not a fluent spokesperson in this. Hence, if you choose an interview for your kid, particularly for an English medium school a bit less educated candidate can win the challenge due to ease in this language. Since, it is a central significant decisive factor for an English medium school.

Significance of speaking skills

While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

- *Ability to inform, persuade, and direct.*
- *Ability to stand out from the rest.*
- *Ability to benefit derivatively.*
- *Career enhancement.*

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

Essentials of Effective Speaking skills:

The Essentials of Effective Speaking are

1. The audience is not the enemy

The reason why many people avoid public speaking is because they have a fear of it, which is partially fear of an unknown and possibly hostile audience. Just remember that the audience is not the enemy.

Don't try to get rid of your fear; harness it and consider it a constant companion which keeps you trying to do your best. The audience will forgive an occasional mistake; most of them are secretly rooting for you to succeed from the start. Just remember to locate some friendly faces out there, those people who seem to be nodding and in general getting enthusiastic about your message. If you do happen to make a mistake, locate those friendly faces! Just remember that because you see somewhat who seems not to be enthusiastic, it could be a combination of culture, personality, or occupation that does permit them to show it as openly as others.

2. Determine what you want the audience to think, feel, or do

What is your objective in the speech? This should be simple enough to apply the "business card test": can you write down the "message" of your speech on the back of a business card? If so, it is simple enough to get across in the 5-7 minutes you are allotted. If you can't, then the audience most likely will not get the message, or at least not all of it.

3. Write your speech word for word

The purpose is NOT so that you can memorize your speech. The purpose is so that you can edit it.

Good speaking begins with good writing; good writing depends on good editing. He gave the example of the Gettysburg address, which consists of 10 sentences that took a total of 2 minutes to deliver. There is an apocryphal story about how it was cobbled together by Lincoln on the back of an envelope on his way to give the speech: that is simply not true, because we have several drafts of his speech which prove otherwise. What is interesting in reading the drafts is not what was included in the speech; it was how much was taken out. Every word has a purpose.

4. Bring life to your words with colorful images and examples

This is where style becomes apparent. Choose those words which evoke the audience's own imagination so that they start to experience what you are saying, rather than just hearing it.

5. Six words that can change the way you speak: Make A Point; Tell A Story

It was stated earlier in point #2 that you should have a point to your speech; rather than explain that point to your audience, you need to have them discover it through experiencing it as part of the story you tell.

6. Six emotions that will connect with any audience: happiness, sadness, anger, surprise, disgust, and fear

Choose words which not only create an image, but which evoke at least one of the emotions listed above. When people empathize with you, they are more willing to accept your message that you want to convey in your speech.

7. Don't underestimate the power of laughter

When we laugh, we relax. When we relax, our minds are more receptive to learning. Many people don't think they can get people to laugh because they think they are not able to tell a joke. A professional joke-teller is a comedian; you don't have to be a comedian to make people laugh. Just ask yourself what makes you laugh. Take a notebook with you or a digital recorder and if you see something that makes you laugh, write it down and make a "humor file." In fact, this technique works with the six emotions listed above in point #6. Then have this on hand so that you can insert these into a speech into a place where they will have the most impact.

8. Don't tell us, take us

Rather than describing the incident like a reporter, take us as an eyewitness to the event by acting it out with movements, gestures, vocal inflections that put us right there in the middle of the action!

Barriers of Effective Speaking:

It does not matter how effective you are in communicating with others, sometimes you may face communication barriers. Communication barriers are defined as the factors that break or interrupt a communication process. They are roughly classified as two – Listening barriers, Speaking barriers and other barriers. Listening barriers occur while listening to the speaker whereas speaking barriers occur while speaking. Mainly they are categorized under non-verbal communications.

Listening Barriers:

1. Interrupting the speaker with improper body language and meaningless questions
2. Less concentration on speaker's facial expressions and not keeping eye contact with the speaker
3. Provoking the speaker to conclude the topic as soon as possible.
4. Giving an impression that the speaker is wasting his/her time with his speech
5. More concentration on distracting material which is not a part of the on going discussion
6. Going ahead of the speaker and concluding his/her ideas
7. Less memory power – this makes you out of the subject being discussed
8. Asking too many questions to prove your attentiveness

Speaking Barriers:

1. Rough and unclear data or information about the topic
2. Inconsistent communication – Missing the flow and going too fast or too slow
3. Unclear pronunciation – abrupt sentences or words
4. Miscommunication or not understanding the listener
5. Using negative words – Meaning of the some words may differ from region to region and culture to culture.

Simple oral interaction

Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities.

Great oral interaction skills are your pathway to success in the academic and business world. But have you ever been overcome by fear or anxiety prior to going on a job interview or speaking in front of an audience? Knowing when to choose oral communication and polishing your speaking skills can help you at every stage of your career.

Oral communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either Formal or Informal. Examples of informal oral communication include:

- Face-to-face conversations
- Telephone conversations
- Discussions that take place at business meetings

More formal types of oral communication include:

- Presentations at business meetings
- Classroom lectures
- Commencement speech given at a graduation ceremony

With advances in technology, new forms of oral communication continue to develop. Video Phones and Video Conferences combine audio and video so that workers in distant locations can both see and speak with each other. Other modern forms of oral communication include Podcasts

There are many situations in which it makes sense to choose oral over written communication. Oral communication is more personal and less formal than written communication. If time is limited and a business matter requires quick resolution, it may be best to have a face-to-face or telephone conversation. There is also more flexibility in oral communication; you can discuss different aspects of an issue and make decisions more quickly than you can in writing. Oral communication can be especially effective in addressing conflicts or problems. Talking things over is often the best way to settle disagreements or misunderstandings. Finally, oral communication is a great way to promote employee morale and maintain energy and enthusiasm within a team.

Dialogue

A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject. The use of dialogues can be seen back in classical literature, especially in Plato's *Republic*. Several other philosophers also used this technique for rhetorical and argumentative purposes. Generally, it makes a literary work enjoyable and lively.

Types of Dialogue

There are two types of dialogues in literature:

- **Inner Dialogue** – In inner dialogue, the characters speak to themselves and reveal their personalities. To use inner dialogue, writers employ literary techniques like stream of consciousness or dramatic monologue. We often find such dialogues in the works of James Joyce, Virginia Wolf and William Faulkner.
- **Outer Dialogue** – It is a simple conversation between two characters used in almost all types of fictional works.

Function of Dialogue

The use of dialogues is prevalent in fiction, but this technique can also be found in poetry, non-fiction, films and drama. The dialogue has several purposes, such as advances the plot of a narrative, and reveals the characters that cannot be understood otherwise. Further, it presents an exposition of the background or the past events and creates the tone of a narrative. Its usage can also be seen in the modern literary works, where it colors the personalities of the characters, creates a conflict, highlights the vernacular and moves the storyline forward. Moreover, dialogue makes a literary piece interesting and alive, and gives enjoyable experience to the readers.

Conversation

Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.

Debate

Debate is contention in argument; strife, dissension, quarrelling, controversy; especially a formal discussion of subjects before a public assembly or legislature, in Parliament or in any deliberative assembly.

Debate is a method of formally presenting an argument in a disciplined manner. Through logical consistency, factual accuracy and some degree of emotional appeal to the audience are elements in debating, where one side often prevails over the other party by presenting a superior "context" and/or framework of the issue. The outcome of a debate may depend upon consensus or some formal way of reaching a resolution, rather than the objective facts. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will interact.

Debating is carried out in debating chambers and assemblies of various types to discuss matters and to make resolutions about action to be taken, often by voting. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. In particular, in parliamentary democracies a legislature debates and decides on new laws. Formal debates between candidates for elected office, such as the leaders debates that are sometimes held in democracies. Debating is also carried out for educational and recreational purposes, usually associated with educational establishments and debating societies. The major goal of the study of debate as a method or art is to develop the ability to debate rationally from either position with equal ease.

Informal and forum debate is relatively common, shown by TV shows such as the Australian talk show, Q&A, the quality and depth of a debate improves with the knowledge and skills of its participants as debaters. The outcome of a contest may be decided by audience vote, by judges, or by some combination of the two.¹

Disagree Without Being Disagreeable

You think your position is right. You want what is best for your people. You want things done in the way that works best for your department. So you argue your points strongly. That's good, but don't overdo it. You won't win every battle. After all, your boss is looking after the best interest of his or her entire organization, not just your part of it. Recognize the aspects of negotiation involved. Remember you will be working with these people again in the future. For those reasons it's important that you "disagree without being disagreeable".

How to Disagree Without Being Disagreeable

- 1) Be mindful of your tone.
- 2) Don't use "you" statements.
- 3) Avoid filler words or hesitant phrases.
- 4) Do your research.

To make a strong case against your opposition, it's important that you do your research.

- 5) Don't get personal.
- 6) Be mindful of your body language.
- 7) Know you're non-negotiable.

In an effort to disagree respectfully, you'll need to learn how to compromise. Aside from the obvious differences, business relationships are a lot like any other relationship we share with someone -- even a significant other.

Oral Presentations

Oral presentations are one of the most common assignments in college courses.

Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors.

Oral presentations typically involve three important steps:

- 1) Planning,
- 2) Practicing, and
- 3) Presenting

1. Planning

Oral presentations require a good deal of planning.

Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage). Make sure to address the following issues:
Audience:

- Focus your presentation on the audience.
- Organize your information into three to five points/categories.
- Build repetition. Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.

Introduction:

- Introduce yourself if needed, providing your affiliation and/or credibility.
- Create an effective opening that will interest your audience: pose a question, give an amazing fact, or tell a short, interesting story.
- Reveal your topic to the audience and explain why it is important for them to learn about.
- Give a brief outline of the major points you will cover in your presentation.

Main Body:

- Explain your points. Give clear explanations. Provide sufficient evidence to be convincing.
- Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section.
- Use analogies and stories to explain complicated ideas and to build repetition.

Conclusion:

- Signal your conclusion with a transition.
- Summarize your points.
- Refer to future action if needed.
- End with, “Thank You.”
- If answering questions, tell your audience, “I’ll now be happy to answer any questions.”

2. Practicing

Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

- Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you are pausing awkwardly, talking too fast, or using distracting gestures.
- Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.
- Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content. What aspects of your delivery work well to convey the information and argument of the presentation, and what aspects of your delivery are not working as well as they could? Also, are there moments in your presentation in which your peers become confused, bored, or distracted?
- Remember that the more you practice, the more comfortable you will become with the material.

As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.

3. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.

- Maintain eye contact. Only look at notes or slides very briefly. Sweep the room with your gaze, pausing. Briefly on various people.
- Be aware of your body posture.
- Be enthusiastic about your topic.
- Smile.
- Slow down your speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.
- Use gestures to emphasize points and move about the space if possible.
- Calibrate the volume of your voice so that people in the back of the room can hear you.
- Avoid fillers, such as “Ah, uh, I mean, like, okay, um...”
- Act as natural and relaxed as possible. Visual Aids-help explain your points, act as supporting evidence, and add visual interest.

- Do not turn your back on the audience to look at the visual or block the visual with your body.
- Provide an orientation to the visual (explain the X and Y axis, etc.).
- Highlight what you would like the audience to focus on, and then make sure you fully explain the information you are highlighting.
- Make your visuals readable and visually pleasing.
- Above all, make sure your visual aids augment what you are saying rather than compete with what you are saying. Try not to include too much text or too many images in your visual aid. Your spoken words and your visual aid should work together so the audience's attention is never divided between the two.

Questions and Answers—Do not underestimate the challenge of running a successful question and answer session. They are unpredictable by nature. In your planning, try to anticipate possible questions your audience might have. Follow this four-step process to successfully answer audience questions:

- Acknowledge the question.
- Rephrase the question. This important step allows you to: make sure you understand the question, ensure all audience members hear the question, phrase the question into one you want to or are willing to answer, and gain time to think about your answer.
- Answer the question as clearly and concisely as possible.

Role Play

incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to". Therefore, if you think positive and have a go, you may be pleasantly surprised!

What is role-play?

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Tips on successful role-play

Prepare for success

Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

Generating talks based on visual or written prompts

One should only use visual aids if they are necessary to maintain interest and assist comprehension in your presentation. Do not use visual aids just to demonstrate your technological competence - doing so may compromise the main point of your presentation - getting your messages across clearly and concisely.

If visual aids are used well they will enhance a presentation by adding impact and strengthening audience involvement, yet if they are managed badly they can ruin a presentation.

Most visual aids will need advance preparation and should be operated with efficiency. If you wish to use such aids in an unfamiliar room or location, check what facilities are available in advance so that you can plan your presentation accordingly.

Before you start, ask yourself:

What is the purpose of the visual aid?

- To clarify a key point?
- To provide an illustrative example?
- To clarify or simplify a model?
- To summarize?
- To entertain?

Here it provides the details of the following common visual aids:

- Whiteboards and Interactive Whiteboards
- Flip chart
- Over-head projector (OHP)
- Slides
- Video
- PowerPoint or other presentation software
- Handouts

Whiteboards and Interactive Whiteboards

If available, whiteboards are good for developing an explanation, diagrams and simple headings, and for recording interaction with, and comments from, the audience during brainstorming sessions.

Remember that writing on a whiteboard takes time and that you will have to turn your back to the audience to do so. If using a whiteboard, you should ensure that your handwriting is legible, aligned horizontally, and is sufficiently large to be seen by all the audience. Also ensure that you use non-permanent pens (sometimes referred to as dry-wipe pens) rather than permanent markers so that your writing can be erased later.

Bear in mind that white background of a whiteboard can cause contrast problems for people with vision impairment.

If you have access to an interactive whiteboard, you should make sure you know how this works, and practice using it, before your presentation.

Flip Charts

A flip chart is a popular, low cost, low tech solution to recording interactive meetings and brainstorming sessions.

A flip chart can be prepared in advance and is portable, it requires no power source and no technical expertise. Flip charts are ideal for collecting ideas and responses from the audience and are good for spontaneous summaries. However, if the audience is large, a flip chart will be too small to be seen by everyone.

Ten tips for the effective use of a flip chart:

1. Arrive early and be sure that the flip chart is positioned so that you can get to it easily when you need it.
2. Ensure that the flip chart is positioned so that you can stand next to it and write while still facing your audience. Do not turn your back on your audience.
3. Make sure you have to hand several markers pens that work. Throw away any pens that don't work.
4. Only use blue or black marker pens: it will be difficult for those at the back of the room to see any other colours. You can however use the colour red to accentuate things already written in blue or black.
5. When writing on the flip chart, make your letters at least 2-3 inches tall so that everybody can clearly see what you have written.
6. Draw lines in pencil on blank pages before your presentation - to help you keep your writing legible and straight.
7. Plan out your pages as you are writing the outline for your presentation. They will be the support for your public speaking presentation.
8. Write notes to yourself, in pencil, on the flip chart to help remind yourself of all the important points to be included. Your audience will not see the pencil notes.
9. If you have something that you want to present and then accentuate during the presentation or discussion, write out the flip chart page beforehand so that you can just flip the page to it.
10. If you need to refer to something that you wrote on a page at a later point in your presentation, rip off the page and affix it to the wall.

Video

Videos are excellent for training purposes, but can be difficult to fit into a presentation structure.

If a computer connected to a projector is available then videos can be played as files, from a DVD or with an Internet connection via YouTube or other online sources.

Videos can also be built into a presentation using PowerPoint or other presentation software.

PowerPoint

Use of PowerPoint and other presentation software is very common when presenting today.

Care should be taken, however, that visual effects do not detract from the presentation itself. If you do choose to use PowerPoint try to have a practice run well in advance of a presentation so that you are confident when giving the presentation itself.

Older Visual Aids That May Still Be Effective:

Over-Head Projector (OHP)

Displays can be prepared on acetates, both in written and graphic form.

They command attention but, as with other visual aids, care must be taken to talk to the audience and not the screen. OHPs are suitable for both large and small groups although the machines can be noisy and unreliable and the projector can obscure the screen. OHPs as a method of presenting have now largely been replaced by presentations projected from a computer onto a whiteboard or other screen.

Slides

Slides of excellent visual quality can have great impact on any size of group.

However, a good blackout is required for the images to be seen clearly and this causes eye contact with the audience to be lost. Unlike with other methods of presentation, you will not be able to add any spontaneous notes or records to the slides. If you are using slides, ensure that they are prepared in the correct order, ideally numbering the slides so that if the carousel is dropped the slides can quickly be reordered.

Handouts

Handouts summarizing or including the main points of a presentation are an excellent addition but must be relevant. Presentation software packages such as PowerPoint can automatically generate handouts from your presentation slides.

Talking about past events and situations:

We use the **past simple**:

- when we are talking about an event that happened at a **particular time in the past**

We **arrived** home before dark
The film **started** at seven thirty.

- when we are talking about something that **continued for some time in the past**

Everybody **worked** hard through the winter.
We **stayed** with our friends in London.

When we are talking about something that happened **several times in the past** we use

- the **past simple**:

Most evenings we **stayed** at home and watched DVDs.
Sometimes they **went** out for a meal.

- ... or **used to**

Most evenings we **used to** stay at home and watch DVDs.
We **used to** go for a swim every morning.

- ... or **would**

Most evenings he **would take** the dog for a walk.
They **would** often visit friends in Europe.

WARNING: We do **not** normally use **would** with **stative verbs**.

We use the **past continuous**:

- when we are talking about something which happened **before** and **after** a given **time in the past**

It was just after ten. I **was watching** the news on TV.
At half-time we **were losing** 1-0.

- when we are talking about something happening **before** and **after** another **action** in the past:

He broke his leg when he **was playing** rugby.
She saw Jim as he **was driving** away.

2 The past in the past

When we are **looking back** from a point in the past to something **earlier in the past** we use the **past perfect**:

Helen suddenly remembered she **had left** her keys in the car.
When we **had done** all our shopping we caught the bus home.
They wanted to buy a new computer, but they **hadn't saved** enough money.
They would have bought a new computer if they **had saved** enough money.

3 The past and the present:

We use the **present perfect**:

- when we are talking about the **effects in the present** of something that **happened in the past**:

I can't open the door. I've **left** my keys in the car.
Jenny **has found** a new job. She works in a supermarket now.

- When we are talking about something that **started** in the past and **still** goes on:

We **have lived** here since 2007. (and we still live here)
I **have been working** at the university for over ten years.

4 The future in the past

When we talk about the **future** from a time in the **past** we use:

- **would** as the past tense of *will*

He thought he **would buy** one the next day.

Everyone was excited. The party **would be** fun.

- **was/were going to**

John **was going to drive** and Mary **was going to follow** on her bicycle.

It was Friday. We **were going to set off** the next day.

- the **past continuous**:

It was September. Mary **was starting** school the next week.

We were very busy. The shop **was opening** in two weeks time.

Paper presentation

First, organize your talk:

1. **Read the entire paper at least 3 times.**

You need to be able to explain the details in the paper (even the ugly tricky notation)

You need to be able to provide a critical analysis of the paper

Check out references in the related work section of the paper. (this will help you put the paper in context of a larger body of work and will help you critique the paper's results/contributions).

2. **Find the important ideas** A paper has many details but only one or two main ideas; structure your talk around these main ideas.

3. **Create a Talk Outline**

Your talk should be organized in a top-down manner.

You should have the following main sections in your talk:

- Introduction, The Big Picture: what, why, how, and why we should care (motivation). Be sure to include:
 - a statement of the problem being solved (what)
 - motivation and putting the work in context (why and why should we care)
 - a high-level view of the author's solution (how)
- Details of solution
- Results demonstrating/proving their solution
- Critic of Work (possibly compare to related work)
- Conclusions & Future Directions for this work

The talk should be organized as the important ideas first, the details second, conclusions last. Each section of your talk should be organized in a similar manner: high-level important points first, details second, summarize high-level points last. If the paper is well written, you can use the paper's organization as a guide.

Next, Design your slides

1. **Slide Organization** Your slides should be organized like an outline--a few main points, with sub points under each one.

Your slides are a guide for your talk not a word-for-word copy of your talk. List specific points that you want to talk about as sub-topics of each main topic. If there are particular details that you want to discuss, outline them on the slide and keep written notes for you to refer to in your talk rather than writing all the details on the slide.

2. **Summarize Main Points** You should have a summary slide of the main ideas at the end. If applicable, Include a list of open questions from the paper
3. **It is okay to waste space** Add just enough prose to present the main points and highlight the main parts of each point. Use phrases rather than complete sentences and use large fonts. You can use acronyms and abbreviations sparingly, however you should say the complete name when you talk about them.
4. **A picture is worth a thousand words** Use figures and graphs to explain implementation and results. It is very hard to describe a system implementation without having a picture of the components of the system. I once attended a talk about Intel's I64 architecture where the speaker tried to discuss the details of the layout of the chip and the interactions between the components without having any figures. It made for a very bad talk and a very hostile audience.
5. **Number of Slides** As a general rule, it should take 2-3 minutes to talk through the material on one slide, so for a 45 minute talk you should have about 20 slides.
If there is too much material in a paper to present completely in 45 minutes, then pick one part (the most interesting/important part) that you will discuss in detail, and present the other parts at a higher level. You can create back-up slides for specific details that you don't plan to talk about, but may get questions about.

Next, preparing your presentation

1. **Provide a talk road-map** Tell audience where you are going with your talk.

Give audience a road-map of your talk at the beginning by using outline slides

Immediately after the title slide, put up an outline slide and tell the audience the main organization of your talk. Another alternative is to first have a few slides motivating the paper's general topic, then put up an outline slide giving the audience a road-map of your talk.

It should be clear when you start a new high-level part of your talk

Use good transitions from one slide to the next, and from one main topic to the next..."We just talked about the implementation of foo now we will look at how well foo performs for synthetic and real workloads.

You may want to use the outline slide at other points in your talk to provide a visual transition between parts.

2. **Repeat Your Point** There is a rule that says you have to tell your audience something three times before the really hear it:

- Tell them what you are going to say.
- Say it.
- Summarize what you said.

This is particularly important for figures and graphs. For example:

3. This graph show how the A algorithm performs better than the B and C algorithms as the number of nodes increase
 - The X axis is number of nodes, the Y axis is execution time in seconds The red curve shows the execution time of A as the number of nodes increases The blue curve shows ...
 - Thus you can see that as the number of nodes increases above N, the A algorithm performs better. This is because of increased message traffic in algorithms B and C as shown on the next slide...

- **Explain concepts in your own words** It is certainly okay to lift key phrases from the paper to use in your talk. However, you should also try to summarize the main ideas of the paper in your own words.
- **Talk to the Audience** Don't read your slide off the screen, nor directly off the projector. It is okay to stop for a second and refer to your notes if you need to.
- **Practice** Give a practice run-through of your talk. Stand in a room for 1 hour and talk through all your slides (out loud). This should be a timed dress rehearsal (don't stop and fix slides as you go). Members of your reading group should provide a practice audience for you.
- **Nervousness: How to fight back**
 - A well organized, practiced talk will almost always go well. If you draw a blank, then looking at your slides will help you get back on track.
 - Taking a deep breath will clam you down. One trick is to try to remember to take a deep breath between each slide.
 - Slow down. Take a few seconds to think about a question that is being asked before you answer it. It is okay to pause for a few seconds between points and between slides; a second or two of silence between points is noticeable only to you, but if you are talking a mile a minute everyone will notice.
 - Bring notes. if you are afraid that you will forget a point or will forget your elegant transition between slides 11 and 12, write these down on a piece of paper and bring it with you. However, you don't want to have a verbatim copy of your talk, instead write down key phrases that you want to remember to say.
 - Give at least one practice talk to an audience.
 - Be prepared to answer questions. You don't have to know the answer to every question, however you should be prepared to answer questions and able to answer most questions about the paper. Before you give the talk, think about what questions you are likely to get, and how you would answer them. You may want to have back-up slides ready for answering certain questions.
- **Talk to me...this is not optional**

You should meet with me the Tuesday before your talk with your talk outline in hand, and the Thursday or Friday before your talk with your talk slides.

Unit – III READING SKILLS

READING SKILLS

Reading is a method of communication that enables a person to turn writing into meaning. It allows the reader to convert a written text as a meaningful language with independence, comprehension and fluency, and to interact with the message.

Techniques of Reading

Reading is a great habit that can change human life significantly. The ability to read is as important today as it ever was. It can entertain us; amuse us and enrich us with knowledge and experiences narrated.

There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

The four main types of reading techniques are the following:

- Skimming
- Scanning
- Intensive
- Extensive

1. Skimming

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine.

Under this technique, we read quickly to get the main points, and skip over the detail.

It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

2. Scanning

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text.

For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and ending chapters of that book.

For example,

This technique is used for looking up a name from the telephone guide book.

3. Intensive Reading

You need to have your aims clear in mind when undertaking intensive reading. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

4. Extensive reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

The followings are some techniques of reading used in different situations:

1. Active Reading Style

Active reading aims.....to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in depth knowledge on the text at hand is not possible by reading to skim through or scan through the text.

2. Structure-Proposition-Evaluation

This is an interesting reading technique suggested by Mortimer Adler in his book How to Read a Book.

This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:

- Studying the structure of the work;
- Studying the logical propositions made and organized into chains of inference;
- Evaluation of the merits of the arguments and conclusions.

3. Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text.

In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

4. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

- Identifying words without focusing on each letter;
- Not to sounding-out all words;
- Not sub-vocalizing some phrases;
- Spending less time on some phrases than others;
- Skimming small sections.

Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education.

Many believe that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

5. How to Read Your Textbook More Efficiently

PREVIEW - READ - RECALL at first glance seems to be an intricate and time consuming process. However, it gets easier and faster with practice, ensures thorough learning and facilitates later "re-learning" when you revise for exams.

PREVIEW

WHY?

If you give your mind a general framework of main ideas and structure, you will be better able to comprehend and retain the details you will read later.

HOW?

1. Look quickly (10 minutes) over the following key parts of your textbook to see what it's all about and how it is organized:

- Title
- Front and back cover info.
- Author's biographical data
- Publication date

- Table of Contents
- Introduction or Preface
- Index
- Glossary

2. Before you read each chapter, look over:

- Title
- Introduction
- Sub-headings
- First sentences of each paragraph (should give main idea).
- Any diagrams, charts, etc.
- Conclusions or summaries

3. Then answer the following questions:

- What is this mainly about?
- How is it organized?
- How difficult is it?
- About how long will it take to read?

6. READ ACTIVELY

WHY?

Being an active reader will involve you in understanding the material, combat boredom, and will increase retention.

HOW?

1. Set realistic time goals and number of pages to be read.
2. Divide your chapter into small (1/2 page? 1 column?) sections, rather than try to read the whole chapter non-stop.
3. Ask yourself a question before each paragraph or section, then look for its answer. This will give you a definite purpose for your reading. Try turning the sub-heading or first sentence into question form, using "who," "what," "when," or "how" if necessary.
4. Take breaks when you feel unable to stay with the material due to day-dreaming, drowsiness, boredom, hunger, etc. After a short break, you can return to your reading with more energy and alertness.

Reading Comprehension:

Reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

1. **Literal**

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, some questions and activities may include:

What words state the main idea of the story?
How does the author summarize what she/he is saying?
Outlining the first paragraph of the story.
What happened first, second and last?
How are these things alike? How are they different?
What things belong together?

2. **Inferential**

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

The following questions are usually asked:

What does the author value?
What is the theme?
What effect does this character/event have on the story?
How do you think this story will end?

3. **Critical**

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary:

Could this possibly happen?
Is this argument logical?
What alternatives are there?
Is this a fact or an opinion?
Do you agree or disagree with the author?
What is the best solution to this problem?

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

Poor Reading Comprehension

There are a variety of reasons why a reader may have difficulty deriving meaning and gaining understanding from a passage. The reasons include decoding deficiency, attention deficit, poor vocabulary, and limited knowledge base.

Decoding Deficiency

There are a variety of reasons why a reader may have difficulty deriving meaning and gaining understanding from a passage. The reasons include but are not limited to decoding deficiency, attention deficit, poor vocabulary, and limited knowledge base.

Attention Deficit

Another reason for difficulty in reading comprehension is an attention deficit which, when officially diagnosed, is referred to as Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD).

Poor Vocabulary

The third cause of weak reading comprehension is insufficient vocabulary. No matter how skillful a person is at sounding out words, if he or she does not know the meaning of the words he or she is reading, he will not gain understanding from the text.

Lack of Knowledge Base

The final cause of ineffectual reading comprehension to be discussed here is lack of knowledge base. This refers to how much knowledge a reader has about the subject of which he or she is reading. It actually goes hand-in-hand with vocabulary. If the reader knows little about the subject he is reading, he will find it more difficult to comprehend the material than someone who has some knowledge about the subject.

To sum, causes of poor reading comprehension can be varied and complex.

VALUES OF Dr. KALAM

Values are ultimate in life, but they are intrinsic and can only be assessed by the instant behavior of a person. It is difficult to identify value level in anybody, more so in great personalities like Dr. Kalam, who is an embodiment of human values. To depict his concern for values, in his first address on the eve of Independence Day, he laid specific stress on unity, tolerance and nonviolence. He reminded the nation of its eternal values taught by Gandhi, pointing out that “any act by anyone anywhere in Indian that runs counter to these eternal values would pose a threat to the fabric of the free Indian nation which was born and nurtured by the supreme sacrifices of the countless noble souls”, As said by some of his associates, in every interaction with him, they learn a lot of new things. So an attempt to write about values in Dr. Kalam is like finding values in God, which will be a futile exercise. Hence, here is an attempt made to knit a garland of values personified in him.

Character:

Character is the inner base on which an individual builds his personality. It speaks through every activity like thinking, taking, walking etc. It is more precious than health or wealth. ‘If wealth is lost nothing is lost. If health is lost something is lost. If character is lost everything is lost. “Sanskrit verses reiterate the same “SheelamSarvathraDhanam”, ‘Sheelam Sahaja Abharanam.

Truth and Honesty:

“Satyam NastiParodharmaha” means that there is no value greater than truth i.e, truth is the base value among all other values. Dr. Kalam inherited truthfulness, honesty and discipline from his father. He has always been truthful and honest to the core. he is known to be a man who does not take advantage of government vehicles for personal use. In fact, he used his own earning to fill the nomination for the presidential post.

For the presidential ceremony, he invited his relatives, friends and about 100 children and paid the expenses himself. He insisted on paying for his family’s train trip and accommodation in Delhi. He even insisted upon paying for the ceremonial dress. Recently, when he visited Sabarmati ashram, he bought some books, and when the authorities refused to accept money, he said he would not buy them if they were given free and gave Rs. 75.

Thus truthfulness and honesty are embodied in the life of Dr. Kalam, “Truth always triumphs” – “SatyamevaJayate”.

Discipline

Discipline is the core value assessed from the external orderly or disorderly behavior of the persons personality is the reflection of inner discipline of the body and mind. Dr. Kalam has always been a self-disciplined personal in his thoughts, words and deeds LeThrikaranaSuddhi. His routine, whether it be walking, working, eating or reading, is conducted with self-discipline. For that matter, even his friends and relatives have to take an appointment to meet him. No one is allowed into his office without prior appointment. Time management is another important feature of Dr. Kalam.

Optimism.

Dr. Kalam is an embodiment of optimism. The following incident reveals his level of optimism.

In a meeting at Care hospital, Hyderabad, Dr. Kalam discusses with a Neurologist and senior doctors if a chip could be designed to compensate the lost or missing faculties of mentally retarded children. The doctors expressed apprehension and doubt Then Dr. Kalam revealed his optimism, by putting their apprehension at rest. he stated that he was interested in a single way in which it can be done. but not in hundred ways by which it cannot be done.

High Thinking

On the eve of launching the agni missile at RCI, the then defence minister, impressed with Dr. Kalam’s excellent work, wanted to know what he could give him on this success. Dr. Kalam immediately replied that he wanted 100,000 saplings to transform that barren land into greenery. Local beneficiaries remember him even today.

Respect

“VidyaDabbatiVinayam 0 VinayamDabbatiPatrata” i.e .education gives respect and respect gains value for the person. Respect is an emotional part of the personality. Respect cools and harmonizes interpersonal relationships. Dr. Kalam scrupulously followed this value in all relationship.

- i. **To Parents :** Dr. Kalam was respectful to his parents right from his childhood. He adored his mother’s dishes and company. Similarly even now he recollects his father’s advice and follows it strictly.
- ii. **To Teachers :** Dr. Kalam remembers his teachers right from the primary level to the college level. His respect for his teachers is so high that he attributes all his success to them.

- iii. **To Elders** : Dr. Kalam is known for respecting his elders and colleagues who are full of praise for him and his works.
- iv. **To Subordinates and the Younger** : The character of respecting others in Dr. Kalam is so high that he never looks down upon his subordinates. He freely mingles with them and talks to them. He even takes suggestions from them and encourages them in their work.

Self Confidence

Self – confidence is knowing one’s way around oneself. Somewhere inside, from the stillness, you can find something where confidence is deep, there is the foundation of real strength. Dr. Kalam ignited this inner strength in him. There is nothing impossible for him. That is because of his self-confidence. One of the secrets of his success can be attributed to this great virtue of self-confidence.

Obedience

Dr. Kalam always obeyed his parents, teachers and elders. Even now, his elder brother, A P J Mohammed Mutu Meer Labbai Marakkar vouches his obedience, in spite of his high position.

While he was the Director of DRDL, he took music lessons from a school teacher named Smt. Kalyani, Hyderabad. She says, “I am privileged to have an obedient student like him, who used to stand along with school children with folded hands in spite of being the Director of DRDL.

Dynamism

Because of his creative thinking, Dr. Kalam is ever dynamic. Whatever may be his assignment, he has the power to do it dynamically. Even after planning, at the time of execution, if the scenario changes, his creative ideas will add new dimensions to it. As the President of India, he brought many dynamic changes in all spheres.

Scientist – Inspirer

Dr. Kalam is a great scientist who has earned membership in the clubs of highly developed nations in the world. As a scientist he has a strong ambition to see India as a technologically self-reliant nation. The major part of his professional life was spent in empowering Indian technology and reusing it for eradicating the problems of the poor and improving the prosperity of the nation. His success lies in his ability to inspire his team mates for accomplishing the tasks. He continues to inspire children and youth throughout the nation for a “Developed India”.

Even now, as the President of India, he inspires the children throughout the nation to develop themselves individually and here by develop the nation. He set up a trust, Developed India Foundation, donating his own money from various awards he has won to provide career oriented training to 1,000 graduate students from villages. Whichever state he visits, he meets the state law makers, secretaries, entrepreneurs, and teachers and also appeals them to contribute their mite for the developed India-2020.

Work Ethic

Dr. Kalam has a strong working mind/sense that guides him in any professional task that he undertakes. In the morning walk, he plans the routine of the day to save time.

Dr. Kalam also has the habit of making notes and giving handwritten notes to his colleagues and subordinates.

Dr. Kalam is a workaholic, he works for 18-20 hours in a day. He attributes his success to his habit of hand work. He often forgets even his food and sleep when he is engrossed in work. The spirit of work is so high that he forgets his stature and position during work.

PASSAGE : 1

Large areas of available land in Britain are overgrowing with weeds, insect pests and virus diseases.

These insects and pests cause untold harm to the crops as well as to the consumers.

Science has come to the help of man in this respect. By using insecticides and pesticides, it has been possible to increase the production by more than one and a half times. The production might be raised still higher with the use of more improved methods of control that may be discovered in the near future. But for the present the use of insecticides is not an unmixed blessing. A very large number of them are harmful, not only to the insects but also to the crops and ultimately to the consumers. They are highly toxic and sometimes they impart this toxicity to the plants themselves for a time till the chemicals break down into harmless substances.

Great care is therefore necessary in using these, for in spite of releasing such chemicals for use only after a full study of their detrimental effects and prescribing safe methods of handling them, there have been instances of human beings poisoned and sometimes fatally. In America only trained operators are allowed to handle toxic chemicals, and inspectors regularly test farm products and foods for traces of toxicity beyond prescribed tolerance levels, and heavy fines are imposed in cases of any contravention. Since in Britain, there is no such law these chemicals are used quite freely. Despite clear printed instructions, these are likely to be misused owing to the lack of training and proper apparatus, however, a code of conduct regulating the use of chemicals has been evolved and it is pleaded that it should be observed strictly by those who pursue agriculture for profit. It is further expected that others will also observe it of their own accord in their own interest. But in order to enforce it legally, it must be given legislative sanction.

Questions

1. Insects cause harm to—
1) Human beings 2) Animals 3) Crops 4) Crops and consumers 5) None
2. In large portions of agricultural land in Britain—
1) Weeds, insects, pests and diseases flourish 2) Factories run
3) Crops are flourishing 4) Play grounds have been formed
5) Jungles are standing
3. The harm caused by insects has been made good by—
1) New methods of agriculture 2) Crop insurance
3) Use of insecticides 4) Mechanical farming 5) Intensive method of cultivation
4. Many insecticides are harmful to the—
1) Insect 2) Crops 3) Consumers 4) Animals 5) Crops as well as consumers
5. Great care is necessary in the use of insecticides because—
1) They are very costly 2) They are highly toxic
3) Their methods of use is technical
4) They are to be used only under the direction of some experts

- 5) Their use is forbidden by law
6. In America risks involved in the use of insecticides have been safeguarded by—
- 1) Making people educated in their use
 - 2) Forbidding their use by law
 - 3) Restricting the use of toxic chemicals by trained operators
 - 4) Discovering harmless chemicals
 - 5) Effecting crop insurance
7. For the use of chemicals beyond prescribed tolerance limits in America—
- 1) Great fines are imposed
 - 2) Imprisonment is resorted to
 - 3) Insecticides are not supplied in future
 - 4) Restrictions are imposed for the use of chemicals by such agriculturists
 - 5) State help is not provided to such cultivators
8. Chemicals are freely used in Britain because—
- 1) Agriculturists are educated there
 - 2) Agriculture is a paying business there hence any loss, if caused by wrong use of chemicals, is ignored
 - 3) They know how to use the chemicals properly
 - 4) There is no law to restrict the use of chemicals
 - 5) Only harmless chemicals are available in the market there
9. The main cause for misuse of chemicals in Britain is—
- 1) Ignorance of the agriculturists about the adverse effect of chemicals
 - 2) Lack of training and proper apparatus
 - 3) Limited use of chemicals in agriculture
 - 4) Care free nature of the people in that country
 - 5) Lack of any clear instructions about their use
10. For regulating the use of chemicals in Britain—
- 1) Code of conduct has been evolved
 - 2) People have been trained in their use
 - 3) A law has been enacted
 - 4) Required education has been imparted to the agriculturists in that connection
 - 5) A separated department with inspectors has been established for that purpose

Directions—(Q. II—15) Below are given words selected from the passage, each followed by five choices. Pick out the word or expression that is closest in meaning (Synonym) to the given word of the passage.

12. Evolved—
- 1) Derived
 - 2) Developed
 - 3) Deprived
 - 4) Originated
 - 5) Delayed
13. Discovered—
- 1) Searched out
 - 2) Found out
 - 3) Invented
 - 4) Identified
 - 5) Located
14. Detrimental—
- 1) Salubrious
 - 2) Salacious
 - 3) Nasty
 - 4) Harmful
 - 5) Delectable

15. Contravention—
 1) Breach 2) Quiescent 3) Contraband 4) Prodigious 5) Contraction
16. Increase—
 1) Enhance 2) Decrease 3) Lengthen 4) Prolong 5) Smite
17. Raised—
 1) Lowered 2) Lengthened 3) Placated 4) Heightened 5) Uplifted
18. Regularly—
 1) Fast and lose 2) By fits and starts
 3) Intermittently 4) Finally 5) Occasionally
19. Observed—
 1) Complied with 2) Inspected 3) Supervised 4) Asserted 5) Neglected
20. Pursue—
 1) Ignore 2) Follow 3) Comply 4) Contract 5) Contravene

PASSAGE : 2

When we survey our lives and endeavours, we soon observe that almost the whole of our actions and desire is bound up with the existence of other human things. We notice that our whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been communicated to us by other people through the medium of a language which others have created. Without language our mental capacities would be poor indeed, comparable to those of the higher animal; we have, therefore, to admit that we owe our principal advantage over the beasts to the fact of living in human society. The individual if left alone from birth would remain primitive and beast-like in his thoughts and feelings, to a degree that we can hardly conceive. The individual is what he is and has the significance that he has, not so much in virtue of his individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to the grave.

A man's value to the community depends primarily on how far his feelings, thoughts and actions are directed towards promoting the good of his fellows. We call him good or bad according to his attitude in this respect. It looks at first sight as if our estimate of a man depends entirely on his social qualities.

And yet such an attitude would be wrong. It can easily be seen that all the valuable achievements, material, spiritual and moral, which we receive from society have been brought about in the course of countless generations by creative individuals. Someone once discovered the use of fire, someone the cultivation of edible plants and someone the steam engine.

Questions

1. Our nature greatly resembles that of the social animals because—
 - 1) We cannot live without society
 - 2) We cannot live without animals
 - 3) We think for the well-being of the society
 - 4) In our daily life we use so many things produced by others
 - 5) Animals are useful to us in many ways
2. On surveying our lives we observe that—
 - 1) Most of our actions depend upon the existence of other human beings
 - 2) We cannot live without society
 - 3) We cannot live without animals
 - 4) We are superior to animals in several ways
 - 5) Our actions and thoughts are mostly like those of animals
3. The language we use for exchange of thoughts with others—
 - 1) Is a foreign language
 - 2) Is our mother tongue
 - 3) Is the creation of others
 - 4) Is an international language
 - 5) Was not known to the people of earlier generations
4. What would be our position without any language?
 - 3) We would lead a life of 2000 years ago when signs were used in place of words
 - 4) No advancement in our life would be possible

- 5) We would be like animals
5. What would happen if an individual is left alone to live from birth till death?
- 1) He would not learn any social manners
 - 2) He would remain primitive and a beast-like
 - 3) He would not survive for long
 - 4) His mental capacities would remain undeveloped
 - 5) He would be no better than an animal
6. The term 'from the cradle to the grave' signifies—
- 1) From smallest to the highest
 - 2) From beginning to the end
 - 3) The happiest as well as the sorrowful events
 - 4) Distant as well as near relations
 - 5) Since birth till death
7. The present significant position of an individual—
- 1) Lies in his individuality
 - 2) Is due to his being a member of a great human society
 - 3) Is due to his being higher than animals
 - 4) Lies in his thoughts and feelings
 - 5) Lies in his occupying an important position in the society
8. We call a man good or bad according as—
- 1) He promotes the good of his fellows by his feelings, thoughts and actions
 - 2) He cultivates an attitude of kindness, and sympathy towards others
 - 3) He lifts himself morally and spiritually
 - 4) He is inspired with the spirit of self-sacrifice
 - 5) Can look after his family well
9. What are social qualities?
- 1) An individual's qualities that affect the society
 - 2) The qualities that develop in a man from society
 - 3) The qualities which a man should adopt while moving in the society
 - 4) The qualities of other member in the society

10. Resemble:
 1)Differentiate 2)Differ 3)Distinguish 4)Discriminate 5)Devalue
11. Built:
 1)Developed 2)Damaged 3)Deserted 4)Destroyed 5)Erected
12. Promoting:
 1)Disparaging 2)Demoting 3)Fostering 4)Demolishing 5)Hindering
13. Valuable:
 1)Precious 2)Cheap 3)Costly 4)Significant 5)Clumsy
14. Creative:
 1)Predictive 2)Talented 3)Destructive 4)Debased 5)Demonic

Swami Vivekananda (Chicago Speech, 1893)

Sisters and Brothers of America,

Its fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.

My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration.

I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny.

I am proud to belong to the religion which has sheltered in is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me."

Sectarianism, bigotry, and it's horrible descendant, fanaticism, have long possessed this beautiful earth. They have filed the earth with violence, drenched it often and often with human blood, destroyed civilization and sent whole nations to despair. Had it not been for these horrible demons, human society would be far more advanced than it is now? But their time is come; and I fervently hope that the bell that tolled this morning in honor of this convention may be the death-knell of all fanaticism, of all persecutions with the sword or with the pen, and of all uncharitable feelings between persons wending their way to the same goal.

COMPREHENSION:

1. What did the speakers on the dais tell the audience about the delegates?
2. Which religion taught tolerance, according to Vivekananda?
3. What is special about India, according to Vivekananda?
4. What do you understand by the word "hymn"?
5. What destroyed civilization, according to Vivekananda?
6. What was the occasion of the speech?

Write synonyms and antonyms for the following words:

1. Delegate
2. Cordial
3. Foster
4. Possess
5. Claim
6. Universal
7. Same
8. Barren
9. Excite
10. Injure
11. Unspeakable
12. Monks
13. Sect
14. Delegates
15. Orient
16. Tolerance
17. Refuge
18. Remnant
19. Shatter
20. Tyranny
21. Foster
22. Hymn
23. Evoke
24. Convention
25. August
26. Vindication
27. Doctrine
28. Bigotry
29. Descendant
30. Fanaticism
31. Drench
32. Fervently
33. Uncharitably
34. Wending
35. Persecution

WRITE ONE WORD SUBSTITUTE FOR THE FOLLOWING DESCRIPTION:

1. Rule of the rich-
2. Science of birds
3. Small water-fall
4. Study of God and religion
5. Substances which can destroy growth of bacteria
6. Study of skin
7. Very small person
8. Very anxious to know
9. Without name
10. Young one of a cow

FILL IN THE BLANKS WITH THE RIGHT WORD GIVEN IN THE BRACKETS:

1. The prisoner was _____ (acquitted/discharged).
2. The patient was _____ (acquitted/discharged).
3. Nobody knows the _____ situation. (actual/factual).
4. The minister _____ (applauded/acclaimed) the fireman's bravery.
5. Please _____ (bring/fetch) the file here.

WRITE A SPEECH FOR THE NEW PRESIDENT OF YOUR COLLEGE STUDENTS' UNION, ON THE OCCASION OF HIS ASSUMING OFFICE, USING THE FOLLOWING HINTS:

Inadequate facilities at the college like less furniture in the class rooms and labs/ bad maintenance of library/ even when books are available you are not in a position to borrow them/ staff of the library do not co-operate, etc.

Inadequate and a few incompetent teaching staff / frequent change of teachers / irregular timetables.

More facilities at the college canteen in addition to maintaining cleanliness / serving fresh items – quick service

HOMONYMS are words that *sound* alike but have different meanings.

fair (county fair)
fair (reasonable)
pear (fruit)
pair (couple)

Homophones are a type of homonym that also *sound* alike and have different meanings, but have different spellings.

pear (fruit)
pair (couple)

HOMOGRAPHS are words that are *spelled* the same but have different meanings.

lie (untruth)
lie (lie down)
tear (in the eye)
tear (rip)

Write any five homonyms, homophones and homographs from the above passage.

1.

2

3

4

5

6

7

8

9

10

UNIT - IV WRITING SKILLS

Significance, essentials and effectiveness of writing:

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

Writing skills can be major criteria towards better academic position and greater educational Success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. Every career path requires its workers to write notes, memos, emails, and reports, all of which require good writing skills to effectively communicate a certain set of ideas.

Five Keys to Effective Written Communication

Of course, you might have the opportunity to write other types of correspondence as a fitness professional. So how do you make sure you clearly communicate your purpose regardless of the document? No matter which type of writing you do, “get your general ideas on paper or the computer screen—this is your first draft,” says Vogel. “Now go back and edit.”

When editing, consider the following factors:

Key 1: Use a Professional Tone. Your readers will form an opinion of you from the content. Create a professional, positive tone by using simple, direct language. Adopt a “you-attitude” versus an “I-attitude,” to show that you’re sincere in your focus on the reader rather than on yourself as the writer.

Key 2: Know Your Audience. The intended readers of your correspondence can vary. You must consider their backgrounds, technical expertise and educational levels as well as their mindsets and possible reactions to your writing.

Key 3: Organize Your Information Clearly. Arrange your thoughts so that your correspondence can be read quickly and comprehended easily. Organize the information based on your purpose. For example, when writing instructions, organize your information in sequential, or step-by-step, order. For incident reports, write in chronological order, explaining how the events unfolded. When sharing news and information, use the “6Ws”—who, what, when, where, why and how—to guide you.

Key 4: Use the Right Format. Format refers to how your correspondence is laid out on paper or online. Usually writers choose their formats based on the method of delivery—letter, memo or e-mail. Each type has distinct format conventions (guidelines) for including and placing elements such as the date, addressee, subject line, salutation, message body, closing line, signature block and company letterhead or logo.

Key 5: Use Visual Elements Carefully. Visual elements—such as font size and type; underlined, italicized or bold text; and bulleted or numbered lists—help emphasize key points and make your correspondence more effective.

Avoid Common Mistakes

Because you write correspondence quickly, without the benefit of a professional editor or graphic designer to review it, you are more likely to make common mistakes that can discredit you, such as poor grammar, punctuation and spelling. Take time to proofread your own writing, and use the spelling and grammar check features of your software or e-mail programs.

Characteristics of Effective Language

There are six main characteristics of effective language. Effective language is: (1) concrete and specific, not vague and abstract; (2) concise, not verbose; (3) familiar, not obscure; (4) precise and clear, not inaccurate or ambiguous; (5) constructive, not destructive; and (6) appropriately formal.

Writing paragraphs: Comparing, contrasting, presentations with an introduction, body and conclusion

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages.

The Basic Rule: Keep one idea to one paragraph

The basic rule of thumb with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. There are some simple ways to tell if you are on the same topic or a new one. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

Elements of a paragraph

To be as effective as possible, a paragraph should contain each of the following: **Unity, Coherence, A Topic Sentence, and Adequate Development.** As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges

- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

Verbal bridges

- Key words can be repeated in several sentences
- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

A topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in

the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should be wary of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

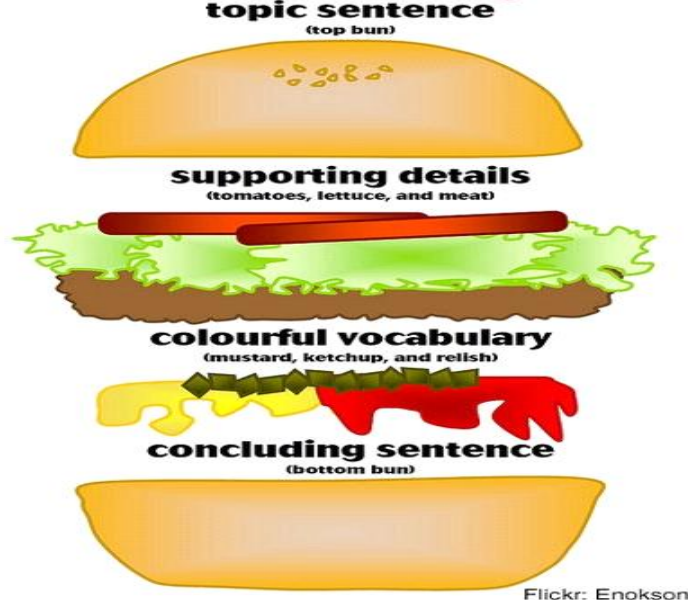
Some methods to make sure your paragraph is well-developed:

- Use examples and illustrations
- Cite data (facts, statistics, evidence, details, and others)
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

You should start a new paragraph when:

- **When you begin a new idea or point.** New ideas should always start in new paragraphs
- **To contrast information or ideas.** Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.
- **When your readers need a pause.** Breaks between paragraphs function as a short "break" for your readers—adding these in will help your writing be more readable.
- **When you are ending your introduction or starting your conclusion.** Your introductory and concluding material should always be in a new paragraph. Many introductions and conclusions have multiple paragraphs depending on their content, length, and the writer's purpose.

Parts of a Paragraph



LETTER WRITING

Subject

It is common now to put the subject of the letter directly below the salutation. This would be in bold or underlined. The purpose is to give the reader an idea of what the letter is about before reading it, and to be able to pass it on to a more appropriate person if necessary.

Salutation

The salutation at the beginning of the letter depends on whether or not you have the name of the person. If you don't know the name of the person, you would traditionally write Dear Sir. This is clearly somewhat sexist, so many people prefer Dear Sir/Madam or Dear Sir or Madam.

Be concise and relevant

Letters should take seconds rather than minutes to read. As a result, get straight to the point and stick to it, don't include any unnecessary or supplementary information, don't use any flowery language or long words just for the sake of it, and don't repeat too much information.

Check your grammar and spelling very carefully

Mistakes will create a very bad impression, will lessen the effect of what you're saying and in the case of a job application letter, could well also consign it to the bin. So:-

- * use the spellchecker if you're using a computer
- * check the spelling yourself, as the spellchecker won't recognize incorrect use, for example, of dose and does. Use a good dictionary.
- * check your grammar carefully.
- * If it's been pointed out to you that you make mistakes, look especially for these kinds of errors. Get someone else to check it for you if necessary.

- * check your sentences and punctuation. Are the sentences complete? Does the punctuation help to make what you're saying clearer?

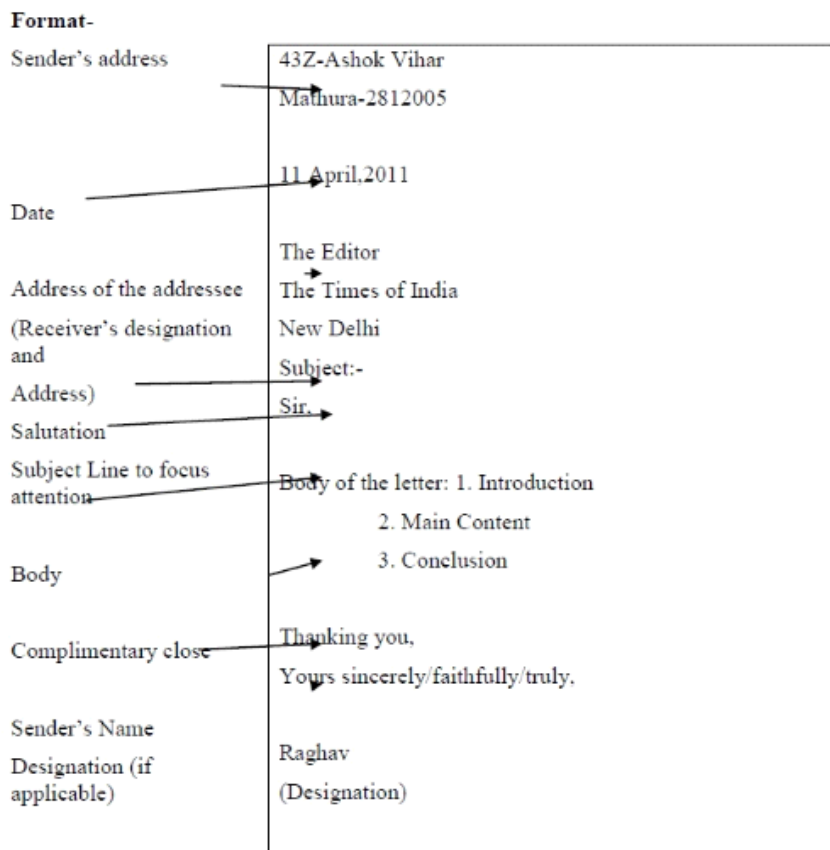
Use the right tone of language

It's important to use the right type of language, the right 'register'. Most letters you write will need to be formal, but not overly so. In fact, you should use similar language to that which you use in your academic writing. This means you should:-

- * avoid everyday, colloquial language; slang or jargon
- * avoid contractions (I'm; it'// etc)
- * avoid emotive, subjective language (terrible, rubbish etc)
- * avoid vague words such as nice, good, get etc

You should always be polite and respectful, even if complaining. One way of doing this in English, which is common in formal letter writing, is to use 'modal verbs' such as would, could and should. Instead of simply writing Please send me, you could express this more formally as I would be grateful if you could send me ... Don't overdo it though, and make your language too formal or maybe old fashioned; don't look through a thesaurus and put in lots of unnecessarily long words

FORMAT



INFORMAL LETTER

INFORMAL LETTER

(Letters to friends, parents, relatives and acquaintances)

DB-10 Rajeshwar Residency-IIHarni Road, Baroda

10 April, 2011

Dear _____,

Body of the letter

Yours lovingly

Rajat

LETTER TO THE EDITOR

7/50, B Mal Road
Srinagar

10 June, 2011

The Editor
The Tribune
Srinagar

Sub: – Increasing awareness of health and diet.

Sir,

I write this letter to highlight the changes that are being observed in terms of awareness among people regarding health. Health seems to be quite on the top of people's priority list.

To give a few examples in 1999, there were only 5 yoga centres which doubled by 2009. As compared to 1999, the use of refined oil is increased by three times in 2009. There is a steep rise in the number of people going for morning walk, i.e. from 5% to 25%. The number of people going for regular health checkup has also gone up considerably. Advertisements are also playing a major role, in 1999 it was 7% and now it has increased to 33%. As a result of all this, death rate has fallen from 15% to 11%.

This shows that people's attitude and concern regarding their own health has undergone a change. The dictum 'Health is Wealth' is probably being understood. As long as one lives, one should be healthy, hale and hearty, is the motto.

This has given boost to health related business, showing an upward movement. If one is conscious about one's health, it definitely pays in long run.

Through this letter, I want people to know that they should avail the facility available as well as go for regular morning walks, to keep themselves hale and hearty.

Yours truly
Sudha

Complaint Letter

The Manager
IKEA Tallinn
Vana Narova Lane
Tallinn
10005

10th August 2011

Dear Sir,

On 8th August this year I visited your Tallinn shop and bought a computer cabinet (the "Ikea PS laptop station").

I am very pleased with it on the whole but today the key broke off in the lock while I was turning it – I enclose the broken parts.

I had some difficulty getting the broken part out of the lock, and I am now using the second key.

These keys are obviously of very poor quality and are likely to break again. Could you please send me a few replacements – or better still, a higher quality key and spare?

While you are at it, could you please send me your new catalogue and, if you have a mailing list for sending them out each year, could you please add me to it.

Could you also please send me your Wardrobes, Living Room Storage and Pots & Pans Handbooks?

Yours faithfully,

O. Muru

Oscar Muru (Mr)

Inquiry Letter

Your name
City, Street, Zip Code
Phone:
Email:

Recipient name:
Title
Name of the organization
City, Street, Zip Code

18 July 2013

Dear Recipient Name:

I am interested in finance and I would like to enroll in a Post Graduate MBA program. Could you send me information about regulations for admission to ABC Institute's coveted one-year Post Graduate Diploma course? I have heard that this is one of the most sought after MBA programs in finance and marketing.

I have a Bachelor's Degree in Commerce from XYZ University. In addition, I have completed two internships focusing on marketing. My resume, which is enclosed, contains additional information about my work experience and educational qualifications.

If you have any questions regarding my request, you may contact me at (666) 666-6666.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely

Signature

Your name

Enclosure: Resume

How to Write an Invitation Letter

An invitation letter serves the purpose of inviting a guest to a party, event or celebration while conveying more information than a traditional invitation card. It serves two purposes; one, to invite the individual to the event and two, to ensure that the person receiving the letter is going to attend.

There are two tenses used within the invitation letter, the present and the future. The present tense conveys information about the event and the future tense ensures the guest is going to attend.

Business Invitation Letter

An invitation letter is a formal way to invite peers and clients to events which are being hosted by the company and are one of the most popular ways of inviting guests to functions. The professional invitation should be written in a formal tone.

The introduction allows the host and sender to introduce themselves, as well as the organization in which they have chosen to represent. A simple background of the individual or company will suffice.

Next, in the body of the letter it is important to outline all of the information about the event. The date and time should be included as well as the theme and purpose for the event. At this point, a date should be mentioned in which guests should provide their reply by, and it may also contain any information regarding special roles played at the event, attire and items required for the guest to bring.

Be sure to mention any specifications about dress code in the invitation letter.

Next, the appreciation for the guest to attend the party should be shown. This can be completed with a formal note, stating that you look forward to seeing the individual at the event. Remember, this needs to keep in tone with the rest of the letter.

The conclusion should contain the sign off and a line that ties the complete letter together, drawing the end of the invitation, with a salutation and a signature.

Friendly Invitation Letter

A friendly invitation letter is similar to a business letter but contains less formal speech and can make nuances with memories that may be shared with the guests whom are being invited to the occasion.

Friendly invitation letters are used for a variety of reasons from engagement parties, baby showers and housewarming parties to wedding invitations.

Invitation letters are used as an alternative to traditional invitations. They allow the host to convey different messages through the tone of the letter. Invitation letters allow the host to convey additional information that is not shared in a traditional invitation card. Memories can be shared with close friends and family members that bring about memories of past events.

When sending an invitation letter, be sure to edit it completely, ensuring there are no punctuation, grammatical or spelling errors before the letter is sent to potential guests. You should be able to create personal and professional invitation letters with ease by using these techniques.

Sample letter to accept an invitation

Dear LakshamnApte,

Let me take this opportunity to thank you for inviting us to the grand opening of your new retail store. With great pleasure we accept the invitation and it will be great to attend the opening ceremony of your store.

We shall reach the venue on the given day and time that is Tuesday, 21st September, 2016. It will be a great opportunity to enhance our business relationships.

I am looking forward to be a part of this wonderful event and to see you on Tuesday.

Warm regards

Hemant Sharma

Sample letter to accept an invitation

I have already received your invitation to witness the inauguration of your new business held in Greater Noida. I am very pleased to confirm that I will be attending the foresaid event.

It is my honour to be invited by you and will always be grateful for this wonderful gesture. I am very happy to be your business partner as well. I am looking forward to seeing this new business of yours grow in near future as it will bring huge monetary sums.

I assure you that you will always have my support and if there is anything that I can do to assist you further, to give this new business a kick-start, please do not hesitate to contact me and I will make sure that there are no stones left unturned to make this business successful.

You can always reach out to me on my office phone or on my mobile phone. You can also drop me an e-mail on my personal id if I am not available over the phone.

Good luck to this new business and may you succeed in this venture. With a lot of faith and trust, I am hoping to have a fruitful relationship with you in the days to come as we go further in this business.

I am hoping to be able to meet you on the 24th February, 2014.

Letter of Acceptance in Short message form

Thank you for your kind invitation to John and Jane's engagement party on Friday, January 16 at 6:30 p.m. My wife and I will be happy to attend and eagerly look forward to helping you celebrate this happy occasion.

Decline Invitation - 1

Thank you very much for your invitation to [event name]. I would love to attend, but unfortunately I have other engagements on the same day and will not be able to make it. I'm sure it will be a huge success. I wish you the best and hope we can meet in other occasions.

Decline Invitation - 2

I am pleased to receive your invitation to [event name]. I am truly honored. Unfortunately, this event clashes with other plans which were prescheduled on the same day. I wish I could attend but I just can't. I am sure it will be a great event. Hope to see you soon.

Writing emails

Do's and Don'ts about E Mail:

Do's

- Use an informative subject line.
- Write most important information first.
- Use number and bullets to make the message clearer.
- Use simple grammar and language.
- Write short sentences.
- Use separate paragraphs.

Don'ts

- Write about irrelevant issues.
- Give personal information that you don't want someone else to know.
- Use capital letters to write whole words as in emails, this is considered shouting.
- Use different fonts (the recipient's computer may not be compatible).
- Use Italics.
- Use exclamation marks.
- Use incomprehensible abbreviations, acronyms and smileys.

Date	<input type="text" value="14.04.2011"/>
To	<input type="text" value="bhatiabookdepot@rediffmail.co.in"/>
CC	
BCC	<input type="text"/>
Subject	<input type="text"/>

<input type="text" value="Cancellation of order"/>
--

Dear sir,

I placed an order on behalf of the principal on 15/03/2011 for supply of English literary books and books on environment. They said that the supply order was supposed to be received by this school on or before 31/03/2011. But sorry to say that the books have not been received till date and also no communication has been made from your side for the delay.

Hence the school has placed the order for these books to other book depot due to urgency of the books. The said order may be treated as cancelled.

Thank You,
Yours sincerely

RK Singh
Librarian

Curriculum Vitae

It is usually three or more pages in length and emphasizes an individual's qualifications and activities. The term, Curriculum Vitae, in Latin means the course of one's life. It is a summary of your experience, skills and education. In the USA and Canada it is known as a résumé - this is the French word for summary.

A CV is a living document which should be updated frequently. Your CV and covering letter is your chance to show an employer the best of what you've got. It's about selling your skills and experience, and showing them you're the right person for the job.

Contact Information

- Full name
- Mailing Address: Permanent
- E-mail: Obtain email address that will not expire
- Phone number(s)
- Education (always first on the CV)
- Honors and Awards
- Professional Experience (Employment)
- Publications and Presentations
- Extracurricular and Volunteer Experience
- Interests
- Conclusion
- Signature
- Place and Date

Professional Experience

- Includes anything you were paid to do or was extensive, regular volunteer
- Only include those items relevant to academic
- List most recent first
- No descriptions
- If listing research, include the lab and director/principle investigator

• Interests are hobbies

- List 4 of them
- Creativity counts/ Be specific
- Make sure they are real
- Make sure they reflect you
- Get something active
- Get something group)

How to write a cover letter

A cover letter is a one page document that you send with your resume when applying for a job. It is meant to:

- * Introduce yourself to the hiring manager
- * Argue why you'd be a good fit for the job
- * Fill in places your resume cannot describe
- * Further explain other aspects of your resume

1. Introduction

To begin your cover letter, include both the employer’s and your contact information. In introductory paragraph, state why you are applying and how you came to know about the job opening and which job you are applying for. Summarize your best credentials. Try to appear innovative in your style of presentation. The rest of this paragraph should briefly present basic info about yourself, including: degree, area of study/expertise, and your career goals in terms of how they align with the goals of the company.

3. Highlighting Personal Profile

In the main text, academic and professional skills are highlighted. Impress up on the employer how the institution or the company stands to benefit from the skills, rather than talking about how the job will make you happy. Give specific details of achievements like rewards, awards and prizes etc.

4. Conclusion

The purpose of the concluding paragraph is to request the prospective employer to give a chance for an interview. Never demand it. Try to sound natural and appreciative. Express your willingness politely to come and meet the concerned personnel at their office at their convinient time.

A sample covering Letter for a software engineer job

The General Manager HRD
Wipro Ltd
Hi-tech city
Hyderabad - 21

Sir,

Sub: Application for the position of Software engineer.

This si under reference to your recruitment notification in the "Times of India", dated 14 August, 2016. I am an M.Tech graduate from JNTU Hyderabad with an aggregate percentage of 96. I wish to build up my career as a software engineer in a reputed and well established organization. I am here with forwarding my resume for the kind perusal.

With the knowledge and experience I have gained through my academics and project works, I am quite confident of reaching the expectations of my superiors and the objectives of the organization at large. I have a flair for updating my knowledge related to the area of my work and also improve my soft skills

I look forward for a favourable response from your end in the near future.

Thanking you,

Yours faithfully

XXX

Date:

Place:

COVERING LETTER - 2

Sample e-mail
Mr. G Sands
Fitness First
Lake Road
Littletown
LT1 5MX

Dear Mr. Sands

Re: Fitness Instructor FF/32

I am writing to apply for the job of Fitness Instructor, as advertised in Thursday's Courant. This is an ideal job for me given my enthusiasm for sport, my related experience and qualifications.

Sport and fitness training have always been important to me, which is why I chose to take a BTEC Diploma in Sports Science. I obtained distinctions in the Sports Anatomy & Physiology and Sports Injuries modules last year and am confident that I will get similar marks in Exercise Physiology, Mechanics of Sport and Sports Supervision & Management this year. I am a confident user of Microsoft Office 2000 and have worked extensively with Fitness Publisher, a program for analysing fitness.

As you can see from my CV, I've taken the opportunity to gain extra qualifications that were on offer at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so am used to working irregular hours at short notice. I've also run a lunchtime aerobics class at college since the start of this year.

I finish college in six weeks and am keen to find a job rather than carry on with further full-time study. I could start any part time work or training sooner as many of my classes are finishing and most of my assignments are done. I look forward to hearing from you.

Yours sincerely

Louise Longford

UNIT – V GRAMMAR AND VOCABULARY

PARTS OF SPEECH

Grammar is the system and structure of a language. The rules of grammar help us to decide the order we put words in and which form of a word to use. When you're talking about grammar, it's useful to know some basic terms. The following are called parts of speech and they each have their own function.

Verbs

Verbs are often known as 'doing words'. They can also show 'having' or 'being'.

For example:

- The horse jumped the fence.
- The rider had a fall.

Nouns

Nouns are the names of people, places, things and ideas. There are four kinds of nouns.

- Common nouns – dog, computer, river, biscuit
- Collective nouns (names of a group of something) – a herd of cows, a flock of sheep
- Proper nouns (the names of people, places and so on) – London, Anne, Plain English Campaign
- Abstract nouns (names of things we can't see or touch) – love, hope, fear, decision, poverty

Adjectives

Adjectives describe nouns.

For example:

- She wore a blue dress.
- The small dog barked at me.
- A cool breeze made her shiver.

Adverbs

Adverbs give us extra information about how, where or when a verb happens. For example:

- He drove slowly
- She spoke loudly

Pronouns

Pronouns are usually small words which stand in place of a noun, often to avoid repeating the noun. They include words such as I, you, he, we, hers, they, it.

Prepositions

Prepositions come before nouns or pronouns and usually show a connection.

For example:

- Your pen is on the desk.
- The children went to the park.
- We rested under the tree.
- Jim hid behind the door.

Conjunctions

Conjunctions link words, sentences or parts of a sentence together.

- The rug is blue and cream.
- The road was busy. And it was loud.
- I closed the door but I didn't lock it because I thought she was still inside.

Articles

There are two kinds of articles: definite and indefinite.

The definite article is 'the'. It is used to identify a specific thing.

The indefinite article is 'a' and 'an'. It is used to refer to something in general.

For example:

- The cat sat on the mat. (We know which cat and which mat.)
- I need a ruler. (We do not need a specific ruler, any will do.)
- The car would struggle to get up a hill. (We can identify which car, but are referring to any hill.)

Punctuation rules

Commas

Commas indicate a separation of ideas or elements within the structure of a sentence.

Commas are used to separate three or more words, phrases, or clauses (sentence parts) in a series.	The class includes freshmen, sophomores, and juniors.
Commas are used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence).	<u>Because she wanted a good grade</u> , she stayed up late to work on her paper.
Commas indicate that introductory words and phrases moved from the end of the sentence.	<u>Before he was a professor</u> , he was a missionary. <i>From:</i> He was a missionary before he was a professor.
Commas are used between independent clauses (complete sentences) joined by a coordinating conjunction: for, and, nor, but, or, yet, so.	My friends went to chapel on Monday morning, <u>but</u> I went to Kaleo on Wednesday night.
Commas set off nonessential phrases or clauses (the phrase can be removed without changing the sentence's overall meaning) or appositives (words or phrases that rename a noun).	My professor, who is really strict, said to turn the paper in by midnight. <i>From:</i> My professor said to turn the paper in by midnight.
Commas separate paired adjectives that describe a noun. You need a comma between adjectives that could go in any order –they're not cumulative and could be separated by the word "and." Do not use a comma between adjectives that need to be in a particular order.	<i>Yes:</i> The coffee shop makes huge, delicious muffins. <i>Yes:</i> I love my <u>red APU</u> sweatshirt. <i>No:</i> I will bring my <u>giant, biology</u> book. <i>Yes:</i> I will bring my giant biology book.

Semicolons Semicolons separate clauses or phrases that are related and that receive equal emphasis. You can go your whole life without using them, or you can impress your readers by using them correctly!

Semicolons join two independent clauses (complete sentences) that are closely related if no coordinating conjunction is used. Semicolons signal to a reader that the information in both sentences should be taken together.	Megan said she was tired; she had stayed up late doing homework. We were planning to go get coffee; however, he wanted to go to Donut Man.
Semicolons help avoid confusion between items in lists where there are already commas.	She traveled to Dublin, Ireland; Valencia, Spain; and Edinburgh, Scotland.

Quotation Marks Quotation marks show the beginning and end of a quotation or title of a short work. When citing, the quotation and punctuation rules change; see “Paraphrasing and Quoting” and specific citation handouts for more help.

Quotation marks enclose the exact words of a person.	C.S. Lewis said, “God cannot give us a happiness and peace apart from Himself, because it is not there.”
Do not use quotation marks around a paraphrase or summary.	C.S. Lewis said that happiness and peace can come only from God.
Quotation marks set off the titles of smaller works within larger works. This can vary between different citation styles, so double-check your style guide for accuracy.	“Short Story” <i>Book of Stories</i> “Poem” <i>Book of Poetry</i> “Episode” <i>Television Show</i> “Chapter” <i>Book</i> “Article” <i>Magazine</i> “Song” <i>Album</i> “Article” <i>Journal</i> <i>Movie</i> <i>Play</i>
Place periods and commas inside quotation marks.	The Writing Center consultant said, “Here’s a handout on commas.”
Place semicolons and colons outside quotation marks.	They call Jon Wallace “J-Dub”; he’s the president of APU.
Place question marks or exclamation points inside the quotation marks if they punctuate the quotation only. However, if the quote does not include a question or exclamation, but the sentence itself is asking a question or exclaiming, the question mark or exclamation point sits outside of the quotation marks.	It’s such a good reminder of God’s power when He asks Moses, “Who decides whether people speak or do not speak, hear or do not hear, see or do not see? Is it not I, the Lord?” (Exodus 4:11). Who said, “The apple doesn’t fall far from the tree”?

Apostrophes Apostrophes show possession and indicate where a letter has been omitted to form a contraction.

To show possession, add an apostrophe and an <i>s</i> to singular nouns or indefinite pronouns that end in <i>one</i> or <i>body</i> .	Jenny's book somebody's laptop	The Jones's car the waltz's tempo
Add only an apostrophe for plural possessive nouns ending in <i>s</i> . Remember that the apostrophe placement depends on whether there is more than one noun: student's books (one student), students' books (more than one student).	my parents' car the musicians' instruments	
Do not use an apostrophe with possessive personal pronouns.	yours, his, hers, ours, theirs, whose, its	
Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.	I am=I'm I have= I've let us= let's	cannot= can't they are= they're you are= you're,

Colons Colons follow independent clauses and call attention to the information that comes after.

Colons come after the independent clause (complete sentence) and before the word, phrase, sentence, quotation, or list they are introducing.	<p><i>Word:</i> Lately, I have had only one thing on my mind: graduation.</p> <p><i>Phrase:</i> Lately, I have had one thing on my mind: graduating from college.</p> <p><i>Clause:</i> Lately, I have had only one thing on my mind: I can't wait to graduate.</p> <p><i>List:</i> Lately, I have had several things on my mind: homework, papers, grades, and finals.</p>
Never use a colon after a verb that directly introduces a list.	<p><i>Incorrect:</i> The things on my mind are: homework, papers, and finals.</p> <p><i>Correct:</i> The things on my mind are the following: grades, papers, and finals.</p> <p><i>Correct:</i> The things on my mind are homework, papers, and finals.</p>

Hyphens Hyphens are used to form compound words or join word units. They are also used to join prefixes, suffixes, and letters to words.

Use hyphens with compound numbers from twenty-one to ninety-nine and with fractions used as modifiers.	<p><u>Forty-two</u> students</p> <p><u>Three thousand five hundred and sixty-seven</u> students</p> <p><u>Two-thirds</u> majority (<i>Two-thirds</i> is an adjective, here.)</p> <p><u>Two thirds</u> of the voters (Here, <i>two</i> is the adjective modifying <i>thirds</i>.)</p>								
Use hyphens in a compound adjective only when it comes before the word it modifies. There are exceptions; look up compound adjectives in the dictionary if you are unsure whether or not to hyphenate them.	<p>a well-liked author</p> <p>an author who is well liked</p> <p>a world-renowned composer</p> <p>a composer who is world renowned</p>								
Use a hyphen with the prefixes <i>ex-</i> , <i>self-</i> , and <i>all-</i> ; with the suffix <i>elect-</i> ; and with all prefixes before a proper noun or proper adjective.	<table border="0"> <tr> <td>all-star</td> <td>ex-mayor</td> <td>pro-Canadian</td> <td>senator-elect</td> </tr> <tr> <td>non-European</td> <td></td> <td>self-control</td> <td>self-image</td> </tr> </table>	all-star	ex-mayor	pro-Canadian	senator-elect	non-European		self-control	self-image
all-star	ex-mayor	pro-Canadian	senator-elect						
non-European		self-control	self-image						
Use a hyphen with compound phrases. <i>Note:</i> When describing ages, <i>phrases</i> that function as adjectives will use hyphens, while numbers as adjectives will not use hyphens.	<table border="0"> <tr> <td>the nine-year-old</td> <td>He is nine years old.</td> </tr> <tr> <td>sister-in-law</td> <td>all-or-nothing</td> </tr> <tr> <td>up-to-date</td> <td>soon-to-be</td> </tr> </table>	the nine-year-old	He is nine years old.	sister-in-law	all-or-nothing	up-to-date	soon-to-be		
the nine-year-old	He is nine years old.								
sister-in-law	all-or-nothing								
up-to-date	soon-to-be								
Also, note how hyphens can change meaning and use them accordingly.	<p>a hot-water bottle (a bottle for holding hot water)</p> <p>a hot water bottle (a bottle of water that is hot)</p> <p>to re-press a shirt (to iron again)</p> <p>to repress bad memories (to keep down)</p>								

Dashes Dashes—often confused with hyphens—connect groups of words to other groups of words to emphasize a point. Usually, the dash separates words in the middle or at the end of a sentence.

In the middle of a sentence, a dash can put special emphasis on a group of words or make them stand out from the rest of the sentence.	<p><i>Incorrect:</i> Our ideas for the weekend, going to a movie, having a picnic, doing homework, and hiking Garcia Trail, seemed like a lot to squeeze in.</p> <p><i>Correct:</i> Our ideas for the weekend—going to a movie, having a picnic, doing homework, and hiking Garcia Trail—seemed like a lot to squeeze in.</p>
At the end of a sentence, a dash separate information from the rest of the sentence.	<p>I knew the material perfectly—until test day.</p> <p>I went to the park—the one west of Main Street.</p>

TIP: To insert the dash into a typed document, just type two hyphens and the next word; when you hit the spacebar after the word, most word processors will automatically turn the hyphens into a dash (-- becomes —).



Parentheses

Parentheses set off elements within a sentence that are related to the sentence but nonessential.

Parentheses set off additions or expressions that are not necessary to the sentence. They tend to de-emphasize what they set off. They are often seen as less academic in tone.	We visited several European countries (England, France, Spain) on our trip last year.
Parentheses enclose figures in a sentence. <i>Note:</i> Use of numbers like this in sentences may vary for different citation styles. Double-check citation guidelines.	Grades will be based on (1) participation, (2) in-class writing, and (3) exams.
When the group inside the parentheses forms a complete sentence but is inserted inside a larger sentence, no period is needed. However, if a question mark or exclamation point is needed, it may be used.	The snow (she saw it as she passed the window) was now falling heavily.
When parentheses are used to enclose an independent sentence, the end punctuation belongs inside the parentheses.	Mandy told me she saw Amy's new car. (I saw Amy's car before Mandy.) She said it was nice.

ARTICLES

Introduction

An *article* is a word used to modify a noun, which is a person, place, object, or idea. Technically, an *article* is an adjective, which is any word that modifies a noun. Usually adjectives modify nouns through description, but *articles* are used instead to point out or refer to nouns. A wrong use of articles can sometimes lead to a change in the meaning of the word altogether. Use of some articles depends strictly on the sound produced by them. They are called Determiners.

There are three articles. They are: - a, an and the.

However, they fall under two groups:

- Definite Article
- Indefinite Article.

The is known as definite article whereas a and an are known as indefinite articles.

Note:

A and an are used with countable nouns. Countable nouns are those nouns that can be counted. The is the weaker form of that It is used to assign a definite position or place to a thing or a person.

(a) USE OF THE DEFINITE ARTICLE THE

The is used before
The superlative degree:

He is the ablest man of the town. (ablest is a superlative degree.)

The names of states, countries etc. having a descriptive name:

The Punjab is a small state. (Punjab is a descriptive name)

He lives in the U.S.A. (U.S.A. is a descriptive name) (But the Delhi and the America are wrong because neither Delhi nor America is a descriptive name).

The names of the scriptures:
The Gita is a holy book. (Gita is a scripture)

Name of newspapers:
The Tribune is published from Chandigarh,

Names of rivers, canals, seas, oceans, bays, gulfs, groups of islands, etc.:

The Ganga is a holy river.

The Indian Ocean is the deepest ocean.

The Rajasthan Canal will be the longest canal in India.

The Persian Gulf is a narrow gulf.

The names of famous buildings:

The Taj is one of the best buildings in India.

The names of nationals, sects and communities;

The English defeated the Germans in the last World War.

The rich should help the poor.

The Hindus believe in the caste system.

Proper nouns used as common nouns:

Kalidas is the Shakespeare of India.

Delhi is the London of India.

It is noteworthy in this context that 'the' article is to be used only before the second noun and not before the first.

Famous historical events:

The Industrial Revolution changed the face of England.

The directions:

The sun rises in the east.

Names of unique things: as the sun, the moon etc.:

The sun and the moon are lamps of heavens.

Names of the parts of the body in place of possessive adjectives:

Make him stand by the ear.

He struck me on the head.

Titles:

Akbar, the Great was loved by his subjects.

Comparative degree of adjective when there is a sense of proportion:

The deeper the well, the cooler the water.

The 2nd form of adjective is called the comparative degree of adjective.

Adjectives of comparative degree when selection is meant.

She is the more beautiful of the two sisters. Note:

Third form of the Adjective is called the superlative degree. A name which gives us some meaning is a descriptive name, e.g. Punjab – Punj + ab =A. land of five rivers. A holy book is called a scripture. Do not use the

Before languages:

The English is an international language

(Incorrect
)

English is an international language.

(Correct)

2. Before Abstract nouns:

The honesty is the best policy. (Incorrect)

Honesty is the best policy. (Correct)

Honesty, Beauty, Truth, Love etc. are abstract nouns.

If the abstract noun is particularized, i.e. the name of some person or place is attached to it, the will be used. For example: The honesty shown by him was highly praised.

Before the names of metals:

The gold is a precious metal. (Incorrect)

Gold is a precious metal. (Correct)

If the metal is particularized, the is used.

For example: The gold of India is exported to other countries.

4. Before the names of food grains:

The rice is the favorite food of the Bengalis. (Incorrect)

Rice is the favorite food of the Bengalis. (Correct)

But if the name of the food grain is attached with the name of a place or person, the is used. For example: The rice of

India is exported to other countries.

5. Before the names of meals:

He enjoyed the lunch with his friends. (Incorrect)

He enjoyed lunch with his friends. (Correct)

When the meal is a particular one, we use the. For example: The dinner will be held at the Ashoka Hotel.

Before the names of games:

The hockey is a popular game. (Incorrect)

Hockey is a popular game. (Correct)

7. Before collective nouns used in general terms:

The Parliament has passed the bill. (Incorrect)

Parliament has passed the bill. (Correct)

Mankind, Parliament, Cattle, Society, etc. are collective nouns.

(b) USE OF INDEFINITE ARTICLES A and An

A is used before:

All singular common nouns beginning with a consonant:

A boy sings a song.

A black and a white cow were grazing in the field.

If a word begins with a vowel but gives the sound of a consonant, a should be used before it:

He was helped in his work by a European.

He is a one-eyed man.

It is a useful work.

An is used as follows:

All singular common nouns beginning with a vowel

He is an artist.

He is an old man.

I intend to buy an umbrella.

If a word starts with a consonant but gives the sound of a vowel, an should be used before it:

Brutus is an honourable man.

He is an honour to his profession.

He is an L.L.B.

He is an M.A.

You will reach there in an hour.

Prepositions

Definition : A Preposition denotes the position that one person or thing occupies in relation to the other. It is 'pre' (before) because it is put before the noun or noun equivalent which is its object.

For Example : The book is on the table.

On in the above sentence is a preposition. It shows the relation of the book to the table.

Note: Generally, the use of preposition is made before the noun or the pronoun but sometimes it is used after the noun or the pronoun. For Example : What are you looking for? Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Prepositions – Time

English	Usage	Example
on	days of the week	on Monday
in	months / seasons time of day year after a certain period of time (<i>when?</i>)	in August / in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time (<i>when?</i>)	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)

English	Usage	Example
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

English	Usage	Example
▪ in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
▪ at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
▪ on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by,	left or right of somebody or something	Jane is standing by / next to / beside the

English	Usage	Example
next to, beside		car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i>) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for <i>bed</i>	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden

Other important Prepositions

English	Usage	Example
from	who gave it	a present from Jane
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / Taxi	get out of the taxi
By	rise or fall of something travelling (other than walking or horseriding)	prices have risen by 10 percent by car, by bus
At	for <i>age</i>	she learned Russian at 45
About	for topics, meaning <i>what about</i>	we were talking about you

TENSES

TENSE:

Tense shows the time of an action and its degree of completeness.

To each tense there are four different forms :

Simple which denotes Present, Past or Future time in its simplest form : 'I play', 'I played', 'I shall play'.

Continuous which denotes that the event (in Present, Past or Future time) is still continuing or not yet completed; 'I am reading', 'I was reading', 'I shall be reading'.

Perfect which denotes that the event (in Present, Past or Future time) is in a completed order etc state: 'I have played', 'I had played', 'I shall have played'.

Perfect Continuous which combines the meanings of the two preceding forms; 'I have been reading', 'I had been reading', 'I shall have been reading'.

USES OF TENSE

Simple present tense:

FORM:

[VERB] + s/es in third person

Examples:

- You **speak** English.
- **Do** you **speak** English?

You **do not speak** English.

The Simple form of the Present (The Simple Present or Present Indefinite) can be used to denote the following

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes
I smoke (habit); **I work in London** (unchanging situation); **London is a large city**
(general truth)
- To give instructions or directions:
You walk for two hundred meters, then **you turn left**
- To express fixed arrangements present or future:
Your exam **starts** at 09.00
- To express future time, after some conjunctions: *after, when, before, as soon as, until*:
He'll give it to you when you come next Saturday

Examples:

- I **play** tennis.
- She **does not play** tennis.
- **Does** he **play** tennis?
- The train **leaves** every morning at 8 AM.
- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.
- Every twelve months, the Earth **circles** the Sun.
- **Does** the Sun **circle** the Earth?

The Present Continuous observes the following rules:

FORM :[am/is/are + present participle]

Use the Present Continuous with [Normal Verbs](#) to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are you sleeping?**
- I **am sitting**.
- I **am not standing**.
- **Is he sitting or standing?**
- They **are reading** their books.
- They **are not watching** television.
- What **are you doing?**
- Why **aren't you doing** your homework?

Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like [Simple Present](#), but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **is always coming** to class late.
- He **is constantly talking**. I wish he would shut up.
- I don't like them because they **are always complaining**.

The Present Perfect.

FORM

[has/have + past participle]

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You cannot use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We can use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have you read** the book yet?
- Nobody **has** ever **climbed** that mountain.
- A: **Has** there ever **been** a war in the United States?
B: Yes, there **has been** a war in the United States.
- You **have seen** that movie many times.
- **Have you seen** that movie many times?
- You **have not seen** that movie many times

Present Perfect Continuous.

FORM

[has/have + been + present participle]

Examples:

- You **have been waiting** here for two hours.
- **Have you been waiting** here for two hours?
- You **have not been waiting** here for two hours.

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have you been doing** for the last 30 minutes?
- James **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has Nancy not been taking** her medicine for the last three days?
-

We can also use the Present Perfect Continuous without a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have you been exercising** lately?
- Mary **has been feeling** a little depressed.
- Lisa **has not been practicing** her English.
- What **have you been doing**?

The Simple Past Tense

FORM

[VERB+ed] or irregular verbs

Examples:

- You **called** Debbie.
- **Did you call** Debbie?
- You **did not call** Debbie.
-

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did you have** dinner last night?
- She **washed** her car.

- He **didn't wash** his car.

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.

They never **went** to school, they always **skipped** class.

The Past Continuous Tense

FORM

[was/were + present participle]

Examples:

- You **were studying** when she called.
- **Were** you **studying** when she called?
- You **were not studying** when she called.
-

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **was watching** TV when she called.
- When the phone rang, she **was writing** a letter.
- While we **were having** the picnic, it started to rain.
- What **were** you **doing** when the earthquake started?
- I **was listening** to my iPod, so I didn't hear the fire alarm.
- You **were not listening** to me when I told you to turn the oven off.
- While John **was sleeping** last night, someone stole his car.
- Sammy **was waiting** for us when we got off the plane.
- While I **was writing** the email, the computer suddenly went off.
- A: What **were** you **doing** when you broke your leg?
B: I **was snowboarding**.

The Past Perfect Tense

FORM

[had + past participle]

Examples:

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had** never **seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had** never **been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.
- A: **Had** you ever **visited** the U.S. before your trip in 2006?
B: Yes, I **had been** to the U.S. once before.

we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his studies, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

Past Perfect Continuous

FORM

[had been + present participle]

Examples:

- You **had been waiting** there for more than two hours when she finally arrived.
- **Had** you **been waiting** there for more than two hours when she finally arrived?
- You **had not been waiting** there for more than two hours when she finally arrived.

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the [Present Perfect Continuous](#); however, the duration does not continue until now, it stops before something else in the past.

Examples:

- They **had been talking** for over an hour before Tony arrived.
- She **had been working** at that company for three years when it went out of business.
- How long **had** you **been waiting** to get on the bus?
- Mike wanted to sit down because he **had been standing** all day at work.
- James **had been teaching** at the university for more than a year before he left for Asia.
- A: How long **had** you **been studying** Turkish before you moved to Ankara?
B: I **had not been studying** Turkish very long.

The Simple Future Tense

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different

meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

FORM Will

[will + verb]

Examples:

- You **will help** him later.
- **Will** you **help** him later?
- You **will not help** him later.
-

FORM Be Going To

[am/is/are + going to + verb]

Examples:

- You **are going to meet** Jane tonight.
- **Are** you **going to meet** Jane tonight?
- You **are not going to meet** Jane tonight.

USE 1 "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

- I **will send** you the information when I get it.
- I **will translate** the email, so Mr. Smith can read it.
- **Will** you **help** me move this heavy table?
- **Will** you **make** dinner?
- I **will not do** your homework for you.
- I **won't do** all the housework myself!
- A: I'm really hungry.
B: I'**ll make** some sandwiches.
- A: I'm so tired. I'm about to fall asleep.
B: I'**ll get** you some coffee.
- A: The phone is ringing.
B: I'**ll get** it.

USE 2 "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- I **will call** you when I arrive.
- If I am elected President of the United States, I **will make** sure everyone has access to inexpensive health insurance.
- I promise I **will not tell** him about the surprise party.
- Don't worry, I'**ll be** careful.
- I **won't tell** anyone your secret.

USE 3 "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

- He **is going to spend** his vacation in Hawaii.
- She **is not going to spend** her vacation in Hawaii.
- A: When **are we going to meet** each other tonight?
B: We **are going to meet** at 6 PM.
- I'**m going to be** an actor when I grow up.
- Michelle **is going to begin** medical school next year.
- They **are going to drive** all the way to Alaska.
- Who **are you going to invite** to the party?
- A: Who **is going to make** John's birthday cake?
B: Sue **is going to make** John's birthday cake.

USE 4 "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 **will be** a very interesting year.
- The year 2222 **is going to be** a very interesting year.
- John Smith **will be** the next President.
- John Smith **is going to be** the next President.
- The movie "Zenith" **will win** several Academy Awards.
- The movie "Zenith" **is going to win** several Academy Awards

The Future Continuous Tense

Future Continuous has two different forms: "will be doing" and "be going to be doing." Unlike [Simple Future](#) forms, Future Continuous forms are usually interchangeable.

FORM : Future Continuous with "Will"

[will be + present participle]

Examples:

- You **will be waiting** for her when her plane arrives tonight.
- **Will you be waiting** for her when her plane arrives tonight?
- You **will not be waiting** for her when her plane arrives tonight.

FORM : Future Continuous with "Be Going To "

[am/is/are + going to be + present participle]

Examples:

- You **are going to be waiting** for her when her plane arrives tonight.
- **Are you going to be waiting** for her when her plane arrives tonight?
- You **are not going to be waiting** for her when her plane arrives tonight.

REMEMBER: It is possible to use either "will" or "be going to" to create the Future Continuous with little difference in meaning.

Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **will be watching** TV when she *arrives* tonight.
- I **will be waiting** for you when your bus *arrives*.
- I **am going to be staying** at the Madison Hotel, if anything *happens* and you *need* to contact me.
- He **will be studying** at the library tonight, so he will not see Jennifer when she *arrives*.

The Future Perfect.

FORM Future Perfect with "Will"

[will have + past participle]

Examples:

- You **will have perfected** your English by the time you come back from the U.S.
- **Will** you **have perfected** your English by the time you come back from the U.S.?
- You **will not have perfected** your English by the time you come back from the U.S.

FORM Future Perfect with "Be Going To"

[am/is/are + going to have + past participle]

Examples:

- You **are going to have perfected** your English by the time you come back from the U.S.
- **Are** you **going to have perfected** your English by the time you come back from the U.S.?
- You **are not going to have perfected** your English by the time you come back from the U.S.

The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

Examples:

- By next November, I **will have received** my promotion.
- By the time he *gets* home, she **is going to have cleaned** the entire house.
- I **am not going to have finished** this test by 3 o'clock.
- **Will** she **have learned** enough Chinese to communicate before she *moves* to Beijing?
- Sam **is** probably **going to have completed** the proposal by the time he *leaves* this afternoon.
- By the time I *finish* this course, I **will have taken** ten tests.
- How many countries **are** you **going to have visited** by the time you *turn* 50?

Future Perfect Continuous

FORM Future Perfect Continuous with "Will"

[will have been + present participle]

Examples:

- You **will have been waiting** for more than two hours when her plane finally arrives.
- **Will** you **have been waiting** for more than two hours when her plane finally arrives?
- You **will not have been waiting** for more than two hours when her plane finally arrives.

FORM Future Perfect Continuous with "Be Going To"

[am/is/are + going to have been + present participle]

Examples:

- You **are going to have been waiting** for more than two hours when her plane finally arrives.
- **Are you going to have been waiting** for more than two hours when her plane finally arrives?
- You **are not going to have been waiting** for more than two hours when her plane finally arrives.

We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous. Notice that this is related to the [Present Perfect Continuous](#) and the [Past Perfect Continuous](#); however, with Future Perfect Continuous, the duration stops at or before a reference point in the future.

Examples:

- They **will have been talking** for over an hour by the time Thomas *arrives*.
- She **is going to have been working** at that company for three years when it finally *closes*.
- James **will have been teaching** at the university for more than a year by the time he *leaves* for Asia.
- How long **will you have been studying** when you *graduate*?
- We **are going to have been driving** for over three days straight when we *get* to Anchorage.
- A: When you *finish* your English course, **will you have been living** in New Zealand for over a year?
B: No, I **will not have been living** here that long.

AGREEMENT OF VERB WITH SUBJECT

The verb in a sentence should agree with the subject:

He does it every day.

I do not know French.

They want money.

If the subject is singular, the verb must be singular. This is the general rule. All the same, one often experiences difficulty in deciding the number of the verb (whether it should be singular or plural) especially when —a singular subject is separated from its verb by a plural enlargement a complement.

When two subjects are joined by *'and'* the verb is plural:

Rama and his friend often go abroad.

When two subjects indicate one idea or refer to the same person or thing the verb should be singular:

Slow and steady wins the race.

Bread and butter is his food.

Rice and curry is his main food.

Words joined to a singular subject by *'with'* *'as well as'* require the singular verb:

The van with the luggage was burnt.

Rice, as well as wheat, is useful to us.

The ship, along with the crew, was lost.

Two or more singular subjects connected by or, nor, either.....neither.....nor take a singular verb:

Tom or Arun is at fault. Neither any letter nor any telegram has come.

Either the master or his servant was present.

Neither Rama nor his wife was ready.

If any of the subjects is plural, the plural subject must come next to the verb must be plural:

Neither Mr. Singh nor his colleagues have shown any interest in it.

Either Mr. Trivedi or his sons are aware of it.

When the singular subjects joined by or or nor are in different persons, the verb agrees with the subject nearest to it:

Neither you nor he is guilty.

But such sentences can be put in a better way :

Either she is in the wrong or I am.

You are not guilty nor is he.

Either, neither, each, everyone, and many require the singular verb:

Either of these pens is sufficient.

Neither of them is rich.

Each of them was given a book.

Every one of his actions does good to society.

Many a candidate has written the test.

Each and every require the singular verb:

Each and every student has to work hard.

Every man and every woman wants to make money.

More than one requires the singular verb:

More than one person was present.

News as well as, innings takes the singular verb:

What is the news?

The first innings was over in a few minutes.

Collective nouns such as audience, committee, jury, team, government etc. take singular and plural verbs. If the collection is considered as a whole, the singular verb is used. If the members are regarded as separate individuals, the plural verb is required:

The audience is listening to the speech.
The audience are leaving through the exits.
The committee (jury) is unanimous in its decision.
The committee (jury) are divided on the decision.
The government are (is) considering the proposals.
The team is leaving for the United States.
The team are practicing hard.
His family is happy.
His family are working in various places.

Majority, when it means the numerical difference between the greater and the smaller figure, it is singular:

The candidate's majority was just over two thousand.

When it is considered as the greater group of a body, it is also singular:

The majority is always able to impose its will on the majority.

But majority followed by a plural noun or pronoun takes the plural verb:

The majority of the students have financial difficulties.

__Minority' takes a singular or plural verb:

Only a minority wants (want) peace.

But when it is followed by a plural noun or pronoun, the plural verb is required.

A minority of people are interested in politics.

__Cattle', __poultry', __vermin', __gentry', __folk', __elite', __clergy', and __police' require the plural verb:

Cattle are grazing.

The clergy are respected.

The police are investigating.

__Wages' usually take the plural verb and __gallows' the singular:

Wages are paid every day.

Gallows was set up in the prison.

Some of, half of, a lot of, a great deal of, plenty of, most of,

When these become subjects, it is the noun or pronoun that comes after of that decides the number of the verb.

If the noun or pronoun is plural, the verb should be plural. If it is singular, the verb should be singular. Some of them are hard-working.

The rule mentioned above holds good when the percentage or a part of something is mentioned:

29% of Indian women are literate.

83% of India's population was illiterate.

One-third of us are agreed.

Three-quarters of the food has been eaten.

One of or each of followed by a plural noun or pronoun takes the singular verb:

One of the passengers was seriously injured.

Each of them was given financial assistance.

A (good/large/great/small) number of + plural noun (pronoun): When these becomes subjects, we have to use the plural verb:

A good number of students, were promoted.

A large number of people are trying to get employment.

But number when it takes the definite article, the verb should be singular:

The number of students is increasing.

Only one of followed by a plural noun (pronoun) requires the singular verb:

This is the only one of his poems that *has* become very famous.

But

This is one of his poems that *have become very famous*.

The following nouns having two parts require the plural verb:

Scissors, goggles, glasses, compasses, binoculars, pincers, shears, pants, trousers, breeches, overalls, jeans, knickers, pyjamas, shorts, tights.

His trousers are new.

Scissors are used by tailors.

But when they are preceded by a pair of, the verb should be singular.

A pair of scissors was bought.

—But these plural forms cannot be used with any numerals since we have no one scissors or ten scissors etc. But they can be used with the plural forms of demonstrative these scissors.

The following nouns ending in ‘_ics’ take the singular verb when they are mentioned as subjects:

Acoustics, aesthetics, economics, ethics, politics, genetics, linguistics, mathematics, mechanics, metaphysics, phonetics, physics, statistics:

Aesthetics is an important subject.

Economics is an important social science.

On all other occasions we have to use the plural verb:

Indian politics do not attract me.

The acoustics of the new hall are excellent.

The economics of the plan have been properly examined.

‘_Barracks’, ‘_headquarters’, ‘_whereabouts’, ‘_alms’ etc. take the singular, as well as the plural verb :

The headquarters of the UNO is /are New York.

The whereabouts of the lovers is (are) not known. Class nouns such as furniture, machinery, equipment, traffic, luggage, crockery, cutlery, clothing, bedding etc., require the singular verb:

His furniture is
old-fashioned.

His luggage was
lost.

25. ‘_The United Nations’ and ‘_the United States’ take the singular verb. But ‘_the Netherlands’ may take the singular or plural verb.

Plural words used as titles of books usually take the singular verb:

—Great Expectations by Dickens deals with the fortunes of Pip. —The Thirty Nine Steps was written by John Buchan.

Some titles of stories may take the singular or the plural verb:

—Tales from Shakespeare by Charles and Mary Lamb is/are very popular.

Sports reports often regard countries, towns etc., as plural:

England have won the World Cup.

When the enemy is used in the sense —armed forces of nation with which one's country is at war, we have to use the plural verb:

The enemy were forced to retreat.

Nouns like riches, goods, proceeds, thanks, remains, arrears, valuables, auspices, earnings, belongings, annals, amends and outskirts take the plural verb:

Goods are sent by
train and by air. All
his belongings were
disposed of.

Thanks to God are expressed every year by the people of the US on the fourth Thursday of November.

When a plural noun mentions some quantity or amounts as a whole, the verb is generally singular:

The fifty rupees he paid me was not sufficient.

Forty yards is a good distance.

None, not one, None is followed by a plural verb, when plurality is implied:

None of the original characters survive.

When plurality is not implied, the verb should be singular:

I should like to say that none admires the engineers as a body more than I do.

When the verb precedes its subjects, it may agree with the first only:

Such was the intelligence, the gravity and the self-command of Cromwell's warriors.

In English it is the subject that decides the number of the verb. There is a tendency especially among some students and journalists to make the verb agree with the predicate, which is wrong:

The best time for sleep is (not are) the three hours before midnight.

Our many successful graduates are (not is) the best evidence of the quality of the work offered by this school.

VERBS

Main verbs

Main verbs have meanings related to actions, events and states. Most verbs in English are main verbs:

*We **went** home straight after the show.*

*It **snowed** a lot that winter.*

*Several different types of volcano **exist**.*

Linking verbs

Some main verbs are called linking verbs (or copular verbs). These verbs are not followed by objects. Instead, they are followed by phrases which give extra information about the subject (e.g. noun phrases, adjective phrases, adverb phrases or prepositional phrases). Linking verbs include:

appear feel look seem sound

be get remain smell taste

become

*A face **appeared** at the window. It was Pauline. (prepositional phrase)*

*He's **a** cousin of mine. (noun phrase)*

*This coat **feels** good. (adjective phrase)*

*She **remained** outside while her sister went into the hospital. (adverb phrase)*

Auxiliary verbs

There are three auxiliary verbs in English: *be*, *do* and *have*. Auxiliary verbs come before main verbs.

Auxiliary *be*

Auxiliary *be* is used to indicate the continuous and the passive voice:

*I'm **waiting** for Sally to come home. (continuous)*

*Her car **was stolen** from outside her house. (passive)*

Auxiliary *do*

Auxiliary *do* is used in interrogative, negative and emphatic structures:

***Does** she live locally? (interrogative)*

They **didn't** know which house it was. (negative)

I **do** like your new laptop! (emphatic, with spoken stress on *do*)

Auxiliary *have*

Auxiliary *have* is used to indicate the perfect:

I've **lost** my memory stick. **Have** you **seen** it anywhere? (present perfect)

She **had seen** my car outside the shop. (past perfect)

Auxiliary verb with no main verb

An auxiliary verb can only appear alone when a main verb (or a clause containing a main verb) is understood in the context:

A:

Does she play the clarinet?

B:

*Yes, She **does**.* (Yes, she plays the clarinet.)

A:

It hasn't snowed at all this year, has it?

B:

*No, it **hasn't**.* (No, it hasn't snowed.)

Be, do and have as main verbs

Be, do and have can be used as auxiliary verbs or as main verbs.

Compare

as a main verb as an auxiliary verb

be *She's a professional photographer.* *He's **thinking** of moving to New Zealand.*

do *I need to **do** some work this evening.* ***Do** you **like** Thai food, Jim?*

have *The children **have** lunch at twelve o'clock. We **haven't been** to the cinema for ages.*

Warning:

Remember, when *do* and *have* are main verbs, we must use auxiliary *do* to make questions and negatives:

A:

What does Janet do?

B:

She's a teacher.

Not: ~~What does Janet?~~

*I **don't have** a car. I only have a bike.*

Modal verbs

The main modal verbs are:

can may must should would
could might shall will

Modal verbs have meanings connected with degrees of certainty and necessity:

*We **'ll** be there around 7.30.* (speaker is quite certain)

*A new window **could** cost around £500.* (speaker is less certain)

*I **must** ring the tax office.* (speaker considers this very necessary)

Semi-modal verbs have some meanings related to the main modal verbs. The semi-modal verbs are *dare*, *need*, *ought to*, *used to*.

State and action verbs

A verb refers to an action, event or state.

Action

We can use the simple or continuous form of action verbs:

*I **cleaned** the room as quickly as possible.*

*She's **watching** television at the moment.*

Event

We can use the simple or continuous form of event verbs:

*Four people **died** in the crash.*

*It's **raining** again.*

State

We usually use the simple form rather than the continuous form of state verbs:

*I **don't know** the name of the street.*

*Who **owns** this house?*

Some verbs can be used to talk about both states and actions, but with different meanings:

state (usually simple form)

*I **come** from France. (This is where my home is.)*

*She **is** very friendly. (permanent quality or state)*

*We **have** two dogs. (own)*

*Do you **see** what I mean? (understand)*

*Your dress **looks** nice. (appear)*

action (simple or continuous)

*She **is coming** from France on Wednesday.*

*He **came** from Italy yesterday. (travel from)*

*She **is being** very unfriendly. (temporary behaviour)*

*We're **having** a meeting to discuss it. (hold a meeting)*

*We **had** mussels for starter and prawns for main course. (eat)*

*Jane **is seeing** her boss today and she's going to tell him she's leaving.*

*I don't **see** Rebecca at work any more since I moved office. (meet)*

*What **are** you **looking** at?*

*I never **look** at the price on the menu. (see with your eyes)*

Spoken English:

In very informal speaking you will sometimes hear state verbs used as action verbs when they refer to actions over short periods. These uses are not usually found in traditional grammar books.

Compare

*I **like** reading.*

Like used as a state verb describing a permanent fact about me.

*I'm not **liking** this book.*

Like used as an action verb referring to the book I am reading but not enjoying at the moment.

Compare

*She **loves** classical music.*

Love used as a state verb to refer to a permanent fact about her.

*She's **loving** the CD you gave her.*

Love used as an action verb referring to the CD which she is listening to and liking very much at the moment.

Regular and Irregular Verbs

The distinction between regular verbs and irregular verbs is a very simple one:

Regular Verbs

Those verbs that form their past participle with 'd' or 'ed' are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses.

1. If the verb ends with a vowel, only 'd' is added. For example:

PRESENT TENSE	PAST TENSE
Share	Shared
Scare	Scared
Dare	Dared

2. If the verb ends with a consonant, 'ed' is added. For example:

PRESENT TENSE	PAST TENSE
Want	Wanted
Shout	Shouted
Kill	Killed

Irregular Verbs

Those verbs that undergo substantial changes when changing forms between tenses are irregular verbs. The changed forms of these verbs are often unrecognisably different from the originals. For example:

PRESENT TENSE	PAST TENSE
Go	Went
Run	Ran
Think	Thought

Direct Speech

Quoting the exact words of the speaker is called “The Direct Speech”.

David said, “I am writing a letter now”.

Indirect Speech

Reporting of what a speaker said without quoting his exact words is called ‘Indirect Speech’.

David said that he was writing a letter then.

Rules For Changing Direct Speech into Indirect Speech

Rule :1.The adverbs of nearness should be put into those of distance.

Direct Speech - Indirect Speech

Now	- Then
Here	- There
here after	- there after
This	- That
These	- Those
Ago	- Before
Thus	- So
to-day	- that day
to-night	- that night
last night	- the previous night
Yesterday	- the day before (or) - the previous day
Tomorrow	- the next day (or) - the following day
last week	- the week before (or) - the previous week
next week	- the week after (or) - the following week
last month	- the month before (or) - the previous month
next month	- a month after
Hither	- Thither
Hence	- Thence

Rule :2.

Tenses.

- If the reporting verb is in the Present or Future tense (e.g., say, will say) there is no change in the tense of the verb in the Indirect speech.
Antony says, "I eat a mango". (D.S.)
Antony says, that he eats a mango". (I.S.)
- If Reporting Verb is in the Past Tense. the tense of the verbs in the reported speech or Indirect Speech must be generally changed.

1. Present Tense in the Direct becomes p.ast tense.

Johnsi said, "I write a letter". (D.S)

Johnsi said that she wrote a letter. (I.S)

2. Past Tense in the direct becomes past perfect or remains unchanged.

Angel said, "I brought a pen yesterday". (D.S)

Angel said that she had bought a pen the day before. (I.S)

3. Present Continuous in the direct becomes past continuous.

John said, "I am going to church". (D.S)

John said that he was going to church. (I.S)

4. Past Continuous in the direct becomes past perfect continuous.

Nelson said, "I was playing cricket". (D.S)

Nelson said that he had been playing cricket. (I.S)

5. Present Perfect in the direct becomes past perfect.

Kamal said, "I have done my home work". (D.S)

Nelson said that he had done his home work. (I.S)

6. Present Perfect Continuous in the direct becomes past perfect continuous.

He said, "I have been reading a novel". (D.S)

He said that he had been reading a novel. (I.S)

7. 'Will' and 'Shall' are changed to 'would'.

He said, "I will go to London tomorrow". (D.S)

He said that he would go to London the next day. (I.S)

8.

may - might

can - could

must - had to (or) must

Johnsi said, "I must go now". (D.S)

Johnsi said that she must (or) had to go then. (I.S)

Exception to the above rule:

If the direct speech contains the Universal Truth, the tense of the direct speech remains unchanged even if the reporting verb is in the past.

The teacher said, "The sun rises in the East". (D.S)

The teacher said that the sun rises in the East. (I.S)

Statement (or) Assertive Sentence**Rules :**

- Remove the quotation marks in the statement
- Use the conjunction 'that'
- Change the reporting verb 'say to' into 'tell'
- Change the reporting verb 'said to' into 'told'

Note :

- He said that (correct)
- He told me that (correct)
- He told that (Incorrect)
 1. **"I will work hard to get first class" said Lazar (D.S.)**
Lazar said he would work hard to get first class. (I.S.)
 2. **"You can do this work" said Nelson to Johnsi (D.S.)**
Nelson told Johnsi that he could do that work. (I.S.)
 3. **He says, "I am glad to be here this evening"(D.S.)**
He says that he is glad to be there that evening. (I.S.)
 4. **"I'm going to the library now" said David (D.S.)**
David said that he was going to the library then. (I.S.)

ACTIVE AND PASSIVE VOICE

A Transitive Verb has two voices---(1) the Active, (2) the Passive.

. Compare the following :--

- 1). The king killed the lion.
- 2). The lion was killed by the king.

*) You will see that both the sentences mean the same thing. But in the first sentence, the Subject (the king) is the doer of the action (killed). In the second sentence, the Subject (the lion) is the sufferer or receiver of the action (was killed).

*) A Verb is said to be in the Active Voice when the person or thing denoted by the Subject acts or is active. [So, the verb killed is Active.]

*) A Verb is said to be in the Passive Voice when the person or thing denoted by the Subject does not act, but suffers the action done by something or by someone.
[So, the Verb was killed is Passive.]

An Intransitive Verb is not used in the Passive Voice, unless it takes a Cognate Object in the

Active;as,

>) Active. He has fought a good fight.

>) Passive. A good fight has been fought by him.

*) ACTIVE AND PASSIVE

. We can turn Active into Passive by taking the Object in the Active Voice and making it the Subject in the Passive Voice;as,

Active . The people cheered the king.

Passive. The king was cheered by the people

Active. Harry struck Mary.

Passive. Mary was struck by Harry

Active. The hunter shot the tiger.

Passive. The tiger was shot by the hunter.

Active. Ashok has written this letter.

Passive. This letter has been written by Ashok.

Active. I have taught this girl.

Passive. This girl has been taught by me.

Active. The teacher will forgive him.

Passive. He will be forgiven by the teacher.

185. When a transitive verb has two Objects,with the Direct or the Indirect Object may become the Subject of the sentences in the Passive;as,

Active. Rama lent me(Ind.Obj.) ten rupees(dir.Obj.)

Passive. {I was lent ten rupees by rama.

{ Ten rupees were lent me by Rama.

Active. I taught him(Ind.Obj.) English(Dir.Obj.).

passive. {He was taught English by me.

{ English was taught him by me.

Active. The king gave the commander a reward.

Passive. { The commander was given a reward by the king.

{ A reward was given the commander by the king.

NOTE:--The Object after the Passive Verb is called the Retained Object.

186. When a Factitive Verb is changed from the Active Voice to the Passive,the Objective Complement becomes a Subjective one;as,

Active. They made him General.

Passive. He was made general by them.

Active. They crowned him king.

Passive. He was crowned king by them.

187. Below are given some difficult examples of the Active and Passive Voice:---

Active. All trust an honest man.

Passive. An honest man is trusted by all.

Active. Who taught her French?

Passive. By whom was she taught French?

Active. Why did your father refuse such an honourable job?

Passive. Why was such an honourable job refused by your father?

Active. Whom did you laugh at?

Passive. Who was laughed at by you?

Active. Shut the door.

Passive. Let the door be shut.

Active. Ask him to come in.

Passive. Let him be asked to come in.

Active. Grass grew over the field.

Passive. The field was overgrown with grass.

Active. One should keep one's promise.

Passive. Promises should be kept.

Active. Who killed the snake.

Passive. By whom was the snake killed?

Active. They sold many tickets at the gate.

Passive. Many tickets were sold at the gate.

Active. The crowd expected him to arrive at ten.

Passive. He was expected to arrive at ten.

Active. You surprise me.

Passive. I am surprised.

NOTE:--In the last three examples, the Subject disappears in the Passive.

188. The following instances require special attention :--

Passive. He was called a fool.

Active. They called him a fool.

Passive. He was taught this in his boyhood.
Active. Somebody taught him this in his boyhood.

Passive. His pocket has been picked.
Active. Someone has picked his pocket.

Exercise 50. Put the following sentences into the Passive Form :---

- 1) The Governor opened the Exhibition.
- 2) They fixed the time at ten o'clock.
- 3) He made a remarkable speech.
- 4) Manners make character.
- 5) He kept us waiting.
- 6) Our team scored three goals.
- 7) Who killed the tiger?
- 8) The mason is building the house.
- 9) He will finish the work in about a week.
- 10) Why did your brother give such a rude reply?
- 11) A stone struck him on the head.
- 12) The king gave her a reward.
- 13) This play surprised the visitors.
- 14) We refused them admission.
- 15) All the boys laughed at him.
- 16) They saw the clouds thundering.
- 17) John gave him a book.
- 18) The teacher told us a story.
- 19) In winter people burn a great deal of coal.
- 20) Enter by the left door.
- 21) Keep to the left.
- 22) Give the order.
- 23) Do not insult the poor.
- 24) Who did this?
- 25) Let me do this.
- 26) One should obey one's parents.
- 27) Who has broken the chair?
- 28) I cannot agree to your proposal.
- 29) Never deceive a friend.
- 30) I forgive him all his faults.

Exercise 51. Put the following sentences into the Active Form :--

- 1) A lion may be helped even by a little mouse.
- 2) The king was welcomed by the people.
- 3) My cares are left behind.
- 4) He was taken for a thief.
- 5) He was known to be a kind man.
- 6) Men have been ruined by gambling.
- 7) War was declared against Germany by England.
- 8) A present was bought for her by her mother.
- 9) He was made General by them.

- 10) By whom was this letter written?
- 11) We shall be cursed by everyone.
- 12) The robber has been caught by the police.
- 13) By whom were you taught French?
- 14) Why were you punished by the teacher?
- 15) I was struck by her good looks.
- 16) Another chance was given him by this employer.
- 17) She was dismissed from service.
- 18) A poor blind beggar was knocked down by a bus.
- 19) The car was started with great difficulty.
- 20) The telephone wires have been cut.
- 21) Three doses are to be taken daily.
- 22) He was buried secretly.
- 23) He was greatly distressed by the news.
- 24) Our action was justified by the facts.
- 25) The young soldier was brought before the king.
- 26) He was not crowned king by them.
- 27) The light was switched off by them.
- 28) The criminal was arrested by the police.
- 29) Not a word was spoken by the criminal in self-defence.
- 30) Let this post be advertised.

Exercise 52. Change the Voice in the following sentences :--

- 1) She bought the baby a doll.
- 2) They were refused admission.
- 3) Without effort nothing can be gained.
- 4) He was found guilty of murder.
- 5) Why should we be surprised by you?
- 6) She will be greatly surprised if She is selected.
- 7) They painted the house white.
- 8) She told me to leave the room.
- 9) He promised her a present.
- 10) A thunderstorm often turns milk sour.
- 11) The whole town was destroyed by the earthquake.
- 12) The leader was welcomed by the people.
- 13) The first railway was built by George Stephenson.
- 14) We expect good news.
- 15) The telegram has just been received.
- 16) The thief was caught red-handed.
- 17) She was loved and honoured by all.
- 18) My watch has been stolen.
- 19) Please keep off the grass.
- 20) We elected Sami captain.
- 21) The building was damaged by fire.
- 22) She was taken to hospital by her husband.
- 24) The lift is operated by electricity.
- 25) We shall be blamed by everyone.
- 26) Shall we ever forget those happy days?
- 27) Who discovered America?

- 28) Will your brother pay your fees today?
- 29) She had not confessed her guilt.
- 30) They had done their duty.
- 31) Many have been ruined by gambling.
- 32) Sweets were distributed to the children.

*) MORE ABOUT THE PASSIVE VOICE

189. The Passive Voice is generally used when

- (1) We do not know the doer of an action, or when
- (2) We are not interested in the doer or the agent.

It is used when the stress is laid upon the thing done rather than upon the doer of it.

PASSIVE VOICE (Simple Present and Simple Past)

190. (a) In the Simple Present Tense the construction of the sentence in the Passive Voice is:

is/are+past participle

- 1) The sky is covered with clouds.
- 2) This table is covered with chalk dust.
- 3) This paper is torn.
- 4) The chair is broken.
- 5) The door is locked.
- 6) Rice is grown in India.
- 7) The band is played on this occasion.
- 8) All the streets are swept daily.
- 9) Sweets are distributed to school children.
- 10) Meals are given to the poor.
- 11) All the buildings are brightly lit with electric lights.

(b) In the Simple Past Tense the construction of the sentence in the Passive Voice is:

was/were+the past participle

- 1) I was taken into a large room and shown several bags.
- 2) Our school was built in 1947.
- 3) America was discovered in 1492.
- 4) The old man was knocked down by a car.
- 5) The exhibition was opened by the Governor.
- 6) His pocket was picked.
- 7) His purse was stolen.
- 8) The freedom of our country was won by Mahatma Gandhi.
- 9) All the thieves were caught and punished.
- 10) They were given books as prizes by the Headmaster.
- 11) They were loved and respected by all.
- 12) They were paid for their labours.
- 13) All the doors and windows were closed.

*) PASSIVE VOICE(Present Continuous and Past Continuous)

191. (a) In the Present Continuous Tense the construction of the sentence in the Passive Voice is:

is being/are being+the past participle

- 1) My house is being whitewashed these days.
- 2) My radio is being repaired now.
- 3) Food is being cooked.
- 4) The table is being pushed by me.
- 5) What language is being spoken now? English is.
- 6) Some pieces of paper are being blown along by the wind.
- 7) They are being given an English lesson.
- 8) Whose shoes are being mended now? Mine are.
- 9) Sweets are being distributed to the children.
- 10) Elections are being held these days.

(b) In the Past Continuous Tense the construction of the sentence in the Passive Voice is:

was being/were being+the past participle

- 1) He was being pushed along in a cart when I saw him.
- 2) I was just being given a cup of tea when the dog jumped on my back.
- 3) Food was being cooked when I entered the house.
- 4) Songs were being sung by the girls when i went into the hall.
- 5) Fields were being ploughed by the farmers when it began to rain.
- 6) Prizes were being given by the Headmaster when the lights went out.

PASSIVE VOICE(Present Perfect)

192. In the Present Perfect Tense the construction of the sentence in the Passive Voice is:

has been/have been+the past participle

- 1) My book has been stolen.
- 2) His father has been elected President.
- 3) She has been praised for her work.
- 4) The thief has been caught.
- 5) Germany has been defeated.
- 6) My house has been painted.
- 7) The question paper has been set.
- 8) Nobody has been seen in the library this week.
- 9) They have been warned by the Headmaster.
- 10) New books have been printed this year.
- 11) All the students have been informed.

PASSIVE VOICE(Past Perfect)

193. In the Past Perfect Tense the construction of the sentence in the Passive Voice is:

had been+the past participle

- 1) He had already been taken to hospital before the police came.
- 2) The book had been printed before anyone saw the mistake.
- 3) All the thieves had been caught before they could escape.
- 4) All the food had been eaten before I reached there.
- 5) All the soldiers had been put to death before help came.

PASSIVE VOICE(Past Future)

194. In the Past Future Tense the construction of the sentence in the Passive Voice is:

would be/should be+the past participle

- 1) He told me that all the roads would be swept.
- 2) He told me that the prize distribution would be held on Sunday.
- 3) They told her that she would not be allowed to go there.
- 4) They told me that I should not be needed any longer.
- 5) The Headmaster told us that we should be prepared for the examination any day.
- 6) The teacher told us that bad boys would be punished and good boys would be rewarded.

PASSIVE VOICE(Perfect Conditional)

195. In Perfect Conditional the construction of the sentence in the PASSIVE VOICE IS:

would have been+the past participle

- 1) The thief would have been caught if the police had been quicker.
- 2) Nothing would have been known if you had not said anything.
- 3) Raman would have been selected in the team if he had played well.
- 4) Kamal would have been elected President if all the students had voted for him.
- 5) Raju would not have been killed if he had not tried to cross the road.

PASSIVE INFINITIVE

196. In the Passive Infinitive the construction is:

to be+the past participle

- 1) She wants to be taken home.
- 2) He did not like to be helped.
- 3) He wanted to be allowed to go home.
- 4) She wished to be rewarded.
- 5) She wanted to be examined in English.
- 6) They did not like to be praised.

Exercise 53. Write the correct forms of the Verbs given in brackets:--

- 1) She(to praise) by us.
- 2) Not a word(to speak) by Ali.
- 3) My pocket(to pick).
- 4) The king(to welcome) by the people.
- 5) The old man(to knock) down by a car.
- 6) All the thieves(to catch).
- 7) All these boys(to punish) by the teacher.
- 8) The mirror(to break).
- 9) The telegraph wires(to cut).
- 10) The little child(to hurt).
- 11) Our school(to build)ten years ago.
- 12) He was (to appoint) Governor by the President.
- 13) He was (to choose) President.

- 14) My watch(to steal).
- 15) We (to invite) to a party last Sunday.
- 16) We(to blame) by everyone.
- 17) You (to punish).
- 18) He(to attack) by thieves.
- 19) My house (to whitewash) these days.
- 20) Elections (to hold) this year.

Exercise 54. Write the correct forms of the Verbs given in brackets:--

- 1) An honest man(to trust) by all.
- 2) English(to speak) all over the world.
- 3) We(to blame) by everyone.
- 4) The poor beggar (to knock down) by a car.
- 5) He (to honour) by his countrymen.
- 6) He (to punish) by the Headmaster.
- 7) The King (to welcome) by the people.
- 8) She (to take) to hospital by her friend.
- 9) The boy (to reward) by the teacher for his good work.
- 10) This play (to write) by Tagore.
- 11) The building (to burn) by fire.
- 12) The thief (to beat) by the police.
- 13) The boy (to bite) by a snake.
- 14) The thief (to catch) by the police.
- 15) The work (to finish) by him in a fortnight.
- 16) The letter (to post) last night.
- 17) America (to discover) by Columbus.
- 18) We (to keep) waiting by them.
- 19) The horse (to frighten) by the sudden noise.
- 20) The meeting (to disturb) by some young men.
- 21) She was (to hit) by stone.
- 22) All the goods (to steal) by someone.
- 23) The trees (to blow) down by the storm.
- 24) He (to appoint) General by the President.
- 25) He(to let) off with a fine.
- 26) The streets (to sweep) daily.
- 27) This car (to buy) by me for Rs.30, 000.
- 28) We (to forgive) by the teacher.
- 29) Many tickets (to sell) all the gate.
- 30) He (to shoot) dead by the robbers.

Exercise 55. Write the correct forms of the Verbs given in brackets:--

- 1) Raman was feeling proud because his father (to elect) President.
- 2) When I entered the house I found that everything (to steal).
- 3) The thief (to catch) before the police came.
- 4) The Headmaster told us that the Governor (to give) a warm welcome.
- 5) The teacher told us that we (to punish) if we made a noise in the class.
- 6) He told us that fresh elections (to Held) in February.
- 7) Nobody (to see) in the library this week.

- 8) You (to warn) that if you don't work hard, you won't pass your examination.
- 9) These three boys (to praise) by their teacher.
- 10) He told me that I (to warn).
- 11) He told me that I (to send) to Delhi for a week.
- 12) The robbers (to catch) if the police had been quicker.
- 13) He (to pardon) if he had confessed his fault.
- 14) He (to run) over by the car if he had crossed the road.

Antonyms are two words that have opposite meanings. **Synonyms** are words that have the same or nearly the same meaning. Homonyms are words that are pronounced the same, and are sometimes spelled the same, but have different meanings.

Antonym Examples

- Achieve – Fail
- Idle – Active
- Afraid – Confident
- Ancient – Modern
- Arrive – Depart
- Arrogant – Humble
- Ascend – Descend
- Attack – Defend
- Blunt – Sharp
- Brave – Cowardly
- Cautious – Careless
- Complex – Simple
- Compliment – Insult
- Brave – Cowardly
- Crazy – Sane
- Crooked – Straight
- Decrease – Increase
- Demand – Supply
- Destroy – Create
- Divide – Unite
- Drunk – Sober
- Expand – Contract
- Freeze – Boil
- Full – Empty
- Generous – Stingy
- Giant – Dwarf
- Gloomy – Cheerful
- Guilty – Innocent
- Hire – Fire
- Include – Exclude
- Individual – Group
- Innocent – Guilty
- Compliment – Insult
- Knowledge – Ignorance
- Liquid – Solid
- Lonely – Crowded

• Major	–	Minor
• Marvelous	–	Terrible
• Mature	–	Immature
• Maximum	–	Minimum
• Noisy	–	Quiet
• Optimist	–	Pessimist
• Ordinary	–	Extraordinary
• Partial	–	Complete
• Passive	–	Active
• Permanent	–	Unstable
• Plentiful	–	Sparse
• Positive	–	Negative
• Powerful	–	Weak
• Praise	–	Criticism
• Private	–	Public
• Problem	–	Solution
• Professional	–	Amateur
• Profit	–	Loss
• Quality	–	Inferiority
• Random	–	Specific
• Rigid	–	Flexible
• Segregate	–	Integrate
• Shame	–	Honor
• Simple	–	Complicated
• Single	–	Married
• Stiff	–	Flexible
• Strength	–	Weakness
• Sturdy	–	Weak
• Sunny	–	Cloudy
• Superb	–	Inferior
• Temporary	–	Permanent
• Timid	–	Bold
• Toward	–	Away
• Tragic	–	Comic
• Transparent	–	Opaque
• Triumph	–	Defeat
• Union	–	Separation
• Unique	–	Common
• Upset	–	Stabilize
• Urge	–	Deter
• Vacant	–	Occupied
• Vague	–	Definite
• Vertical	–	Horizontal
• Villain	–	Hero
• Visible	–	Invisible
• Wax	–	Wane
• Wealth	–	Poverty

A **synonym** is a word that means exactly the same as, or **very nearly the same as**, another word in the same language. For example, "close" is a synonym of "shut". Note that a synonym may share an identical meaning with another word, but the two words are not necessarily interchangeable. For example, "blow up" and "explode" have the same meaning, but "blow up" is informal (used more in speech) and "explode" is more formal (used more in writing and careful speech).

Synonym Examples

- Annihilation, destruction, carnage, extinction
- Benefit, profit, revenue, yield
- Cunning, keen, sharp, slick
- Destitute, poor, bankrupt, impoverished
- Deterioration, pollution, defilement, adulteration
- Enormous, huge, gigantic, massive
- Fertile, fruitful, abundant, productive
- House, dwelling, abode, domicile
- Intelligent, clever, brilliant, knowledgeable
- Loyal, faithful, ardent, devoted
- Organization, institution, management
- Partner, associate, colleague, companion
- Polite, courteous, cordial, gracious
- Risky, dangerous, perilous, treacherous
- Sleepy, drowsy, listless, sluggish
- Vacant, empty, deserted, uninhabited

Homonym Examples

- Aid – Aide
- Affect – Effect
- Aisle – Isle
- Aloud – Allowed
- Altar – Alter
- Ark – Arc
- Ball – Bawl
- Base – Bass
- Beech – Beach
- Birth – Berth
- Bore – Boar
- Byte – Bite
- Blew – Blue
- Bow – Bough
- Boy – Buoy
- Bread – Bred
- Browse – Brows
- Cell – Sell
- Cereal – Serial
- Chilly – Chili – Chile
- Chord – Cord
- Complement – Compliment
- Counsel – Council

• Creak	–	Creek		
• Crews	–	Cruise		
• Dual	–	Duel		
• Fair	–	Fare		
• Fairy	–	Ferry		
• Feat	–	Feet		
• Fir	–	Fur		
• Flea	–	Flee		
• Gorilla	–	Guerrilla		
• Grease	–	Greece		
• Groan	–	Grown		
• Hall	–	Haul		
• Halve	–	Have		
• Holey	–	Holy	–	Wholly
• Incite	–	Insight		
• Jeans	–	Genes		
• Knead	–	Need		
• Knight	–	Night		
• Lessen	–	Lesson		
• Links	–	Lynx		
• Loan	–	Lone		
• Oral	–	Aural		
• Ought	–	Aught		
• Oar	–	Or	–	Ore
• Overdo	–	Overdue		
• Peak	–	Peek		
• Phase	–	Faze		
• Pole	–	Poll		
• Pray	–	Prey		
• Principal	–	Principle		
• Raze	–	Raise		
• Real	–	Reel		
• Ring	–	Wring		
• Role	–	Roll		
• Sew	–	So	–	Sow
• Site	–	Sight	–	Cite
• Soar	–	Sore		
• Sole	–	Soul		
• Toe	–	Tow		
• Vary	–	Very		
• Wail	–	Whale		
• Wait	–	Weight		
• We	–	Wee		
• Weather	–	Whether		
• Which	–	Witch		

One Word Substitution with Meaning

1. **Audience** – a number of people listening to a lecture
2. **Altruist** – one, who considers the happiness and well-being of others first
3. **Atheist** – a person who does not believe in God
4. **Anthropologist** – one, who studies the evolution of mankind
5. **Autocracy** – government by one person
6. **Autobiography** – the life history of a person written by himself
7. **Amputate** – to cut off a part of a person's body which is infected
8. **Arsenal** – a place for ammunition and weapons
9. **Archives** – a place where government or public records are kept
10. **Amateur** – a man who does a thing for pleasure and not as a profession
11. **Aristocracy** – government by the nobles
12. **Aquatic** – animals/plants etc which live in water
13. **Amphibian** – animals which live both on land and sea
14. **Ambidexter** – one, who can use either hand with ease
15. **Alimony** – allowance paid to wife on legal separation
16. **Anthology** – a collection of poems
17. **Abdication** – voluntary giving up of throne in favour of someone
18. **Arbitrator** – a person, appointed by two parties to solve a dispute
19. **Astronomer** – a person, who studies stars, planets and other heavenly bodies
20. **Astrologer** – a person who studies the influence of heavenly bodies on human beings
21. **Anthology** – a collection of poems
22. **Axiom** – a statement which is accepted as true without proof
23. **Agenda** – a list of headings of the business to be transacted at a meeting
24. **Anarchist** – one, who is out to destroy all governance, law and order
25. **Almanac** – an annual calendar with positions of stars
26. **Bigamy** – the practice of having two wives or husbands at a time
27. **Bibliophile** – a lover and collector of books
28. **Bouquet** – a collection of flowers
29. **Bureaucracy** – government by the officials
30. **Belligerent** – a person, nation that is involved in war
31. **Biennial** – an event which happens once in two years
32. **Blasphemy** – the act of speaking disrespectfully about sacred things
33. **Creche** – a nursery where children are cared for while their parents are at work
34. **Cosmopolitan** – a person who regards whole world as his country
35. **Chauffeur** – one, who is employed to drive a motor car
36. **Curator** – a person incharge of a museum
37. **Carnivorous** – one, who lives on flesh
38. **Cannibal** – one, who feeds on human flesh
39. **Contemporaries** – belonging to or living at the same time
40. **Cloak room** – a place for luggage at railway station
41. **Cynosure** – centre of attraction
42. **Connoisseur** – a critical judge of any art and craft
43. **Crusade** – a religious war
44. **Choreographer** – one, who teaches dancing
45. **Cacographist** – a person, who is bad in spellings
46. **Calligraphist** – a person, who writes beautiful handwriting
47. **Cynic** – one, who sneers at the aims and beliefs of his fellow men
48. **Convalescent** – one, who is recovering health

49. **Cavalry** – soldiers, who fight on horseback
50. **Cardiologist** – a person, who is specialist in heart diseases
51. **Cartographer** – one, who draws maps
52. **Dormitory** – the sleeping rooms with several beds especially in a college or institution
53. **Drawn** – a game that results neither in victory nor in defeat
54. **Elegy** – a poem of lamentation
55. **Epitaph** – words which are inscribed on the grave or the tomb in the memory of the buried
56. **Ephemeral** – lasting one day
57. **Effeminate** – a person who is womanish
58. **Emigrant** – a person who leaves his own country and goes to live in another
59. **Edible** – fit to be eaten
60. **Egotism** – practice of talking too much about oneself
61. **Encyclopaedia** – a book that contains information on various subjects
62. **Epicure** – one, who is devoted to the pleasure of eating and drinking
63. **Florist** – one, who deals-in flowers
64. **Fastidious** – one, who is very -selective in one's taste
65. **Fanatic or Bigot** – one, who is filled with excessive and mistaken enthusiasm in religious matters
66. **Fatal** – causing death
67. **Fatalist** – one, who believes in fate
68. **Facsimile** – an exact copy of handwriting, printing etc
69. **Fauna** – the animals of a certain region
70. **Flora** – the plants of a particular region
71. **Fratricide** – murder of brother
72. **Fugitive** – one, who runs away from justice or the law
73. **Fragile** – easily broken
74. **Feminist** – one, who works for the welfare of the women
75. **Granary** – a place for grains
76. **Genocide** – murder of race
77. **Gregarious** – animals which live in flocks
78. **Hangar** – a place for housing aeroplanes
79. **Hive** – a place for bees
80. **Horticulture** – the art of cultivating and managing gardens
81. **Homicide** – murder of man
82. **Hearse** – a vehicle which is used to carry a dead body
83. **Hedonist** – one, who believes that pleasure is the chief good (sensual)
84. **Horizon** – a line at which the earth and the sky seem to meet
85. **Honorary** – holding office without any remuneration
86. **Heretic** – one, who acts against religion
87. **Herbivorous** – one, who lives on herbs
88. **Insolvent/Bankrupt** – a person who is unable to pay his debts
89. **Inaudible** – a sound that cannot be heard
90. **Inaccessible** – that cannot be easily approached
91. **Incorrigible** – incapable of being corrected
92. **Irreparable** – incapable of being repaired
93. **Illegible** – incapable of being read
94. **Inevitable** – incapable of being avoided
95. **Impracticable** – incapable of being practised
96. **Immigrant** – a person who comes to one country from another in order to settle there
97. **Invincible** – one, too strong to be overcome

98. **Indelible** – that cannot be erased
99. **Incognito** – travelling under another name than one's own
100. **Indefatigable** – one, who does not tire easily
101. **Infallible** – one, who is free from all mistakes and failures
102. **Invigilator** – one, who supervises in the examination hall
103. **Itinerant** – one, who journeys from place to place
104. **Infirmary** – a home or room used for ill or injured people
105. **Infanticide** – murder of an infant
106. **Infantry** – soldiers, who fight on foot
107. **Inflammable** – liable to catch fire easily
108. **Interregnum** – a period of interval between two reigns or governments
109. **Kennel** – a place for dogs
110. **Lunatic asylum** – a home for lunatics
111. **Lexicographer** – one, who compiles a dictionary
112. **Loquacious** – one, who talks continuously
113. **Linguist** – one, who is skilled in foreign languages
114. **Lapidist** – one, who cuts precious stones
115. **Misanthrope** – a hater of mankind
116. **Misogamist** – one, who hates marriage
117. **Mortuary** – a place, where dead bodies are kept for post mortem
118. **Mercenary** – working only for the sake of money
119. **Matricide** – murder of mother
120. **Martyr** – one, who dies for a noble cause
121. **Main speech** – the first speech delivered by a person
122. **Mint** – a place where coins are made
123. **Misogynist** – a hater of womankind
124. **Morgue** – a place, where dead bodies are kept for identification
125. **Mammals** – animals which give milk
126. **Monogamy** – the practice of marrying one at a time
127. **Missionary** – a person, who is sent to propagate religion
128. **Numismatics** – the study of coins
129. **Namesake** – a person having same name as another
130. **Nostalgia** – a strong desire to return home, home sickness
131. **Novice or Tyro** – one, new to anything, inexperienced
132. **Narcotic** – a medicine for producing sleep
133. **Optimist** – a person who looks at the brighter side of things
134. **Orphan** – one, who has lost parents
135. **Omnipresent** – one, who is present everywhere
136. **Omnipotent** – one, who is all powerful
137. **Omniscient** – one, who knows everything
138. **Opaque** – that which cannot be seen through
139. **Obituary** – an account in the newspaper of the funeral of the one deceased
140. **Orphanage** – a home for orphans
141. **Obstetrician** – one, who is skilled in midwifery
142. **Ostler** – one, who looks after horses at an inn
143. **Omnivorous** – one, who eats everything
144. **Pessimist** – a person who looks at the darker side of things
145. **Potable** – fit to drink
146. **Post mortem** – an examination of dead body
147. **Philanthropist** – a lover of mankind

148. **Patricide** – murder of father
149. **Philatelist** – one, who collects stamps
150. **Plagiarism** – literary theft or passing off an author's original work as one's own
151. **Polygamy** – the practice of marrying more than one wife at a time
152. **Polyandry** – the practice of marrying more than one husband at a time
153. **Philogynist** – a lover of womankind
154. **Plebiscite** – (a decision made by) votes of all qualified citizens
155. **Philanderer** – one, who amuses himself by love making
156. **Philistine** – one who does not care for art and literature
157. **Plutocracy** – government by the rich
158. **Pseudonym** – an imaginary name assumed by an author for disguise
159. **Posthumous** – a child born after the death of his father or the book published after the death of the writer
160. **Panacea** – a remedy for all diseases
161. **Paediatrician** – a person, who is specialist in child diseases
162. **Platitude** – ordinary remarks often repeated
163. **Pedant** – one, who makes a vain display of his knowledge
164. **Polyglot** – one, who speaks many languages
165. **Paleography** – the study of ancient writing
166. **Posse** – a number of policemen called to quell a riot
167. **Parole** – pledge given by a prisoner for temporary release, not to escape
168. **Pedestrian** – one, who goes on foot
169. **Portable** – that can be carried easily
170. **Quarantine** – an act of separation from other persons to avoid infection
171. **Rhetoric** – the art of elegant speech or writing
172. **Regicide** – murder of King or Queen
173. **Sacrilege** – violating or profaning religious things/places
174. **Sculptor** – one, who cuts in stones
175. **Suicide** – murder of oneself
176. **Stable** – a place for horses
177. **Somnambulist** – a person, who walks in sleep
178. **Somniloquist** – a person, who talks in sleep
179. **Souvenir** – a thing kept as a reminder of a person, place or event
180. **Swan song** – the last work (literary) of a writer
181. **Sot, Toper** – one, who is a habitual drunkard
182. **Sinecure** – a job with high salary but little responsibility
183. **Stoic** – a person, who is indifferent to pleasure and pain and has control over his passions
184. **Sanatorium** – a place for the sick to recover health
185. **Sorricide** – murder of sister
186. **Triennial** – an event which happens once in three years
187. **Truant** – a person/student who absents himself from class or duty without permission
188. **Teetotaller** – one, who does not take any intoxicating drink
189. **Transparent** – that which can be seen through
190. **Theocracy** – government by religious principles
191. **Uxorious** – one extremely fond of one's wife
192. **Utopia** – an imaginary perfect social and political system
193. **Uxoricide** – murder of wife
194. **Verbatim** – repetition of speech or writing word for word
195. **Volunteer** – one, who offers one's services
196. **Virgin** – a woman who has no sexual experience

- 197. **Versatile** – interested in and clever at many different things
- 198. **Veteran** – one, who has a long experience of any occupation
- 199. **Venial** – a fault that may be forgiven
- 200. **Wardrobe** – a place for clothes.

Commonly used Idioms

Idiom: a manner of speaking that is natural to native speakers of a language

Every language has its own collection of wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture / society. These sayings are called "idioms" - or proverbs if they are longer. These combinations of words have (rarely complete sentences) a "figurative meaning" meaning, they basically work with "pictures".

This List of commonly used idioms and sayings (in everyday conversational English), can help to speak English by learning English idiomatic expressions. This is a list, which contains exactly 66 of the most commonly used idioms and their meaning.

Smart Idioms

A hot potato

Speak of an issue (mostly current) which many people are talking about and which is usually disputed

A penny for your thoughts

A way of asking what someone is thinking

Actions speak louder than words

People's intentions can be judged better by what they do than what they say.

Add insult to injury

To further a loss with mockery or indignity; to worsen an unfavorable situation.

An arm and a leg

Very expensive or costly. A large amount of money.

At the drop of a hat

Meaning: without any hesitation; instantly.

Back to the drawing board

When an attempt fails and it's time to start all over.

Ball is in your court

It is up to you to make the next decision or step

Barking up the wrong tree

Looking in the wrong place. Accusing the wrong person

Be glad to see the back of

Be happy when a person leaves.

Beat around the bush

Avoiding the main topic. Not speaking directly about the issue.

Best of both worlds

Meaning: All the advantages.

Best thing since sliced bread

A good invention or innovation. A good idea or plan.

Bite off more than you can chew

To take on a task that is way to big.

Blessing in disguise
Something good that isn't recognized at first.

Burn the midnight oil
To work late into the night, alluding to the time before electric lighting.

Can't judge a book by its cover
Cannot judge something primarily on appearance.

Caught between two stools
When someone finds it difficult to choose between two alternatives.

Costs an arm and a leg
This idiom is used when something is very expensive.

Cross that bridge when you come to it
Deal with a problem if and when it becomes necessary, not before.

Cry over spilt milk
When you complain about a loss from the past.

Curiosity killed the cat
Being Inquisitive can lead you into an unpleasant situation.

Cut corners
When something is done badly to save money.

Cut the mustard [possibly derived from "cut the muster"]
To succeed; to come up to expectations; adequate enough to compete or participate

Devil's Advocate
To present a counter argument

Don't count your chickens before the eggs have hatched
This idiom is used to express "Don't make plans for something that might not happen".

Don't give up the day job
You are not very good at something. You could definitely not do it professionally.

Don't put all your eggs in one basket
Do not put all your resources in one possibility.

Drastic times call for drastic measures
When you are extremely desperate you need to take drastic actions.

Elvis has left the building
The show has come to an end. It's all over.

Every cloud has a silver lining
Be optimistic, even difficult times will lead to better days.

Far cry from
Very different from.

Feel a bit under the weather
Meaning: Feeling slightly ill.

Give the benefit of the doubt
Believe someone's statement, without proof.

Hear it on the grapevine
This idiom means 'to hear rumors' about something or someone.

Hit the nail on the head
Do or say something exactly right

Hit the sack / sheets / hay
To go to bed.

In the heat of the moment
Overwhelmed by what is happening in the moment.

It takes two to tango
Actions or communications need more than one person

Jump on the bandwagon
Join a popular trend or activity.

Keep something at bay
Keep something away.

Kill two birds with one stone
This idiom means, to accomplish two different things at the same time.

Last straw
The final problem in a series of problems.

Let sleeping dogs lie
Meaning - do not disturb a situation as it is - since it would result in trouble or complications.

Let the cat out of the bag
To share information that was previously concealed

Make a long story short
Come to the point - leave out details

Method to my madness
An assertion that, despite one's approach seeming random, there actually is structure to it.

Miss the boat
This idiom is used to say that someone missed his or her chance

Not a spark of decency
Meaning: No manners

Not playing with a full deck
Someone who lacks intelligence.

Off one's rocker
Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile.

On the ball
When someone understands the situation well.

Once in a blue moon
Meaning: Happens very rarely.

Picture paints a thousand words
A visual presentation is far more descriptive than words.

Piece of cake
A job, task or other activity that is easy or simple.

Put wool over other people's eyes
This means to deceive someone into thinking well of them.

See eye to eye
This idiom is used to say that two (or more people) agree on something.

Sit on the fence
This is used when someone does not want to choose or make a decision.

Speak of the devil!
This expression is used when the person you have just been talking about arrives.

Steal someone's thunder
To take the credit for something someone else did.

Take with a grain of salt
This means not to take what someone says too seriously.

Taste of your own medicine
Means that something happens to you, or is done to you, that you have done to someone else

To hear something straight from the horse's mouth
To hear something from the authoritative source.

Whole nine yards
Everything. All of it.

Wouldn't be caught dead
 Would never like to do something
 Your guess is as good as mine
 To have no idea, do not know the answer to a question.

Prefixes

A prefix is a letter or a group of letters that attaches to the beginning of a word and helps to indicate or modify its meaning. An easy example would be the word 'prefix' itself! It begins with the prefix *pre-*, which means 'before'.

It is quite important to understand what different prefixes mean as they can help to understand the meanings of any new vocabulary that you learn. However, you do need to be careful, as sometimes a prefix can have more than one meaning!

An example would be *im-*, this can mean 'not' or 'into'.

Here is a list of the most common prefixes:

PREFIX	MEANING	EXAMPLES
ante-	Before	antenatal, anteroom, antedate
anti-	against, opposing	antibiotic, antidepressant, antidote
circum-	Around	circumstance, circumvent, circumnavigate
co-	With	co-worker, co-pilot, co-operation
de-	off, down, away from	devalue, defrost, derail, demotivate
dis-	opposite of, not	disagree, disappear, disintegrate, disapprove
em-, en-	cause to, put into	embrace, encode, embed, enclose, engulf
epi-	upon, close to, after	epicentre, episcopate, epidermis
ex-	former, out of	ex-president, ex-boyfriend, exterminate
extra-	beyond, more than	extracurricular, extraordinary, extra-terrestrial
fore-	Before	forecast, forehead, foresee, foreword, foremost
homo-	Same	homosexual, homonuclear, homoplastic
hyper-	over, above	hyperactive, hyperventilate
il-, im-, in-, ir-	Not	impossible, illegal, irresponsible, indefinite
im-, in-	Into	insert, import, inside
infra-	beneath, below	infrastructure, infrared, infrasonic, infraspecific
inter-, intra-	Between	interact, intermediate, intergalactic, intranet
macro-	Large	macroeconomics, macromolecule
micro-	Small	microscope, microbiology, microfilm, microwave

Suffixes

A suffix is a letter or a group of letters that is usually attached to the end of a word to form a new word, as well as alter the way it functions grammatically. Depending on whether it is a noun, verb, adjective or adverb, a different suffix would be required. For example, the verb *read* can be altered to become the noun *reader* by adding the suffix *-er*. The same verb can also be turned into the adjective *readable* by adding the suffix *-able*.

Noun Suffixes

Suffix	Meaning	Example
-acy	state or quality	democracy, accuracy, lunacy
-al	the action or process of	remedial, denial, trial, criminal
-ance, -ence	state or quality of	nuisance, ambience, tolerance
-dom	place or state of being	freedom, stardom, boredom
-er, -or	person or object that does a specified action	reader, creator, interpreter, inventor, collaborator, teacher
-ism	doctrine, belief	Judaism, scepticism, escapism
-ist	person or object that does a specified action	Geologist, protagonist, sexist, scientist, theorist, communist
-ity, -ty	quality of	extremity, validity, enormity
-ment	Condition	enchantment, argument

VERB SUFFIXES

-ate	Become	mediate, collaborate, create
-en	Become	sharpen, strengthen, loosen
-ify, -fy	make or become	justify, simplify, magnify, satisfy
-ise, -ize	Become	publicise, synthesise, hypnotise

ADJECTIVE SUFFIXES

-able, -ible	capable of being	edible, fallible, incredible, audible
-al	having the form or character of	fiscal, thermal, herbal, colonial
-esque	in a manner of or resembling	picturesque, burlesque, grotesque
-ful	notable for	handful, playful, hopeful, skilful
-ic, -ical	having the form or character of	psychological, hypocritical, methodical, nonsensical, musical
-ive	having the nature of	inquisitive, informative, attentive
-less	Without	meaningless, hopeless, homeless
-y	characterised by	dainty, beauty, airy, jealousy

ADVERB SUFFIXES

-ly	related to or quality	softly, slowly, happily, crazily, madly
-ward, -wards	Direction	towards, afterwards, backwards, inward
-wise	in relation to	otherwise, likewise, clockwise

So as you can see, affixes can dramatically change the definitions of words. Knowing the various prefixes and suffixes along with their meanings can really help you to understand how words are used, and also how they should be spelt.

Although these groups of letters (affixes) are important and assist with forming words, they are not words in their own right and cannot stand alone in a sentence.

If they are printed or written alone, then they should have a hyphen before or after them to demonstrate that they are to be attached to other letters to form words (the way I have listed them in the above tables).

Technical vocabulary

Technical means involving the sorts of machines, processes, and materials that are used in industry, transport, and communications. **Technical vocabulary** is words or phrases that are used primarily in a

specific line of work or profession. For example, people who work in the steel industry often use words like "Rockwell", "Olsen", "cup test", and "camber". These words have special meanings pertaining to the manufacture of steel.

Technical English

General & Technical Vocabulary

Sl.No	Column A	Column B
1	Complex	Intricate
2	Device	Instrument
3	Diversion	Turning aside
4	Capacity	Ability
5	Erosion	Wearing away
6	Permeability	Passing through
7	Significantly	Markedly
8	Augmentation	Increase
9	Implement	Tool
10	Consumption	Use
11	Extraction	Taking out
12	Collateral	Property pledged by a borrower
13	Flotation	Remaining on the surface
14	Default	In the absence of an alternative
15	Stagnant	Not moving or changing
16	Amalgamation	Bringing together
17	Distress	Suffering
18	Cyanidation	Process of treating something with a cyanide compound
19	Migrant	A person who moves from one place to another
20	Rural	Relating to the countryside
21	Urban	Relating to towns and cities
22	Cramped	Confined within narrow limits
23	Statistics	Numerical facts systematically collected
24	Recruit	Take people into service on contract
25	Import	Bring into a country people, goods etc, from foreign countries
26	Spell	A condition caused by or as if by magical powers
27	Genius	A person having an instinctive and extraordinary capacity for creative activity

28	Stimulus	Something that rouses people to activity
29	Nucleus	Central part of the atom
30	Uranium	Metallic element
31	Fission	Division of the atom
32	Disposal	Getting rid of
33	Core	The innermost part
34	Coolant	Cooling fluid
35	Breeder	Producer
36	Radiation	Giving out rays
37	Hazard	Danger
38	Contamination	Pollution
39	Fiction	Not factual
40	Fantasy	Wild imagination
41	Extraterrestrial	Not belonging to the earth
42	Robot	Machine which can perform some of the actions of a human being or animal
43	Sensor	Device composed of silicon
44	Natural language	Of words in human communication
45	Artificial	Electronic device producing awareness of the surroundings
46	Intelligence	The faculty of verbal expressions and the use
47	Chip	The capacity of a computer for learning and decision taking similar to human intelligence
48	Semiconductor	Material whose conductivity at room temperature lies between that of metals and insulators
49	Microprocessor	Electronic device which can perform a range of basic logical functions upon given signals
50	Plying	Wandering
51	Enforce	Compel
52	Fatal	Resulting in death make sure something is followed
53	Violation	Non-observance (of rules etc)
54	Pedestrian	A person who walks
55	Stringent	Severe
56	Regulation	Rules
57	Stray	Moving between places