



**SRI Y. N COLLEGE (Autonomous)**  
**(Affiliated to AdikaviNannaya University)**  
**Thrice Accredited by NAAC with 'A' Grade with a CGPA of 3.41**  
**Recognized by UGC as 'College with Potential for Excellence'**  
**CBCS New Revised Syllabus (w.e.f 2020-2021 Batch)**  
**I B.A., B.Sc., B.Com., BBA., & BCA., Degree**  
**(2021 – 2025 Batch)**

**ENGLISH PAPER - SEMESTER – I**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**

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**SYLLABUS**

**I. UNIT: Listening Skills**

- i. Importance of Listening
- ii. Types of Listening
- iii. Barriers to Listening
- iv. Effective Listening

**II. UNIT: Speaking Skills**

- i. Sounds of English: Vowels and Consonants
- ii. Word Accent
- iii. Intonation (**For Internals only**)

**Addl. Input:** Syllable

**III. UNIT: Grammar**

- i. Concord
- ii. Modals
- iii. Tenses (Present/Past/Future)
- iv. Articles
- v. Prepositions
- vi. Question Tags
- vii. Voice, Reported Speech & Degrees of Comparison
- viii. Error Correction (**For Internals only**)

**Addl. Input:** Prefixes and Suffixes

**IV. UNIT: Writing**

- i. Punctuation
- ii. Spelling
- iii. Paragraph Writing

**V. UNIT: Soft Skills**

- i. SWOC
- ii. Attitude
- iii. Emotional Intelligence
- iv. Telephone Etiquette
- v. Interpersonal Skills

K. Bhavani



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**MODEL PAPER PATTERN**

**Time: 3 Hrs**

**Max. Marks: 75**

**UNIT-I (Listening Skills)**

- 1. Paragraph questions (Three out of Five) 3x5=15M**

**UNIT – II (Speaking Skills)**

- 2. Answer all the following.**

- a) Write down any five words given in Phonetic Transcription into English Spelling. 5x1=5M  
b) Divide the following words into Syllables. 5x1=5M  
c) Mark the stress for the following sentences. 5x1=5M

**UNIT- III (Grammar)**

- 3. Answer all the following.**

- a) Fill in the blanks with suitable verb forms. 4x1=4M  
b) Fill in the blanks with appropriate articles. 4x½ =2M  
c) Fill in the blanks with suitable prepositions. 4x½ =2M  
d) Provide the correct question tags for the following sentences. 3x1= 3M  
e) Rewrite the following sentences as directed. 3x1=3M  
f) Fill in the blanks with one of the options provided after each sentence. 4x½=2M  
g) Look at the underlined part in each word and write its meaning. 4x½=2M  
h) Write noun forms for the following words by choosing appropriate Suffixes. 4x½=2M

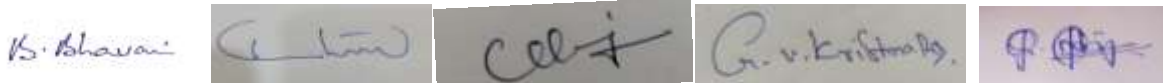
**UNIT – IV (Writing Skills)**

- 4. Answer the following**

- a) Rewrite the following paragraph with proper punctuations. 2M  
b) Identify the correct spelling. 3x1=3M  
c) Write a paragraph on COVID-19. 5M

**UNIT- V (Soft Skills)**

- 5. Answer any THREE of the following. 3x5=15M**





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**MODEL PAPER**

Time: 3 Hrs

Max. Marks: 75

**UNIT-I (Listening Skills)**

1. Answer any THREE of the following questions 3x5=15M
- What is listening and explain the types of listening?
  - What are the barriers of effective listening?
  - What is the difference between 'hearing' and 'listening'?
  - Explain the stages involved in the process of listening?
  - List out various strategies we can adopt for effective listening

**UNIT – II (Speaking Skills)**

2. Answer the following.

A) Write down any five words given in Phonetic Transcription into English Spelling. 5x1=5

a) /ɪŋlɪʃ/                      b) /heɪfɪn/  
c) /nəʊəs/                      d) /aɪdɪntəti/  
e) /həʊtli/

B) Divide the following words into Syllables. 5x1=5M

- Partition
- Curfew
- Qualification
- Canteen
- Family

C) Mark the stress for the following sentences. 5x1=5M

- The children are playing chess.
- Shut the door.
- Can I see it?
- Good morning.
- Where do you live?

**UNIT – III (Grammar)**

**3. Answer the following**

**A) Fill in the blanks with suitable verb forms. 4x1=4M**

1. What \_\_\_\_\_ (be) the price of the pen?
2. He \_\_\_\_\_ (write) a novel last year.
3. My friend \_\_\_\_\_ (bite) by a snake two days ago.
4. The earth \_\_\_\_\_ (move) round the sun.

**B) Fill in the blanks with appropriate articles. 4x½ = 2M**

1. I saw \_\_\_\_\_ lady who is your neighbor.
2. David is \_\_\_\_\_ honest man.
3. There is \_\_\_\_\_ hole in the dress.
4. \_\_\_\_\_ peacock is the national bird of India.

**C) Fill in the blanks with suitable prepositions. 4x½ =2M**

1. He was proud \_\_\_\_\_ his work.
2. Rupa cut the lemon \_\_\_\_\_ knife.
3. He is good \_\_\_\_\_ swimming.
4. He died \_\_\_\_\_ Cancer.

**D) Provide the correct question tags for the following sentences. 3x1= 3M**

1. The film is good.
2. There were not many books.
3. They weren't invited to the party.

**E) Rewrite the following sentences as directed. 3x1=3M**

1. Very few metals are as beautiful as copper (Change into Superlative Degree)
2. He said to her, "The face is quite wrong". (Change into Indirect Speech)
3. Robert Frost wrote many poems( Change into Passive Voice)

**F) Fill in the blanks with one of the options provided after each sentence. 4x½=2M**

1. Where \_\_\_\_\_ (is/are) my spectacles?
2. There \_\_\_\_\_ (was/were) many students working on the project.
3. Two and two \_\_\_\_\_ (makes/make) four.
4. Most milk \_\_\_\_\_ (are/is) wasted away.

G) Look at the underlined part in each word and write its meaning. 4x<sup>1</sup>/<sub>2</sub>=2M

E.g. Bicycle-Two

- |                       |                         |
|-----------------------|-------------------------|
| 1. <u>S</u> emicircle | 2. <u>M</u> ultipurpose |
| 3. <u>T</u> ripod     | 4. <u>A</u> nticlimax   |

H) Write noun forms for the following words by choosing appropriate Suffixes. 4x<sup>1</sup>/<sub>2</sub>=2

E.g. Supervise = Supervision

- |           |            |
|-----------|------------|
| 1. Commit | 2. Relate  |
| 3. Expect | 4. Examine |

#### UNIT – IV (Writing Skills)

4. Answer the following

A) Rewrite the following paragraph with proper punctuations. 2M

will is the back bone of achievement without will and determination one cannot succeed in this world

B) Identify the correct spelling. 3x1=3M

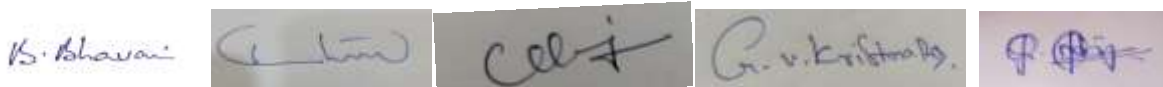
- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1. Important | 2. Impartant | 3. Importent | 4. Impartent |
| 1. Beatiful  | 2. Beautiful | 3. Butifull  | 4. Baetiful  |
| 1. Belieave  | 2. Beileave  | 3. Beleave   | 4. Believe   |

C) Write a paragraph on COVID-19. 5M

#### UNIT – V (Soft Skills)

5. Answer any THREE of the following. 3x5=15M

1. Explain the internal factors of SWOC analysis.
2. Why are interpersonal skills important for students?
3. Explain different types of attitude.
4. Why is Telephone Etiquette important?



**UNIT- I**  
**LISTENING SKILLS**

**1. IMPORTANCE OF LISTENING**

**Listening :** Listening is an ability to identify and understand what others speak or say. This involves comprehending a speaker's accent and pronunciation, grammar, vocabulary and the meaning intended. It is the first of the four skills in communication that initiates path for the other three skills- speaking, reading and writing. Listening is considered a very important skill in achieving one's goals. For instance, a candidate attending an interview would be successful if he/she listened to the interviewer's questions. Similar is the case about a student in a classroom. Unless the student listens to the teacher, he/she will not be able to pass the examinations. It is said that listening takes up 40-50% of the time spent in communication. It is more than any other skill-speaking, reading and writing.

**Hearing Vs Listening:**

Listening is not mere hearing. Hearing is an accidental and automatic brain response to sound that requires no effort. We should not equate hearing with listening. While hearing is involuntary and natural, Listening is an active, voluntary, intentional, focused attempt to hear with a purpose to understand the message. It requires motivation. Listening assists in improving one's personality. Finally, listening is a skill that needs acquired through practice and not by talking about it.

**The Process of Listening:** Joseph DeVito divided the listening process into five stages:

1. Receiving
2. Understanding
3. Remembering
4. Evaluating
5. Responding

**1. Receiving:** Receiving is the intentional focus on hearing the message. The ears are at work in this stage. It means 'attending' to the speech. It requires physical presence of the listener. The listener should be within the hearing distance. The mind and the ears are aligned while receiving the message.

**2. Understanding:** In the understanding stage we attempt to learn the meaning of the message, which is not always easy. The listeners' perception experiences etc influence the understanding.

**3. Remembering:** The listener retains or stores the information in the brain. He can access the information later. Remembering depends on understanding. The better you understand, the longer you can retain the information in the memory.

**4. Evaluating:** The listener judges the value of the message. The information is judged or categorized as special, great, key, critical, useful, important, valuable, relevant, irrelevant, useless, nonsense etc. If the information is important and useful, the listener remembers it for a long time. If the information judged as unimportant or useless, it is forgotten.

**5. Responding:** The response of the listener indicates his/her involvement. This can be called the feedback. Our response can be verbal or non-verbal. It can be positive or negative. We may respond while listening to a speech or at the end of the whole speech. Answering a question, asking for clarification, nodding, note taking etc. are the ways of responding.

## 2. TYPES OF LISTENING

Adrian Doff classifies listening into two types: Casual Listening and Focused Listening. Casual Listening refers to listen to the speaker without any specific purpose or intention. (Example: listening to radio or television) while focused listening refers to listen to the speaker with a purpose or intention of knowing the details. (Example: Listening to a lecture)

Listening skills can be classified into several types by closely looking at the purpose. Knowing different types of listening skills may strengthen and improve your ability to critically think and evaluate what you have heard.

**1. Appreciative Listening:** Appreciative listening is listening for enjoyment and we seek certain information which we appreciate. For example, we use appreciative listening when we are listening to good music, poetry or when we are listening to the speech of a great leader.

**2. Empathetic or Therapeutic Listening:** Empathetic or therapeutic listening is a listening process wherein a listener tries to understand the point of view of a speaker and an imagines themselves directly in the speakers position.

3. **Comprehensive Listening:** Comprehensive listening is the skill that humans usually develop in early childhood. Comprehensive listening requires basic language skills and vocabulary to understand what is being communicated by a speaker. Through the course of their day-to-day lives, people use comprehensive listening paired with verbal cues to understand what messages are being communicated to them.
4. **Critical Listening:** Critical listening is a two layered process which involves absorbing the message and analyzing the ideas. It is about identifying the message and attempting an evaluation of the evidence or views to pass a critical judgment. It includes several layers like the speaker's intention, logic in the argument, evidence and value of the speaker, implication of the message.

### 3. BARRIERS TO LISTENING

More than half of oral communication is misunderstood because of faulty listening skills. The listeners feel it difficult to pay attention and listen with full attention for long stretches of time. The nonverbal signs of ineffective listening are lack of eye contact with the speaker, inappropriate posture, for example, slouching, leaning back in the chair, swinging back and forth, leaning forward and resting on the desk or table and constantly shifting posture. Experts have broadly categorised the barriers to listening as Physical Barriers, Physiological Barriers, Attitudinal Barriers/ Psychological Barriers, Socio-Cultural Barriers.

**Physical Barriers:** Physical Barriers are the mild hearing levels, extraneous sounds, mannerisms, moving objects, micro phone disfunctions with frequent interruptions and inconsistent listening speed that can easily distract the listeners.

**Physiological Barriers:** Physiological Barriers which prohibit or hinder proper listening are hunger, anger, sleep, headache, tension of any kind, discomfort in the room temperatures and minor health upsets.

**Attitudinal Barriers/ Psychological Barriers:** Attitude plays a vital role in the process of communication and can hamper one's listening capabilities. Attitudes are controlled by distinctive, Physical, mental emotional characters. Bias or prejudice, qualification, nationality, gender, status, age, race, style of dressing, voice etc. could trigger a barrier.



**Socio-Cultural/ Semantic Barriers:** The socio-cultural differences between the listener and speaker, the language, different choice of words, dialects, and the accents of the speaker make it difficult to listen. The message may be understood in the wrong way too.

#### **4. EFFECTIVE LISTENING**

Listening is the main key to long standing relationships and good understanding. It's of utmost importance in today's world, with all the high tech communication capabilities, to tuning and really listens to one another whenever possible. Effective listening is the secret that saves a jobs, marriages and families from breakups and breakdowns.

##### **Strategies for Effective Listening:**

In order to overcome the defects and practise positive listening there are several strategies which we must practise consciously.

1. Maintain eye contact with the speaker.
2. Look forward and listen with your whole body not just with your ears.
3. Have a definite objective of listening; Focus on the content.
4. Adjust to the speaker's accent.
5. Listen for the main ideas (focus on the content)
6. Get rid of distractions.
7. Be attentive and patient.
8. Empathise with the speaker.
9. Keep an open minded.
10. Don't interrupt.
11. Don't prejudge.
12. Have an opened mind.
13. Concentrate on what the speaker speaks.
14. Understand nonverbal clues.
15. Don't react emotionally.
16. Practice taking notes.
17. Cultivate positive body language.
18. Get rid of doubts.(Ask for clarification)
19. Give feedback.

## UNIT- II

### SPEAKING SKILLS

#### A) SOUNDS OF ENGLISH: VOWELS AND CONSONANTS

##### Phonetic Symbols

Vowels	
/i:/	see, be, feel, heat, meet, clean
/ɪ/	it, sit, in, single, bill, finish
/e/	ten, pen, net, when, seven, well, bell
/æ/	hat, man, mango, bank, apple, sad,
/ɑ:/	arm, art, heart, father, market, garden,
/ɒ/	got, hot, water, wash, bottle, not
/ɔ:/	song, long, morning, wrong, wall, warning, born
/ʊ/	put, should, look, foot, wool, pull
/u:/	food, cool, school, root, moon, room
/ʌ/	cup, hut, bun, umbrella, Sunday, Monday
/ɜ:/	fur, girl, earth, early, first, curly
/ɔ/	ago, alone, mother, brother, about, amount
/eɪ/	page, gate, late, safe, same, game,
/əʊ/	home, most, know, no, phone, goat,
/aɪ/	five, night, mine, nine, right, height, ice
/aʊ/	now, how, owl, shout, mouth, cow
/ɔɪ/	join, coin, oil, coil, enjoy, employ
/ɪə/	near, hear, clear, fear, dear, mere,
/eɪ/	hair, air, chair, bear, rear, tear
/və/	poor, sure, tour, cure, lure,

Consonants	
/p/	part, apple, ape, park, pin, drop
/b/	bag, bird, bill, label, lab, tab
/t/	tap, take, at, mat, late, table
/d/	dog, bad, god, red, danger, dull
/k/	kite, king, walk, look, cool, call
/g/	game, girl, got, gate, bag, begin
/tʃ/	chair, cheap, chair, church, pitch, match
/dʒ/	jam, jim, jog, vegetable, garage, magician
/f/	fan, film, after, first, laugh, half
/v/	van, village, give, love, river, clever
/θ/	thin, think, thank, path, maths, thief
/ð/	this, that, these, those, they, gather, mother
/s/	sun, cell, safe, sing, gas, miss
/z/	zoo, busy, lazy, buzzer, was, rose, music
/ʃ/	ship, fish, sheep, cash, station, machine, shame
/ʒ/	measure, leisure, pleasure, vision, ceasure
/h/	hot, hill, harm, hundred, hotel, hello
/m/	man, mango, am, famous, milk, maths
/n/	no, nose, nil, number, one, fun
/ŋ/	sing, English, thanks, finger, king, long
/l/	last, lost, table, total, till, late
/j/	you, youth, yellow, beautiful, yesterday, university
/r/	rat, root, river, arrive, rest, arrest
/w/	wait, well, one, win, with, was

## Phonetic Transcription into English Spelling

/əpɪə(r)/	appear	/rɪplaɪ/	reply
/əbəʊt/	about	/jeləʊ/	yellow
/tʌf/	tough	/jestə(r)deɪ/	yesterday
/ədva:ns/	advance	/pjʊə(r)/	pure
/ki:p/	keep	/ju:nɪvɜ:(r)səti/	university
/fɒg/	fog	/waɪz/	wise
/tʃɪə/	cheer	/ɪntə(r)vju:z/	interview
/dʒænjuəri/	January	/i:st/	east
/θæŋk/	thank	/i:g(ə)l/	eagle
/mʌðə(r)/	mother	/emptɪ/	empty
/wɪð/	with	/ænɪmeɪt/	animate
/fæt/	fat	/ɑ:nsə(r)/	answer
/vɑ:st/	vast	/pɒkɪt/	pocket
/sɪŋk/	sink	/lɔ:d/	Lord
/zɪŋk/	zinc	/wʊl/	wool
/ʃaɪn/	shine	/u:z/	ooze
/ʃɜ:t/	shirt	/əgəʊ/	ago
/trezə(r)/	treasure	/ɜ:θ/	earth
/haʊs/	house	/ʌɡli/	ugly
/həʊtel/	hotel	/eɪt/	eight
/mɑ:stə/	master	/naɪt/	night
/neɪtʃə(r)/	nature	/kɔɪn/	coin
/ɪŋlɪʃ/	English	/nəʊt/	note
/leɪk/	lake	/aʊl/	owl
/lɑ:f/	laugh	/ɪə(r)/	ear
		/eə(r)/	air
		/pʊə(r)/	poor
			pgw

PHONETIC TRANSCRIPTION  
INTO  
ENGLISH SPELLING

/rɒbd/	robbed	/deɪz/	days
/wi:vɪd/	waved	/bɔɪz/	boys
/bɑ:θt/	bathed	/fɪlmz/	films
/blu:mɪd/	bloomed	/bɒksɪz/	boxes
/pɑ:kt/	parked	/haʊzɪz/	houses
/mɑ:stəd/	mastered	/flaʊəz/	flowers
/rɛfju:zɪd/	refused	/belz/	bells
/dæʃt/	dashed	/fəʊtəʊz/	photos
/bɒndɪd/	bonded	/ʃɪps/	ships
/wɒntɪd/	wanted	<del>/klɑ:</del>	classes
/pri:tʃt/	preached	/kla:sɪz/	
/sni:zɪd/	sneezed		
/kləʊzɪd/	closed		
/tɔ:kt/	talked		
/bændɪdʒd/	bandaged		
/kæts/	cats		
/bʊks/	books		
/bəʊts/	boats		
/ʃɜ:ts/	shirts		
/feɪsɪz/	faces		
/dresɪz/	dresses		

## B. WORDSTRESS & SYLLABLE

1. 'Art
2. 'Beast
3. 'Calm
4. 'Game
5. A-'rise
6. A-'lone
7. Be-'come
8. Com-'pose
9. Re-'duce
10. My-'self
11. Your-'self
12. Him-'self
13. Her-'self
14. Va-'ca-tion
15. Pre-'pa-ra-tion
16. Ap-'pli-ca-tion
17. Or-'gan-i-'za-tion
18. Bi-'o-'lo-'gi-cal
19. Po-'lit-i-cal
20. His-'tor-i-cal
21. Do-'mes-tic
22. Re-'al-is-tic
23. Ar-'tis-tic
24. Ca-'pac-i-ty
25. Ac-'tiv-i-ty
26. Op-'por-tu-ni-ty
27. Pos-'si-bil-i-ty
28. De-'li-cious
29. Cou-'ra-geous
30. Me-'lo-dious
31. In-'dus-tri-al
32. Me-'mo-ri-al
33. Es-'sen-tial
34. Bib-'li-'og-ra-phy
35. Bi-'og-ra-phy
36. Ra-'di-'o-gra-phy
37. Zo-'ol-o-gy
38. 'Psy-'chol-o-gy
39. Pro-'duce(n)
40. Pro-'duce (v)
41. 'Pre-'sent(n)
42. Pre-'sent (v)
43. 'Con-'duct(n)
44. Con-'duct(v)
45. Di-'lute(Adj)
46. 'Di-lute(v)
47. 'Frus-trate(adj)
48. Frus-'trate(v)
49. 'Bottle-neck
50. 'Milk-jug
51. 'Cup-cake
52. 'Shoe-lace
53. Short-'tempered
54. Four-'wheeler
55. Ill-'treat
56. Part-'time
57. When-'ever
58. Who-'ever
59. Here-'after
60. With-'hold

**UNIT – III**  
**A) TENSES**

Tenses are forms of a verb that show the time, continuance or completion of an action or a state that is expressed in connection with the moment at which a statement is made about it. The following tenses are commonly used:

PRESENT TENSES	PAST TENSES	FUTURE TENSES
Simple Present Tense	Simple Past Tense	Simple Future Tense
Present continuous Tense	Past Continuous Tense	Future Continuous Tense
Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
Present Perfect Continuous Tense	Past Perfect Continuous Tense	Future Perfect Continuous Tense

**Simple Present Tense**

The Simple Present is used:

1) To express a **habitual action**

**Ex:** He *drinks* tea every morning.

I *get up* every day at five o'clock.

My watch *keeps* good time.

2) To express **general truths**

**Ex:** The sun *rises* in the east.

Honey *is* sweet.

Fortune *favours* the brave.

3) In **exclamatory sentences** beginning with *here* and *there*, to express what is actually taking place in the present.

**Ex:** Here *comes* the bus!

There she *goes*.

4) In **vivid narrative**, as a substitute for the Simple Past.

**Ex:** Sohrab now *rushes* forward and *deals* a heavy blow to Rustum.

Immediately the Sultan *hurries* to his capital.

5) To indicate a **future event** that is part of a plan or arrangement.

**Ex:** We *go* to Bombay next week.

They *leave* to London by the next mail.

We *sail* for America next Saturday.

When *does* the college *reopen*?

**Note:** also the other uses of the Simple Present Tense.

1) It is used **to introduce quotations**

**Ex:** Keats says, *‘A thing of beauty is a joy for ever’*.

2) It is used, **instead of the Simple Future Tense**, in clauses of time and of condition.

**Ex:** I shall wait till you *finish* your lunch.  
If it *rains* we shall get late.

3) As in **broadcast commentaries** on sporting events, the Simple Present is used, instead of the Present Continuous; to describe activities in progress where there is stress on the succession of happenings rather than on the duration.

4) The Simple Present is used, **instead of the Present Continuous**, with the type of verbs mentioned below. We must say, for example, *‘I see the sunrise’*, not *‘I am seeing the sunrise’*.

a) **Verbs of perception**, e.g. *see, hear, smell, notice, recognize*.

b) **Verbs of emotion**, e.g. *want, wish, desire, feel, like, love, hate, hope, refuse, prefer*.

c) **Verbs of thinking**, e.g. *think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind*.

### **Present Continuous Tense**

The Present Continuous is used

1) For an **action going on** at the time of speaking

**Ex:** She *is singing* (now).  
The boys *are playing* hockey.

2) For an **action** which may not be actually happening at the time of speaking

**Ex:** I am reading *‘David Copperfield’* (but I am not reading at this moment).

3) For an **action that is planned or arranged** to take place in the near future

**Ex:** I *am going* to the cinema tonight.  
My uncle *is arriving* tomorrow.

### **Present Perfect Tense**

The Present Perfect is used

1) To indicate **completed activities** in the immediate past.

**Ex:** He *has just gone* out.  
It *has just struck* ten.

2) To **express past actions** whose time is not given and not definite.

**Ex:** *Have you read* *‘Gulliver’s Travels’*?  
I *have never known* him to be angry.  
Mr. Hari *has been* to Japan.



3) To **describe past events** when we think more of their effect in the present than of the action itself.

**Ex:** —Gopi *has eaten* all the biscuits (i.e., there aren't any left for you).

I *have cut* my finger (and it is bleeding now).

I *have finished* my work (=now I am free).

4) To **denote an action** beginning at some time in the past and continuing up to the present moment.

**Ex:** I *have known* him for a long time.

He *has been* ill since last week.

We *have lived* here for ten years.

We *haven't seen* Padma for several months.

- The following adverbs (or adverb phrases) can be used with the Present Perfect: *just, often, never, ever* (in questions only), *so far, till now, yet* (in negatives and questions), *already, since—phrases, for—phrases, today, this week, this month, etc.*

**Note:** The Present Perfect is never used with adverbs of past time. We should not say, for example, *‘He has gone to Rajahmundry yesterday’*. In such cases the Simple Past should be used (*‘He went to Rajahmundry yesterday’*).

### **Present Perfect Continuous Tense**

The Present Perfect Continuous is used for **an action which began at some time in the past and is continuing**.

**Ex:** He *has been sleeping* for five hours (and is still sleeping).

They *have been building* the bridge for several months.

They *have been playing* since four o'clock.

This tense is sometimes used for **an action already finished**. In such cases, the continuity of the activity is emphasized as an explanation of something.

**Ex:** ‘Why are your clothes so wet?’ — ‘I *have been watering* the garden’.

### **Simple Past Tense:**

The Simple Past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.

**Ex:** The steamer *sailed* yesterday.

I *received* his letter a week ago.

She *left* school last year.

Sometimes this tense is used **without an adverb of time**. In such cases the time may be either implied or indicated by the context.

**Ex:** I *learnt* Hindi in Nagpur.

I *didn't sleep* well (i.e., last night).

Babar *defeated* Rana Sanga at Kanwaha.

The Simple Past is also used for **past habits**

**Ex:** He *studied* many hours every day.

She always *carried* an umbrella.

### **Past Continuous Tense:**

The Past Continuous is used to denote an action going on at some time in the past. The time of the action may or may not be indicated.

**Ex:** We *were listening* to the radio all evening.  
It *was getting* darker.  
The light went out while I *was reading*.  
When I saw him, he *was playing* chess.

This tense is also used, with *always, continually, etc.*, for persistent habits in the past.

**Ex:** He *was always grumbling*.

### **Past Perfect Tense**

The Past Perfect describes **an action completed before a certain moment in the past.**

**Ex:** I met him in New Delhi in 1970.  
I *had seen* him last five years before.

**If two actions happened in the past**, it may be necessary to show which action happened earlier than the other. The Past Perfect is mainly used in such situations. The Simple Past is used in one clause and the Past Perfect in the other.

**Ex:** When I reached the station, the train *had started* (so I couldn't get \_ into the train).  
I *had done* my exercise when Hari came to see me.  
I *had written* the letter before he arrived.

### **Past Perfect Continuous Tense**

The Past Perfect Continuous is used for an action that began before a certain point in the past and continued up to that time.

**Ex:** At that time, he *had been writing* a novel for two months.  
When Mr. Mukerji came to the school in 1965, Mr. Anand *had already been teaching* there for five years.

### **Simple Future Tense**

The Simple Future is used for **an action that has still to take place.**

**Ex:** I *shall see* him tomorrow.  
Tomorrow *will be* Sunday.

**Note:** The Simple Future Tense generally expresses pure or colourless future. When the future is coloured with intention, the going to\infinitive construction is preferred.

**Ex:** He *is going to build* a new house.

### **Future Continuous Tense**

The Future Continuous represents **an action as going on at some time in future time.**

**Ex:** I *shall be reading* the paper then.  
When I get home, my children *will be playing*.

This tense is also used for **future events that are planned.**

**Ex:** I *'ll be staying* here till Sunday.

He *will be meeting* us next week.

### Future Perfect Tense

The Future Perfect is used **to indicate the completion of an action** by a certain time in the future.

**Ex:** I *shall have written* my exercise by that time.  
Before you go to see him, he *will have left* the place.

### Future Perfect Continuous Tense

The Future Perfect Continuous indicates **an action represented as being in progress over a period of time** that will end in the future.

**Ex:** By next July, we *shall have been living* here for four years.  
When he gets his degree, he *will have been studying* at Oxford for four years.

### Exercise:

**Fill in the blanks in the following sentences with suitable verb forms.**

1. Dolphins\_\_\_\_\_ (live, lives, lived) in water,
2. The Prime Minister\_\_\_\_\_ (speak, spoke, spoken) to the victims Yesterday.
3. He \_\_\_\_\_ (see, saw, had seen) an accident while he was waiting in the bus Stop.
4. The President\_\_\_\_\_ (will address, was addressing, addresses, addressed) The public tomorrow.
5. Rohith\_\_\_\_\_ (distributed, distributing, distributes) sweets on his birthday.
6. My aunt \_\_\_\_\_ (eat, eating, eats) an apple every day.
7. I \_\_\_\_\_ (has been, have been, am) living in a penthouse for the last six months.
8. Anand \_\_\_\_\_ (have written, has written) a book on health care.
9. Varma \_\_\_\_\_ (preparing, will have been preparing, Will prepare) for his Examinations by this time Next month.
10. Anitha \_\_\_\_\_ (is going, has been going, was going) to school now.

## A) ARTICLES

Articles are words that define a noun as specific or unspecific. In English there are three articles: **a**, **an**, and **the**. Articles are used before nouns or noun equivalents and are a type of adjective. There are two types of articles: Definite Articles and indefinite Articles.

**A) Indefinite Article:** 'A' and 'An' are the indefinite articles. They are called indefinite articles because they do not specify the reference of the noun - which person, place or thing we are referring to.

For Ex: a) Give me a red book.  
a) Give me an apple.

There are several red books and apples, and the speaker asked for any one of them - but not any particular red book and apple. Some of the uses of the indefinite articles are given below:

I) Use 'a' with the singular count nouns starting with a consonant sound, 'an' with the singular count nouns starting with **a vowel sound**.

Ex: a boat, a car, a hill, an axe, an opinion, an expert

II) The indefinite article is used with a noun when the noun:

1. It is used for the first time.

I saw **a** one-eyed bull yesterday. Shall we have a drink?

I've finally got **a** project.

2. refers to a particular member of a group or class.

- **with names of jobs**

Samuel is a teacher.

She wants to be an engineer.

- **with nationalities and religions**

Jon is an Italian.

Swamy is a Hindu.

- **with names of days**

I was born on a Wednesday.

- **with singular nouns, after the words 'what' and 'such' What a shame!**

He's such an intelligent boy.

- **meaning 'one', referring to a single object or person**

Carry an umbrella and also a raincoat.

She bought a diamond necklace and a ring

### **B) Definite Article: The**

The definite article is used when the reference is to a particular person or thing. We shall see some uses of the definite article below.

The definite article '**the**' is used:

**a. to refer to something which has already been mentioned**

Eg. I saw a boy and a girl at the theatre. **The** girl looked much taller than **the** boy.

**b. when both the speaker and listener know what is being talked about, even if it has not been mentioned before**

Srinivas: Where is the refrigerator?

Meena: It's next to the dining table.

**c. when the noun is defined by a clause or a phrase**

The man who wrote this book is my neighbour.

The car in blue is mine.

**d. to refer to objects we regard as unique**

the Jupiter, the earth, the universe

**e. before superlatives and ordinal numbers.**

the largest country, the first book, the thirty-second candidate, the last point.

**f. with adjectives, to refer to a whole group of people**

the poor, the Chinese

**g. with names of geographical areas and oceans**

the Himalayas, the Pacific

**h. with decades, or groups of years**

This happened in the seventies.

**C) Exceptions to Using the Definite Article**

No article is used

**- with names of countries (if singular)**

India is one of the countries leading in software development.

He's just returned from Zimbabwe.

I'm visiting the United States next week.

**- with the names of languages**

French is spoken in Tahiti.

English uses many words of Latin origin.

Indonesian is a relatively new language.

**-with the names of meals.**

Lunch is at midday.

Dinner is in the evening.

Breakfast is the first meal of the day.

**- with people's names (if singular).**

John is coming to the party.

George King is my uncle.

**- with titles and names**

Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

Dr. Watson was Sherlock Holmes' friend.

**- after the possessive case**

His brother's car.

Peter's house.

**- with professions**

Engineering is a useful career.

He'll probably go into medicine.

**- with names of shops**

I'll get the card at Smith's.

Can you go to MedPlus for me?

**-with years**

1947 was a wonderful year.  
Do you remember the year 2000?

**- when uncountable nouns are used in the generic sentence**

Rice is the main food in Asia.  
Milk is good for health.  
War is destructive.

**- with the names of individual mountains, lakes and islands**

Mount Everest is the highest mountain.  
She lives near Lake Kolleru.

**- with most names of towns, streets, stations and airports**

She lives in Kakinada.  
Nampally Station is in the centre of Hyderabad.  
Can you direct me to James Street?  
They're flying from Rajiv Gandhi International Airport.

**Exercise:**

**Write a/an, the or – in the blanks.**

1. \_\_\_\_\_ water is essential for life.
2. Don't drink \_\_\_\_\_ water from that bottle. It's dirty.
3. \_\_\_\_\_ air today is very humid.
4. \_\_\_\_\_ paper is made from trees.
5. I have \_\_\_\_\_ house and \_\_\_\_\_ flat. \_\_\_\_\_ house is in Rajahmundry and \_\_\_\_\_ the flat is in Vizag.
6. It is said that \_\_\_\_\_ good book is \_\_\_\_\_ friend for life.
7. How did you go to the market? I went to the market by \_\_\_\_\_ bus.
8. I've received \_\_\_\_\_ email from Prof. Desai.

**B) PREPOSITIONS**

- ✓ A preposition occurs usually before a noun or noun equivalent.
- ✓ It gives information about time, place, cause, purpose, direction etc.
- ✓ A preposition shows **relationship** of a noun with another noun, verb or adjective.

E.g.: She is *angry with* me. (with adjective)

I *agree with* you. (with verb)

He has a great *love for* English. (with noun)

**Frequently used Prepositions:**

on, in, at, for, by, with, to, into, since, for, before, after, during, across, around, along, between, among, from, of, off, till, below, under, above, beside, besides etc.

**Some Phrasal Prepositions:**

according to, because of, in case of, with reference to, in favour of, in front of, in accordance with, on behalf of, in addition to, in spite of, with regard to, by means of, for the sake of, due to, owing to, instead of etc

**1. Use of some common Prepositions:****On:**

1. The book is on the table. (on the top of)
2. Let's meet on Monday. (before week days)
3. We got independence on 15<sup>th</sup> of August. (before dates)
4. We wear new clothes on Diwali. (before festivals/holidays)

**In:**

1. Fish live in water (inside)
2. We started early in the morning (parts of day)
3. You look fine in a sari (clothes)
4. He was born in 1962 (years/months)

**At:**

1. She is waiting at the main gate. (near)
2. Meet me at 8.00 am. (exact time)
3. Don't disturb us. We are at work. (busy with)

**Of:**

1. He is the son of a farmer. (belonging to)
2. He died of cancer. (cause)

**From:**

1. It is two kilometers from office to home. (origin)
2. The office is open from 7.00 am. (start of time)

**By – with:**

1. He was killed by a hunter with an arrow (by-agent, with-instrument)
2. He lives by the river. (beside)

3. Complete the work by 15<sup>th</sup> of this month. (not later than)

**Between – Among:**

1. There are no differences between you and me. (for ‘two’)
2. Vijayawada lies between Guntur and Gudivada. (for ‘two’)
3. There were differences among the soldiers. (‘more than’ two)

**Beside – Besides:**

1. She sat beside me. (by the side of)
2. I have a cycle besides a scooter. (in addition to)

**Since – for:**

1. He has been limping since the accident. (point of time)
2. I have been waiting here for the last 2 hours. (period of time)

**Along – across:**

1. People stood along the road to welcome the CM. (in the same direction)
2. People stood across the road to stop the CM. (direction- from one side to the other)

**opposite – in front of:**

1. We live opposite the municipal office. (face to face)
2. He stood in front of me in the queue. (one before the other)

**2. Use of some common Phrasal Prepositions:**

1. Because of: (reason)

E.g.: *Because of* heavy rain the play stopped.

2. In accordance with: (comply with)

E.g.: He performs his duties *in accordance with* the Government service rules.

3. On behalf of: (to represent)

E.g.: The leader is speaking to the Minister *on behalf of* the common man

4. In addition to: (adding to/besides)

E.g.: *In addition to* routine duties the senior teacher is acting as the Principal.

5. Contrary to: (against)

E.g.: His words are *contrary to* his actions.



### Exercise:

Fill in the blanks with appropriate preposition from the options given in brackets:

E.g.: He always writes \_\_\_\_\_ (in/with) black ink. [In]

1. This is a cheque \_\_\_\_\_ Rs. 5000. (of/for)
2. I wrote a quick note \_\_\_\_\_ pencil. (with/in)
3. She goes home \_\_\_\_\_ her own car. (in/by)
4. She has been waiting \_\_\_\_\_ a week. (since/for)
5. It is 7pm \_\_\_\_\_ my watch. (in/by)
6. He has a passion \_\_\_\_\_ (of/for) teaching.
7. I prefer fish \_\_\_\_\_ chicken. (than/to)
8. I always sit \_\_\_\_\_ my close friend Ravi. (beside/besides)
9. She always boasts \_\_\_\_\_ her wealth. (of/about)
10. She is senior \_\_\_\_\_ me. (to/than)
11. M/s Khan and Co. is dealers \_\_\_\_\_ (with/in) Iron and hardware.
12. We must be grateful \_\_\_\_\_ (to/for) god for creating us.
13. He is jealous \_\_\_\_\_ (in/of) my success in the Group-1 exams.
14. This teacher is known \_\_\_\_\_ (to/for) everybody in the town.
15. She is good \_\_\_\_\_ (in/at) playing on the guitar.

### C) QUESTION TAGS

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true.

#### Positive sentences, with negative tags

Present simple 'be'	She's Italian, <b>isn't she?</b>
Present simple other verbs	They live in London, <b>don't they?</b>
Present continuous	We're working tomorrow, <b>aren't we?</b>
Past simple 'be'	It was cold yesterday, <b>wasn't it?</b>
Past simple other verbs	He went to the party last night, <b>didn't he?</b>
Past continuous	We were waiting at the station, <b>weren't we?</b>
Present perfect	They've been to Japan, <b>haven't they?</b>
Present perfect continuous	She's been studying a lot recently, <b>hasn't she?</b>
Past perfect	He had forgotten his wallet, <b>hadn't he?</b>
Past perfect continuous	We'd been working, <b>hadn't we?</b>
Future simple	She'll come at six, <b>won't she?</b>
Future continuous	They'll be arriving soon, <b>won't they?</b>
Future perfect	They'll have finished before nine, <b>won't they?</b>
Future perfect continuous	She'll have been cooking all day, <b>won't she?</b>
Modals	He can help, <b>can't he?</b>
Modals	John must stay, <b>mustn't he?</b>

## Negative sentences, with positive tags

<b>Present simple 'be'</b>	We aren't late, <b>are we?</b>
<b>Present simple other verbs</b>	She doesn't have any children, <b>does she?</b>
<b>Present continuous</b>	The bus isn't coming, <b>is it?</b>
<b>Past simple 'be'</b>	She wasn't at home yesterday, <b>was she?</b>
<b>Past simple other verbs</b>	They didn't go out last Sunday, <b>did they?</b>
<b>Past continuous</b>	You weren't sleeping, <b>were you?</b>
<b>Present perfect</b>	She hasn't eaten all the cake, <b>has she?</b>
<b>Present perfect continuous</b>	He hasn't been running in this weather, <b>has he?</b>
<b>Past perfect</b>	We hadn't been to London before, <b>had we?</b>
<b>Past perfect continuous</b>	You hadn't been sleeping, <b>had you?</b>
<b>Future simple</b>	They won't be late, <b>will they?</b>
<b>Future continuous</b>	He'll not be studying tonight, <b>will he?</b>
<b>Future perfect</b>	She won't have left work before six, <b>will she?</b>
<b>Future perfect continuous</b>	He won't have been travelling all day, <b>will he?</b>
<b>Modals</b>	She can't speak Arabic, <b>can she?</b>
<b>Modals</b>	They mustn't come early, <b>must they?</b>

**Note 1:** If in a imperative sentence, somebody is being offered anything, or if someone is being asked to do something, "**will you/ would you**" is used in the question tag.

**E.g**

- Open the door, would you?
- Have some more tea, would you?
- Don't open your books, will you?

**Note 2:** If the sentence starts with "**let us/ let's** ", "**shall we**" is used in the question.

**E.g.** Let us go to party tonight, **shall we?**

### **Exercise:**

**Complete the sentences with the correct question tags.**

1. Mr McGuinness is from Ireland, \_\_\_\_\_?
2. The car isn't in the garage, \_\_\_\_\_?
3. You are John, \_\_\_\_\_?
4. She went to the library yesterday, \_\_\_\_\_?
5. He didn't recognize me, \_\_\_\_\_?
6. Cars pollute the environment, \_\_\_\_\_?
7. Mr. Pritchard has been to Scotland recently, \_\_\_\_\_?
8. The trip is very expensive, \_\_\_\_\_?
9. He won't tell her, \_\_\_\_\_?
10. Hugh had a red car, \_\_\_\_\_?

## E) DEGREES OF COMPARISON

There are three degrees of comparison in English.

They are: the positive degree, the comparative degree and the superlative degree.

**i. The Positive Degree:** The adjectives easy, good, large, hot and dry are used in positive degree. These adjectives denote a certain degree of quality and without any Comparison. The base form of adjective is used in these sentences.

- The painting is *wonderful*.
- Akhil is an *intelligent* boy.

**ii. The Comparative Degree:** The adjectives easier, more useful, more suitable are in the comparative degree. These words denote a higher degree of quality. The comparative degree is used to compare persons, places or things. Generally than follows the comparative adjective/ adverb.

- This sentence is more impressive than the earlier one.
- A car is costlier than a bike.

**iii. The Superlative Degree:** The adjectives the best, the saltiest, the lowest are in the superlative degree. These words denote the highest degree of a quality and they are used to compare more than two. The definite article *'the'* is used before the superlative degree.

- Earth is the best planet.
- Rajasthan is the hottest place in India.

### Formation of comparatives and superlatives

All mono-syllabi and some disyllabic adjectives take -er in the comparative and -est in the superlative degree.

For many disyllabic adjectives and all tri- syllabic and poly-syllabic adjectives, more in the comparative degree and most in superlative degree are used before the adjectives.

1. Which is the largest state in India?  
Uttar Pradesh is the largest state in India.
2. Who is the wealthiest man in India?  
Mukesh Ambani is the wealthiest man in India.
3. Which is the most widely used language in the world?  
English is the most widely used language in the world.

**Table 1:**

Positive	Comparative	Superlative	Positive	Comparative	Superlative
Good/well	better	best	hard	harder	Hardest
Bad	worse	worst	high	higher	Highest
small	smaller	smallest	tall	taller	Tallest
Soft	softer	softest	slim	slimmer	Slimmest
cheap	cheaper	cheapest	low	lower	Lowest
tasty	tastier	tastiest	heavy	heavier	Heaviest
happy	happier	happiest	costly	costlier	costliest

**Table 2:**

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Useful	More useful	Most useful
Active	More active	Most active
Beautiful	More Beautiful	Most Beautiful
Harmful	More harmful	Most harmful
Dreadful	More dreadful	Most dreadful
Dangerous	More dangerous	Most dangerous

**Table 3:**

<b>Type</b>	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
1	... not so tall as ...	... taller than ...	No superlative degree for comparing two things
2	No other ... so/as tall as	... taller than any other	... the tallest ...
3	Very few ... as tall as...	.. taller than most other	.. one of the tallest
4	Some... at least as tall as...	.. not taller than ...	... not the tallest..

**Examples:**

<b>No</b>	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
1	No other state in India is as small as Goa.	Goa is smaller than any other state in India.	Goa is the smallest state in India
2	Very few men in the world are as rich as Mukesh Ambani.	Mukesh Ambani is richer than many other men in the world.	Mukesh Ambani is one of the richest men in the world.
3	The elephant is not so tall as the giraffe.	The giraffe is taller than the elephant.	Superlative degree is not possible when there is comparison between two persons/place/things.
4	Hyundai cars are as expensive as Maruthi cars.	Maruthi cars are not more expensive than Hyundai cars.	Superlative degree is not possible when there is comparison between two persons/place/things.
5	His son can't speak English as fluently as his daughter.	His daughter can speak English more fluently than his son.	Superlative degree is not possible when there is comparison between two persons/place/things.
6	Some girls in the college are at least as short as Ragini.	Ragini is not shorter than some other girls in the college.	Ragini is not the shortest of all the girls in the college.

## **F) SPEECH (DIRECT & INDIRECT SPEECH)**

What a person actually speaks (or spoke) is the Direct Speech. The actual words spoken by the person are put within quotation marks. When what a person said is reported, it is Indirect or Reported Speech.

Example:     He said, "I am going home today." (Direct Speech)  
              He said that he was going home that day. (Indirect Speech)

### **Conversion of Direct speech into Reported/Indirect speech Statements**

Statements in the Indirect speech are usually introduced by the conjunction that preceded by a reporting Verb. However, the conjunction 'that' is not essential and may be omitted.

#### **Examples:**

- a. Direct: The Principal said, "There will be a holiday tomorrow."  
   Indirect: The Principal announced that there would be a holiday
  
- b. Direct :He said to me, "I am happy to be here this evening."  
   Indirect: He told me that he was happy to be there that evening.
  
- c. Direct : She said to him, "I don't believe you."  
   Indirect: She told him that she didn't believe him.

### **Questions**

Questions in the Indirect speech are always in the form of statements. So, question mark is not used at the end of it. There is no subject-auxiliary inversion. Questions with question words (how, why, when, where, what, which, who, whom, whose) use these words to introduce the reported question. Questions without question words use 'whether' or 'if' when reported. The reporting verb in different questions can be 'questioned', 'asked', 'inquired', 'wondered'

#### **Examples:**

- a. Direct : He said to the boy, "What are you doing here?"  
   Indirect: He asked the boy what he was doing there.
  
- b. Direct : The stranger said to me, "Where do you live?"  
   Indirect: The stranger asked me where I lived.
  
- c. Direct : He said to them "Will you listen to such a man?"  
   Indirect: He asked them whether they would listen to such a man.
  
- d. Direct : Ram said to Pal, "Do you agree to this proposal ?"  
   Indirect: Ram asked Pal whether he agreed to that proposal.

## Imperatives

Sentences containing an order, request, warning, advice etc. are said to be in the imperative mood. The reporting verb is generally one of the following - asked, ordered, commanded, requested, implored, advised, warned etc. What is to be noted is that the Verb in the Direct Speech is changed into to infinitive in the Indirect speech.

### Examples:

- a. Direct: He said to the servant, "Get out of the room."  
Indirect: He ordered the servant to get out of the room.
- b. Direct: He said to the boys, "Be quiet and listen to my words."  
Indirect: He urged the boys to be quiet and listen to his words.
- c. Direct: "Please take me to the officer," said the visitor.  
Indirect: The visitor requested them to take him to the officer.

## Exclamations and Wishes:

Exclamations change into statements in Reported speech. The reporting verbs which are general used are-exclaimed, declared, cried out, wished, prayed etc.

### Examples:

- a. Direct: He said, "Alas! I am ruined."  
Indirect: He exclaimed sadly that he was ruined.
- b. Direct: The poor woman said, "Save me ! Oh, save me!"  
Indirect: The poor woman desperately begged them to save her.

## Modal Verb forms:

- a. Direct: She said, "I'll teach English online tomorrow."  
Indirect: She said she would teach English online the next day.
- b. Direct: She said, "I can teach English online."  
Indirect: She said she could teach English online.
- c. **Direct:** She said, "May I open a new browser?"  
**Indirect:** She asked if she might open a new browser.

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

## Exercises :

### I. Write the following sentences in Indirect Speech:

1. He said, "I have passed the examination."
- 2 He said to me, "I don't believe you."
3. I said to my friend, "I am glad to be here this evening."
4. The advertisement said, "Candidates for the job of the Secretary must speak English fluently."
5. David said, "By next Christmas I shall have passed this examination, I hope."

6. He said, "He is very greedy. If he eats all that cheese he'll have bad dreams tonight."
7. Santhi said, "Auntie, if I were really ill I know you would nurse me splendidly."
8. "That is my horse" said he, "and if I do not prove it in a few minutes I will give up my claim."
9. "I will avenge your wrongs," he cried, "I will not enter Athens until I have punished the King who had so cruelly treated you."
10. Drona said to his unknown pupil, "You have given me your right thumb. Your name will be remembered as long as the sun and the stars shine in the sky."

### *Time change*

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

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

**Now**

"Today's lesson is on presentations."

**+ 24 hours - Indirect speech**

She said yesterday's lesson was on presentations.

or

She said yesterday's lesson would be on presentations

### **Expressions of time if reported on a different day**

this (evening)	>	that (evening)
Today	>	yesterday...
these (days)	>	those (days)
Now	>	Then
(a week) ago	>	(a week) before
last weekend	>	the weekend before last / the previous weekend
Here	>	There
next (week)	>	the following (week)
Tomorrow	>	the next/following day

## **G) ACTIVE VOICE & PASSIVE VOICE**

Voice is a change in the verb to show whether its subject acts or is acted upon. Verbs have two voices, Active and Passive. The Active Voice shows that the Subject acts; the passive, that the subject is acted upon. Intransitive verbs have no Passive Voice.

When a sentence is changed from the *Active Voice* to the *Passive Voice* the following changes take place:

1. The object of the verb in the *Active Voice* becomes the subject of the verb in the *Passive Voice*.

2. The subject of the verb in the **Active Voice** becomes an object of the preposition 'by' in the **Passive Voice**.

3. The verb in the **Active Voice** becomes "be+Past Participle" in the **Passive Voice**.

No	Tense/ Aspect	Active Voice	Passive Voice
1	Simple Present Tense	I eat an apple.	An apple is eaten by me.
2	Present Continuous Tense	I am eating an apple.	An apple is being eaten by me.
3	Present Perfect Tense	I have eaten an apple.	An apple has been eaten by me.
4	Simple Past Tense	I ate an apple.	An apple was eaten by me.
5	Past Continuous Tense	I was eating an apple.	An apple was being eaten by me.
6	Past Perfect Tense	I had eaten an apple.	An apple had been eaten by me.
7	Simple Future Tense	I will eat an apple.	An apple will be eaten by me.
8	Future Perfect Tense	I will have eaten an apple.	An apple will have been eaten by me.

### Passives of Verbs with two Objects:

- Rakesh gave me a present. (Active Voice)  
I was given a present by Rakesh. (Passive Voice)  
A present was given to me by Rakesh. (Passive Voice)
- Akhil sent a mail to Monal. (Active Voice)  
A mail was sent to Monal by Akhil. (Passive Voice)  
Monal was sent a mail by Akhil. (Passive Voice)

### Passives of Verbs with Object Complements:

They elected Raj President. (Active Voice)  
Raj was elected President by us. (Passive Voice)

### Passives of Verbs followed by Prepositions:

They will look into your case. (Active Voice)  
Your case will be looked into by them. (Passive Voice)

### Passives of interrogative Sentences:

Do they sell apples? (Active Voice)  
Are apples being sold by them? (Passive Voice)  
Where did he find the pen? (Active Voice)  
Where was the pen found by him? (Passive Voice)

### Passives of Imperative Sentences:

Open the window. (Active Voice)  
Let the window be opened. (Passive Voice)

Please help the poor man. (Active Voice)  
Let the poor man be helped. (Passive Voice)



**Passives of Complex sentences:**

Weathermen predict that there will be heavy showers tomorrow.(Active Voice)

It is predicted that there will be heavy showers tomorrow. (Passive Voice)

Newspapers reported that there was a heavy downpour in Vijayawada.(Active Voice)

It was reported that there was a heavy downpour in Vijayawada. (Passive Voice)

**Exercise:**

1. He sings a song.

.....

2. The boy killed the spider.

.....

3. Help him.

.....

4. Farmers sow maize in the rainy season.

.....

5. Are you writing a letter?

..... ?

6. The workers were digging a canal.

.....

7. I will finish the job by the end of this week.

.....

8. Have you finished your job?

..... ?

9. They have informed him of his mother's death.

.....

10. They took all the necessary precautions.

.....

**Answers**

1. A song **is sung** by him. (Active verb – sings; passive verb – is sung)

2. The spider **was killed** by the boy. (Active verb – killed; passive verb – was killed)

3. Let him be helped. (Imperative sentences in the passive voice begin with **let**.)

4. Maize **is sown** in the rainy season. (Active verb – sow; passive verb – is/are sown)

5. Is a letter **being written** by you? (Active verb – is/are writing; passive verb – is/are being written)

6. A canal **was being dug** by the workers. (Active verb – was/were digging; passive verb – was/were being dug)

7. The job **will be finished** (by me) by the end of this week. (Active verb – will finish; passive verb –will be finished)

8. **Has** your job **been finished** by you? (Active verb – has/have finished; passive verb – has/have been finished)

9. He **has been informed** of his mother's death. (Active verb – has/have informed; passive verb – has/have been informed)

10. All the necessary precautions **were taken** by them. (Active verb – took; passive verb – was/were taken)

## H) CONCORD

### What is Concord?

**Concord** is the agreement of the verb with its subject in person and number.

Person	Is/am/are	Was/were	Has/have	V1/V1+s
<b>I</b>	<b>Am</b>	<b>Was</b>	<b>have</b>	<b>V1</b>
<b>We/you/they/ Plurals</b>	<b>Are</b>	<b>Were</b>	<b>have</b>	<b>V1</b>
<b>He/she/it/name</b>	<b>Is</b>	<b>Was</b>	<b>has</b>	<b>V1+s/es</b>

E.g.: **I** have a lot of work to do.

**Murali (he)** has a lot of work to do.

**Radha (she)** gets up early every morning.

**The boys (they)** get up early every morning.

### **Points to Remember:**

1. Words such as scissors, tongs, trousers, forceps, pants, shorts, police, spectacles/ glasses etc are always plural.

E.g. **These glasses** look very attractive.

2. Fields of study like Physics, Maths, Economics, Politics, and Statistics; games like Billiards, Caroms and diseases like Mumps, Measles are always singular.

E.g. **Billiards** is a popular game.

3. Some unique pairs like cup and saucer, cow and calf (as an emblem), time and tide, bread and butter, idli and sambar, rice and curry, two and two etc. are treated as singulars.

E.g.: **Time and tide** waits for none.

4. The same person functioning in two capacities is treated as singular.

E.g. **The Secretary and Correspondent** is coming. (one person)

**The Producer and director** has received an award. (one person)

However, **the** producer and **the** director of the movie have received the award.

5. Words like 'each, everyone, none, much, a little, neither, either, something, someone, anyone' take singular verbs.

E.g.: **Everyone** is expected to leave the shoes outside the room.

**Neither of the two boys** has a doubt about the lesson.

6. Collective nouns like 'herd, flock, band, fleet, army, team' are singulars.

E.g. **The flock** has 60 sheep in it.

7. "One of/either of/neither of/none of/a pair of/many a"... take singular verbs.  
E.g.: **One of my cousins**is leaving for the States.
8. With 'either-or', 'neither-nor' in the subject, the verb always agrees with the nearest person/thing.  
E.g.: Either my wife or **my children**have broken the mirror.
9. With 'as well as, along with, together with, with' the verb agrees with the number of first individual of the subject.  
E.g.: **The Chief Minister** along with his ministers is attending the function.
10. Uncountable nouns like 'bread, furniture, news, work, luggage, advice, information, paper, Soap, equipment etc.'" are treated as singulars.  
E.g.: **The news** is interesting.  
**The furniture** in this house is very costly.

**Exercise:**

**Fill in the following blanks with one of the options provided after each sentence.**

E.g.: Raja **is** a gentleman. (is/are)

1. I \_\_\_\_\_ a teacher. (is/am)
2. One of our teachers \_\_\_\_\_ very resourceful.(are/is)
3. There \_\_\_\_\_ many students working on the project. (was/were)
4. Saritha \_\_\_\_\_ a fine dancer before her marriage. (was/were)
5. We \_\_\_\_\_ a lot to discuss on this matter. (have/has)
6. The couple \_\_\_\_\_ next door to me. (live/lives)
7. Neither of them \_\_\_\_\_ the defeat. (accept/accepts)
8. You \_\_\_\_\_ a great variety in these books. (find/finds)
9. Two and two \_\_\_\_\_ (makes/make) four.
10. The selection of lecturers \_\_\_\_\_ (take/takes) place tomorrow.
11. These pliers \_\_\_\_\_ (holds/hold) things firmly.
12. Neither of the two brothers \_\_\_\_\_ (make/makes) much money.
13. Raja and Sita \_\_\_\_\_ (works/work) in the same office.
14. Bread and butter \_\_\_\_\_ (make/makes) a wholesome food.
15. Where \_\_\_\_\_ (is/are) my spectacles?

### 1a. PREFIXES AND SUFFIXES

Affixation is the process by which an affix (prefix or suffix) is added to a root or stem.

#### PREFIXES

If one or more letters / syllables are added before a word it is called a prefix. Example, honest x dishonest, fair x unfair. Prefixes usually do not change the part of speech. For example, both honest and dishonest are adjectives.

Prefixes and suffixes together are called affixes. Affixes, when added to the base/root words new words are created. Prefixes are those which are added at the beginning of a word while suffixes are those which are added at the end of a word. For example, *mis-* is a prefix in the word 'mismatch' and *-ness* is a suffix in the word 'darkness'.

Word is the basic unit of language. With words we construct phrases. Sometimes a word itself may be analysed as prefix+base+suffix. Some words may only have a prefix, some only have a suffix and some have both. Basic words are those which do not have any prefix or suffix. The words that have prefix or suffix are derived words.

Some common prefixes and their meanings are:

pre-	'before'	post-	'after'
mis-	'bad(ly)'	in-/im-/il-/un-	'not'
sub-	'under'	re-	'again'
inter-	'between'	semi-	'half'

Most of the suffixes change the parts of speech of a word. Here are a few common ones:

-tion/-ion/sion	'verb to noun'	collect-ion
-ly	'adjective to adverb'	slow-ly
-ness	'adjective to noun'	dark-ness
-en	'adjective to verb'	strength-en
-ous	'noun to adjective'	glori-ous
-ful	'noun to adjective'	beauti-ful

#### Some Common Prefixes

A (on)	: abed, aboard, ashore, ajar, asleep, aside, away.
Ambi (on both sides)	: Ambidextrous, ambivalent, ambiguous.
Ante (before)	: Antechamber, antedate, antediluvian, antenatal, antecedent.
Anti (against)	: Antidote, anti-romantic, anti-Indian, anti-hypocrite, anti-social, anti-national.

Arch (chief)	: Arch-bishop, arch-enemy, arch-villain, arch-hypocrite.
Auto (self)	: Autobiography, autocrat, automobiles, autosuggestion, automatic, autograph.
Bene (well)	: benevolent, benefactor, benefit.
Bi (two, twice)	: Bicycle, bilateral, bigamy, biweekly, biennial, bisect.
Circum (around)	: Circumference, circumvent, circumnavigation, circumstance.
Co (with)	: Co-operate, co-ordinate, co-existence, coalition.
Contra (counter)	: contradict, contraband, contraceptive, contravene, controversy, counteract, counterbalance, counterattack, counterrevolution.
De (down)	: dethrone, defame, demoralize, denationalise.
Demi (half)	: Demigod, demi-official, demi-para
Dis (apart)	: Disconnect, discord, disorganize, disparity, dispassionate.
En, Em (in, on)	: Endanger, engulf, enable, enrage, enlist, embolden, embody, embark, emplane.
Equi (equally)	: Equilateral, equidistant, equilibrium, equivalent.
Ex (out of)	: Expel, extract, extend, express, exhale, extinguish, ex-factory, ex-President.
Extra (beyond)	: Extraordinary, extravagant, extramural, extraterritorial
Hetero (different)	: Heterodox, heterogeneous.
Hexa (six)	: Hexagon, hexameter.
Hyper (over)	: Hypercritical, hypersensitive, hypertension.
in, il, im, ir, (not)	: Indecent, invisible, incurable, indelicate, illegal, illegible, illiterate, illogical, immaterial, impracticable, impious, improper, irregular, irrational, irresponsible, irresistible
Inter (between)	: International, intercollegiate.
Intra (within)	: Intramural, intravenous, intramuscular.
Male, Mali, mal (ill)	: Malefactor, malevolent, malignant, malicious, maltreat, malpractice, malnutrition
Mis (ill)	: Mischief, misrule, mismanage, misappropriate
Mis (error)	: Mislead, mishap, misconduct, mistrust
Mono (alone)	: Monogamy, monopoly, monotheism, monotony, monosyllable, monologue.
Non (not)	: Non-Violent, nonsense, nonentity, non-cooperate.
Omni (all)	: Omnipresent, omnipotent, omnivorous, omniscient.
Over (too much)	: Overfed, overjoyed, overbear.

Pan (all)	:	pan-American, pan-Islamic.
Philo. Phil (love)	:	Philosophy, philanthropy, philander.
Poly (many)	:	Polygamy, polytheism, polyandry, polysyllabic.
Post (after)	:	post-war, post-script, post-mortem, post-dated.
Pre (before)	:	Pre-war, prevent, precaution, premature, prefix, prehistoric
Pro (for)	:	Pro-American, Pro-Chancellor, procommunist.
Pseudo (false)	:	Pseudo-classic, pseudo-critic, pseudo scientist, pseudonym.
Re (again)	:	Return, refund, revive, renascent, research.
Semi (half)	:	Semicolon, semi-official, semi-circular, semi-final.
Sub (under)	:	Subconscious, sub-human, sub-Himalayan, sub-caste, sub-plot subordinate, sub-standard, subjugate.
Super, Sur (over)	:	Superman, supernatural, superhuman, superfine, supervise, surpass surcharge, surplus, survive, survey.
Supra (above)	:	Supramundane, supranational.
Trans, Tra (across)	:	Trans-Atlantic, transfer, transit, translate, transcribe, transcend, traverse
Tri (three)	:	Tricycle, trinity, triangle, tricolor.
Ultra (beyond)	:	Ultramodern, ultraviolet, ultra-marine.
Un (not)	:	Unable, unnatural, unbalanced, unthinking.
Un (back, against)	:	Undo, unwind, unbind, unearth, unman.
Under (beneath, below)	:	undergo, understand.
Vice(second in command):	:	Vice-President, Viceroy, Vice-Admiral.
With (against, back)	:	Withdraw, withstand, withhold.

### Exercises:

A. Write meanings for the underlined prefixes in the following words:

Example: My brother is a sub-inspector or Police

sub = below the rank of

- The opposition parties criticized that the budget is pro-rich  
pro =
- The students are standing in a semi-circle  
semi =
- The people gathered there are raising anti-war slogans  
anti =
- The building is asymmetrical  
a =

7. A bicycle has two wheels and a cycle with three wheels is a .....
8. Some of the parts of this machine are repairable but most of them are .....
9. Is this arrangement clock-wise or ..... clockwise?
10. Gandhiji says that all government schemes should be pro-poor but not ..... poor

### SUFFIXES

A suffix is a letter or group of letters added at the end of a word which makes a new word. The new word is most often a different word from the original word. In the table above the suffix -ful has changed verbs to adjectives, -ment, and -ion have changed verbs to nouns.

#### *Some Common Suffixes*

##### **A) NOUN SUFFIXES:**

##### *1. Forming abstract Nouns (denoting quality, condition, action, system of thought, etc.)*

- age	: baggage, mileage, foliage, bondage, personage.
- ance, -ence	: Abundance, observance, brilliance, innocence.
-cy, -sy	: Lunacy, aristocracy, democracy, phantasy.
-dom	: Freedom, wisdom, kingdom, martyrdom, boredom.
-hood	: Childhood, manhood, neighbourhood.
-ing	: Reading, writing, speaking (Verbal Nouns).
-ion	: Action, expression, oration, radiation, tension.
-ice	: Cowardice, practice, service, avarice
-ism	: Socialism, capitalism, patriotism
-ment	: Punishment, astonishment, enchantment
-mony	: Harmony, matrimony, acrimony, ceremony
-ness	: Boldness, calmness, openness, darkness
-red	: Hatred, kindred,
-ship	: Friendship, lectureship, lordship, hardship
-th	: Health, wealth, width, depth, birth, death
-tude	: Latitude, longitude, fortitude, magnitude
-ty	: Loyalty, reality, cruelty, dignity, priority
-ure, -eur, -our	: Culture, stature, grandeur, tenure, honour
-y	: Envy, memory, gluttony, villainy, study, remedy

##### *2. Forming Concrete Nouns (Representing Persons, Agents, etc.)*

-ard	: Coward, drunkard, dullard, sluggard, niggard
------	--

- ate, - ee, -ey, -y	: Advocate, curate, magnate, examinee, payee, absentee, attorney, jury
-er, -or, -ar, -eer, -ier, -ary	: Speaker, writer, orator, sailor, beggar, mountaineer, pamphleteer, secretary, financier, dignitary
-am, -an, - en, - on	: Captain, villain, chieftain, pagan, librarian, citizen, warden, sexton, deacon
- list, -ast	: Dentist, novelist, scientist, enthusiast
- ster	: youngster, spinster, songster, trickster
- monger	: War-monger, fish-monger, rumour-monger
- wright	: Playwright, wheel-wright, cart-wright

### 3. Forming Diminutives

-let	: booklet, pamphlet, rivulet, streamlet, owlet
-ling	: darling, duckling, stipling, weakling
-el, -le, -ule, -cel, -cle	: globule, granule, parcel, damsel, particle, chronicle, corpuscle
-erel	: cockerel, pickerel, mongrel
-en	: chicken, kitten, maiden
-et, -ette	: coronet, packet, cigarette, kitchenette
-ock	: Hillock, bullock, paddock
-y, ie	: Daddy, mummy, puppy, birdie, girlie..

### 4. Other Noun Suffixes

-ade	: crusade, brigade, cascade, blockade, barricade.
-at	: animal, capital, arrival, denial, proposal.
-ant	: merchant, descendant, tenant, giant.
-ary, -ery, -ory, -ry	: aviary, dispensary, dormitory, nunnery, monastery, vestry, pantry, salary, dowry.
-ic, -ique	: lunatic, logic, physic, physique, critic, critique.

### B) ADJECTIVE SUFFIXES:

-at	: National, parochial, provincial, royal, loyal.
-ar	: nuclear, stellar, lunar, solar, circular.
-ary	: necessary, contrary, honorary, arbitrary.
-an, -ent	: radiant, brilliant, magnificent, obedient
-able, -ible, -ble, -bile	: practicable, lovable, audible, visible, mobile.
-ed (past Participle Suffix)	: learned, bearded, moneyed, deserted



-en (P.P.Suffix)	:	Molten, drunken, forbidden, frozen
-en (made of)	:	wooden, earthen, brazen, golden
-esque (like to)	:	picturesque, grotesque, statuesque
ful (full of)	:	Playful, fearful, tearful, willful, hopeful
-ic, -ique	:	Rustic, public, aquatic, supersonic, patriotic, telegraphic, antique, unique. Two forms -ic and ical in comic (comical), tragic (tragical), politic (political), economic (economical), electric (electrical) magic (magi-cal), etc.
-ine	:	masculine, feminine, divine, alpine, feline.
ish, -sh	:	
(having the quality of)	:	foolish, stylish, slavish, swinish, peevish, thievish, (somewhat) greenish, bluish, youngish, oldish, (depreciative) amateurish, boorish, bookish
-iv, (apt for)	:	Progressive, massive, active, talkative, possessive, deceptive
-lent (full of)	:	violent, turbulent, virulent, corpulent
-less (without)	:	Senseless, meaningless, fearless, lawless.
-ly (like)	:	bestly, friendly, manly; cowardly, kindly.
-ory	:	illusory, migratory predatory, introductory.
-ous (full of)	:	glorious, curious, dangerous, murderous.
-some (apt to)	:	tiresome, meddlesome, fulsome, wearisome, gladsome, winsome, noisome, wholesome
-Ward (towards)	:	homeward, forward, backward, heavenward
-y (having the quality of)	:	Healthy, wealthy, weary, greedy

### C. VERB SUFFIXES

-ate, -ite	:	meditate, nominate, designate, expedite, requite, invite, excite.
-en	:	broaden, brighten, lighten, fatten, strengthen.
-fy	:	
(forming causative verbs)	:	beautify, pacify, falsify, testify, simplify.
-ise, -ize	:	(1) Changes an Adjective into a Verb: nationalize, equalize, liberalize, generalize. (2) Changes a Noun into a Transitive Verb: Scandalize, monopolize patronize, memorise (3) Changes a Noun into an Intransitive: sympathize, materialize, philosophize, sermonize

**D. ADVERB SUFFIXES**

-ly	:	After Adjectives ; Ably, aimlessly, beautifully After present Participles; Amazingly, lovingly After Past Participles ; Crookedly, devotedly, mistakenly After Nouns ; Daily, weekly, wholly, individually
-ce	:	Once, twice, thrice
-st	:	amidst, amongst,
-ther	:	Hither, thither, whither
-ward	:	backward, forward, upward, onward, northward

**Exercises:**

A. Write noun forms for the following words by adding a suffix.

Example.: Improve (v) – Improvement (n)

- |              |                |
|--------------|----------------|
| 1. Identify  | 11. Honest     |
| 2. Generous  | 12. Probable   |
| 3. Organise  | 13. Converse   |
| 4. Cooperate | 14. Graduate   |
| 5. Curious   | 15. Bury       |
| 6. Careful   | 16. Deny       |
| 7. Inherit   | 17. Intend     |
| 8. Educate   | 18. Extinct    |
| 9. Loyal     | 19. Photograph |
| 10. Capable  | 20. Prepare    |

B. Choose the appropriate Suffix and fill in the blanks.

Effective	friendly	less	rich	minded	ridden	
related	led	worthy	able	free	proof	conscious

- The doctor advised the patient to go for sugar ..... diet.
- Bicycle is an eco .....vehicle.
- The workers need a fire ..... dress.
- Iraq is an oil ..... country.
- John is a trust ..... employee.
- Most of the heroines are calorie .....
- Wrinkles are an age ..... manifestation of the skin.
- Dr. Abdul Kalam was a work ..... person.

## UNIT- IV

### A) PUNCTUATIONS

There are 14 punctuation marks that are commonly used in English grammar. Correct usage of punctuation will make your writing easier to read and more appealing.

- Punctuation marks help us to read and understand a written sentence or passage clearly.
- Punctuation marks are used in the written language to put pauses at the right place in a sentence and to separate one sentence from another.
- Correct punctuation can save a life.

E.g: a) Kill him not, leave him.

b) Kill him, not leave him.

**Important punctuation marks generally used are:**

- (a) Full stop (.)
- (b) Question mark/ Interrogation mark (?)
- (c) Exclamation mark (!)
- (d) Comma(,)
- (e) Colon (:)
- (f) Semicolon (;)
- (g) Dash (-----)
- (h) Hyphen (-)
- (i) Brackets [ ]
- (j) Braces { }
- (k) Parentheses ( )
- (l) Apostrophe (‘)
- (m) Inverted commas/Quotation marks/Speech marks (“----“)
- (n) Capitalisation

**A) FULL STOP (.):** The full stop represents the longest pause.

- (i) A full stop is used to mark the end of a statement, a command, a request or an instruction.  
e.g. 1. Get me a glass of orange juice.  
2. Delhi is a historical city
- (ii) It is also used after abbreviations and initials.  
e.g. 1. C.M (Chief Minister)  
2. Mr. M. Nayak, B.A. (Bachelor of Arts)
- (iii) We also use a full stop to write a decimal number.  
e.g. 56.7, 28.3

**B) QUESTION MARKS (?):** It is placed after a question or question tag or request.

- e.g.1. Where do you live? (direct question)
2. You are tired, aren't you? (question tag)
  3. Could you get me a glass of water? (request)
  4. Would you mind lending your car for an hour? (request)

**C) EXCLAMATION MARK (!):** It is used after sudden and strong feelings of joy, surprise, and wonder.

- e.g. 1. Oh! What a lovely gift it is!  
2. Alas! We have lost the match.  
3. Oh dear! That was an unfortunate incident

**D) COMMA (,):** It is used to express the shortest pause in a sentence but it is never placed at the end of a sentence.

- a) Whenever a small pause is required to give a clear meaning  
e.g. 1. To reach the school, I took a rickshaw.  
b) To separate more than two words in a series  
e.g. 1. I bought apples, oranges and cakes for you  
c) To separate the words 'yes' or 'no' from the rest of the sentence  
e.g. 1. Yes, I like the shirt.  
2. No, I don't want the pen.  
d) To separate the question tags  
e.g. 1. He is fine, isn't he?  
2. They are going home, aren't they?  
e) To separate clauses in a sentence  
e.g. 1. He came here, understood everything and left.  
f) To separate direct speech from the rest of the sentence  
e.g. 1. Gopal said, " I will leave soon."

**E) COLON (:):-** The colon is a longer pause than a semi-colon. It is used as under. It has three main uses.

- a) The first is after a word introducing a quotation, an explanation, an example, or series.  
e.g. He was planning to study four subjects: politics, philosophy, sociology and economics.  
b) The second is between independent clauses when the second explains the first, similar to a semicolon:  
e.g. I didn't have time to get changed : I was already late.  
c) The third use of a colon is for emphasis:  
e.g. There was one thing she loved more than any other : her dog.

**F) SEMICOLON (;) :-** Semicolon is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- e.g. Ravi was hurt; he knew she only said it to upset him

**G) DASH (-----):-**The dash is used to indicate an abrupt stop or change of thought. It is used to separate words into statements. There are two common types of dashes: en dash and em dash.

- En dash: Twice as long as a hyphen, the 'en dash' is a symbol (----) that is used in writing or printing to indicate a range, connections or differentiations, such as 1880-1945 or Princeton – New York trains.
- Em dash: Longer than the en dash, the 'em dash' can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example, She gave him her answer ----- No!

**H) HYPHEN (-):-** Hyphen is used to join two or more words together into a compound term and is not separated by spaces.

e.g. part-time, back-to-back, well-known, ex-colleagues, two-kilometer, man-eating, little-used, state-of-the-art.

**I) BRACKETS [ ]:-** Brackets are the squared off notations [ ] used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

e.g. He [Mr. Rahul] was the last person seen at the house.

**J) BRACES { }:-** Braces are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions.

e.g.  $2 \{1+[23-3]\} = x$ .

**K) PARENTHESES ( ):-** Parentheses are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.

e.g. Ravi and Rani (who were actually half brother and sister) are tall.

**L) APOSTROPHE ('):-** An Apostrophe is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- Possessive case: Reshma's dog bit the neighbor.
- Omission of letters from a word:
  - a) I've seen that movie several times.
  - b) She wasn't the only one who knew the answer.

**M) QUOTATION MARKS (“ “):-** Quotation marks are also known as Inverted Comma are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual status of word.

e.g. “Don't go outside,” she said.

- Single quotation marks (‘ ’) are used most frequently for quotes within quotes.  
e.g. Sowmya told the teacher, “I saw Kiran at the playground, and he said to me ‘Ravi started the fight,’ and I believed him.”

**N) CAPITALISATION:-**

Let us understand the capitalization. Pay attention to the following rules regarding the use of upper case letters or capital letters.

**Rule 1: Capitalise the first word of a sentence.**

e.g. She is a quiet girl in class. However, she is very mischievous at home.

**Rule 2: Capitalise proper nouns. These include –**

- Religious terms: Hindu, Christian, Muslim, God, Allah, Methodist

- Names of buildings: Birla Mandir, Charminar, Taj Mahal
- Languages: Telugu, Hindi, English, Persian
- Festivals: Holi, Dussehra, Christmas, Ramzan
- Names of places and geographical features: New Delhi, Malaysia, Andhra Pradesh, The Godavari

Rule 3: Capitalise titles and designations before a name, but not after a name. We talked to Professor Ramanujam. BUT We talked to the professor.

Rule 4: Capitalise the first person pronoun 'I'

e.g. I live in Vijayawada

Rule 5: Capitalise the first word in each line of a poem (unless the poet specifically uses the lower case).

e.g. I wandered lonely as a cloud.

That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;

## B) SPELLING

Spelling errors are committed either due to phonetic error or not being familiar with spelling rules. Below are some rules for spelling words correctly.

### Spelling Rules:

#### Final Consonants

1. In words ending with a single consonant 'l', the consonant is double in the suffix.

e.g. Marvel → Marvelled

2. In words ending with single vowels and single consonant, the consonant doubles at the suffix end.

e.g. Log → Logged, Rug → Rugged

3. When the suffix 'ful' is added to words ending with double 'll', single 'l' is dropped.

e.g. Will+ful → Wilful, Skill+ful → Skilful

4. In words ending with silent 'e' the suffix is added by removing 'e'.

e.g. Care → Caring, Drive → Driving

EXCEPTIONS: whole → wholly, True → Truly

5. In words ending with 'ce' and 'ge' keep the 'e' when suffix is added.

e.g. Change → changeable

6. In words ending with 'ee', 'e' is not dropped before a suffix.

e.g. agree → agreeing

7. In the words ending in 'ie' the suffix 'ing' is added to change 'ie' to 'y'.

e.g. lie → lying, die → dying

8. In words that contain 'ei' or 'ie' pronounced like 'ee' then 'l' comes before 'e'.

e.g. believe, achieve, yield, field. 'l' before 'e' except after 'c' as in receive, deceive.

9. In words ending with consonants 'y', it changes to 'i' before suffix is added.

e.g. marry → married, bury → buried, try → tried

## EXERCISE

Misspelt Words	Correct Words
Achieve	
Commitment	
Commissioner	
Dependence	
Privellege	
Embrass	
Grammer	
millennium	
Wendnesday	
Hipocracy	

## C) PARAGRAPH WRITING

### Definition of a Paragraph:

A paragraph is a group of related sentences developed on a specific topic. It may be a part, or a division of an essay or it may be a complete unit in itself. Sometimes it is considered as a mini-essay. A paragraph focuses on a single aspect. The paragraphs in an essay have a purpose. The beginning of a new paragraph in an essay indicates that the writer has changed the point.

### Features of a good paragraph:

A good paragraph is a combination of Unity, Cohesion, Coherence, Balance, Variety and Emphasis.

#### 1. UNITY:

When the sentences of a paragraph are held together because of their close relation to the central theme their oneness of purpose gives unity to the paragraph. If sentences do not relate to the central idea creep into the paragraph, its unity is destroyed. The result is confusion.

#### 2. COHESION:

The sentences in a paragraph are linked structurally by cohesive devices. These devices make the paragraph economic, stable and clear. Some of such devices are conjunctions, pronouns and the definite article 'the'. For example: and, either...or, neither...nor, though, etc.

#### 3. COHERENCE:

The sentences in a paragraph should be connected through semantics. 'Coherence' in a paragraph refers to the unity in meaning. Each sentence should be focused on the idea expressed in the paragraph.

#### 4. **BALANCE:**

The balance of the paragraph depends on the proper distribution of emphasis. The space devoted to each sentence should be in proportion to the importance of the idea it expresses. Care should also be taken to see that the main idea stands out prominently.

#### 5. **VARIETY:**

Variety is meant for to avoid monotony. It should be of different lengths, and not always of the same sentence construction. A judicious blend of the Simple, Complex and Compound sentences will be impressive.

#### 6. **EMPHASIS:**

Generally, the opening sentence contains the subject or theme of a paragraph. The following sentences expand or illustrate the main subject. A paragraph should come to a natural close when the treatment of particular subject is exhausted. The idea which has been developed in a paragraph must determine the arrangements and the relative importance of subordinate parts.

## **UNIT- V**

### **1. SWOT/SWOC**

‘Know thyself’ Socrates had said long ago. Self knowledge is the highest form of knowledge, surpassing all. The typical problem of today’s youth is familiarity with many things and ignorance of own self. ‘When we know better, we do better’ is the axiom emphasizing the need and meaning of self knowing skills. In order to achieve in life, one has to know oneself and build strong personality, as people who use their talents to their fullest extent only will be successful. The quality of achieving the world depends on the quality of knowing self by identifying our own strengths and weaknesses, and analyzing the opportunities and challenges.

**SWOT** stands for strengths, weaknesses, opportunities and threats. It is a scientific tool for any individual or organization to study the existing status and plan for future. It helps us in setting and reaching our goals. It studies the internal and external factors that are favorable and unfavorable to reach our goals. In recent times the ‘**T**’ (threat)in **SWOT** changed to ‘**C**’ (challenge). ‘**C**’ is recommended since ‘threat’ is considered a negative word whereas ‘challenge’ connotes a more positive attitude. Strengths and weaknesses are often internal and personal, while opportunities and threats generally relate to external factors. **SWOT** is sometimes called internal-external analysis. Self-assessment test can be conducted to evaluate one’s own SWOT. This can be based on simple questions like: What is the goal of my life? What are my strengths, weaknesses, interests, fears and opportunities? What is my financial status? What am I doing every day to reach my goal?



SWOT analysis shows why we are unable to reach our goals in life. It helps us to understand various ways to reach our goals. It is beneficial to recognize both the opportunities available and the threats to face. By realizing our weaknesses, we can overcome and escape threats. Its framework makes us unique from our peers by showing our rare talents. It points out the need to boost our career and assists us to reach our personal goals. Knowing and using our strengths can make us potential and successful persons. Used in an employment context, it stirs us to excel in our profession. It discloses opportunities. It also helps to peep into ourselves so that we can draft our career plans and complete them successfully.

## **2. POSITIVE ATTITUDE**

‘The way you look at things’ is attitude. The way we look at the bright side and remedy side of a problem is called positive thinking. Positive thinking is all about changing our ideas, perceptions and interpretations about the things around us. By doing so, in turn we determine the way of handling our life with its assets and liabilities. Positive thinking is the capacity to focus on what is right and neglecting what is wrong or unpleasant. Positive thinking is focusing on reality and the possibility of happening of certain things with our confidence and determination.

Positive thinking does not use the word ‘problem’ but replaces it with the word ‘challenge’. Positive thinking is not day dreaming. It helps us to derive satisfaction from what we do and what we have. Positive thinking guides us to success and peace of mind. It motivates and helps us to reach our goals in an easier and more enjoyable way and to become a more flexible person.

The belief in our talents boosts up our confidence and generates positive thinking. Let us try to see the good in others and expect bright future. Negative people instill negative thinking and hence, let us have good friends. Let us be ourselves and set positive goals. We should be optimistic and realistic in whatever we do. Let everyday be started with best listening and reading. We should remember that the fear of failure leads us into negative thinking. Further, we have to realize that failure and success are part of the same journey. So let us break the negative habits by developing good habits.

To come up in life we have to remove the labels that are imposed by others because we are not responsible for what others feel about us. We should always keep in mind that one’s birth and background have nothing to do with one’s greatness. We should have a strong and persistent desire to win. Let us never forget that Ambition is the path to Success. So let us believe in ‘I Can Win’.

## **3. EMOTIONAL INTELLIGENCE**

Human intelligence has wide range of abilities and one among them is emotional intelligence. Having emotional intelligence means being driven away by the intelligence rather than impulses. Emotional intelligence is identifying, understanding and choosing how we think, feel and act. It

decides what we learn, how to set priorities, and decide daily actions. According to 'Oxford Dictionary of Psychology', "Emotional intelligence is the ability to monitor one's own and other people's emotions. It helps to discriminate between different emotions and label them appropriately and to use the emotional information in thinking and behavior". Emotional intelligence is the capacity underlying emotional sensitivity, awareness and management skills which help maximize health, happiness, competence and survival. It includes self-awareness, self-regulations, motivations, empathy and social skills.

### **Importance of Emotional intelligence:**

Emotional intelligence plays a vital role in today's educational scenario and job market. The ever changing work nature, cut throat competition and rapidly advancing technology are demanding dynamic mental skills from students. Emotional intelligence helps us gain the widest range of acceptance by people. If we possess emotional intelligence we can give better performance in our employment and lead a self motivated and result oriented life. We can maintain healthy and effective inter personal relations and can lead an easy and flexible life enjoying physical and mental health.

### **How to enhance emotional intelligence:**

Emotional intelligence is a dynamic skill, capable of changing and it can be improved by one's own effort. The way we look at the things will change our moods profoundly. And if we change our perspective that certain things in life can't be changed we can adjust or mould ourselves as the situation requires. Self-introspection is the best way for achieving perfection in one's own life. Continuous evolution and cross checking our emotions at various occasions and with different people will certainly have positive impact.

We should feel free to speak out and exchange our feelings as the suppressed feelings may have a negative impact on our moods and personality. We should connect with people empathetically. As laughter is the best medicine for sorrows, we should enjoy and instill sense of humour in and around us. We should be able to resolve conflicts positively choosing win-win attitude in all your dealings that pours plenty of comfort and emotional satisfaction in life. As emotions are reflective, every emotion has its result in both ways. Being cautious for negative results in the beginning will avoid lot of hurt and loss. And we should remember that nobody has right to hurt anybody in the world.

Sound body is sound mind. Mind and body are inseparable, and body plays vital role in generating positive emotions. By Physical exercise and outdoor play we can maintain Sound body and sound mind. Mind is creative and re-creative. It needs to be fed with positive stuff. Hobbies will establish self confidence and recreation relieves stress.

#### 4. TELEPHONE ETIQUETTE

Telephones have become part and parcel of our lives. Mobile phones have made our lives easier and simpler. We can contact anyone instantly. Because we have access to anyone anytime, it doesn't mean we can use the phone for contacting others whenever we like. Because the person is not in front, we cannot talk in whatever way we like. Certain rules, conventions and behaviour on the use of phone have evolved over the history in the society, which is referred to as 'Telephone Etiquette'.

**Etiquette:-** Etiquette is a code of conduct and behaviour in various contexts like personal, social, professional. They characterize an individual. Good behaviour is needed in every walk of life.

**Importance of Telephone Etiquette:-** Phone etiquette identifies your professionalism and creates a good impression. It also enhances trust and loyalty among your callers. Talking to someone face to face is different from talking over telephone. When we communicate with someone in person, we can see each other's gestures, lip movement and body language. But when we are on the phone, we hear only sounds and tone. Therefore people follow several strategies to make themselves clear to the hearer while speaking on the phone. Here are few of them.

- We shall make sure that your phone is in good condition and the receiver and the piece are working well.
- As we pick up the call, we have to identify ourselves and greet the caller.
- We shall hold the phone at an appropriate distance – neither too close nor too far away from your mouth.
- When we pick up the phone, we should sound alert and ready. Our tone should not give them impression that we are casual or sleepy. Therefore, while speaking sit up straight or stand so that your voice sounds confident. This will make your callers feel that you are pleased to hear from them.
- Our callers can sense our feelings from the tone of our voice. So, we shall have a smiling face as we talk. It creates a positive, friendly and helpful impression at the other end.
- We need to speak clearly and loudly enough to be heard and adopt a conversational style.
- When we don't understand the other person, we shall not hesitate to ask the person at the other end to repeat.
- We shall speak slowly with pauses at appropriate places. That is each word we speak should be meaningful.
- We shall avoid mispronouncing words especially the names of the callers.

**Some manners:-**

1. Do not take too long to pick up a call.
2. If you miss the call, make sure you give a call back. It is possible that the other person has an important message to convey.
3. Do not give missed calls. It may irritate the other person. Giving missed calls do not show professionalism.

4. Be sure that you are talking to the right person. Reconfirm by asking the name of the person.
5. If you have a wrong number, say that you are sorry. Do not just disconnect.
6. If you get a wrong call, politely say that they have probably got the wrong person.
7. Don't shout into the phone especially when you are in a public place.
8. When you are at a meeting make sure to put your mobile in silent mode.
9. When you are conversing with someone and your mobile rings, excuse yourself if you have to take the call.
10. Always end your conversations with 'Thank you'.
11. If there are network issues, deal with them patiently. Do not get irritated. It may give a negative impression of you on the speaker.

## 5. INTERPERSONAL SKILLS

Aristotle said ' Man is a Social being'. No man is an island. No one is self-sufficient; everyone relies on others. Since man is noble but imperfect, God created him to be inevitably dependant. That's why we have to inculcate a special interest to improve interpersonal skills.

The ability to work effectively with a group of other people, either as leader or as member, is an important interpersonal skill. Interpersonal skills are sometimes referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. Interpersonal intelligence is the ability to relate effectively to others.

### **What includes in Interpersonal skills?**

**Communication Skills:** Effective communication helps us better understanding of a person or situation. It enables us to resolve differences, build trust and respect and create environments where creative ideas, problem solving, affection and caring can flourish. People with interpersonal skills will communicate effectively and build strong and healthy relationships.

**Leadership Skills:** Effective leadership is an essential requirement in order to achieve organisational goals. Leaders must be able to provide inspiration, motivation and clear direction to their team. A leader should have a clear vision, effective planning, new ideas and crisis management.

**Management Skills:** We often seem to focus less on good management and more on the glamorous and exciting work of leadership. However, managers are responsible for making sure that things are done properly. Some examples for management skills are people management, collaboration skills, business management skills and finance skills.

**Social Grace/Relations:** Social graces are skills used to interact politely in social situations. They include manners, etiquette, making proper introduction to people, listening and not interrupting in conversation, using good table manners. Social Grace is extremely important when meeting new friends. Relationships can develop at a faster rate if you show courtesy toward someone else.

**Group Dynamics:** Group dynamics is a system of behaviours and psychological processes occurring within a social group or between social groups. Some examples for group dynamics are project management skills, event management skills and conflict management skills.

### **How to Develop Interpersonal Skills?**

- **Know the value of other individual:-** Man is inalienably born equal and has right to live with dignity. The values which apply to protect your privacy will also apply to others. Indignity and low self esteem is dangerous personality traits for healthy environment. A society where individuality is valued based on any background will never flourish.
- **Focus on building harmonious relationships:-** If your personal relationships are short-lived or work relationships are cold and distant, we must inculcate and harness the qualities necessary for healthy relationships.
- **Practice Empathy:-** Putting yourself in the position of another person allows us to see things from a different perspective. When people feel understood, they to be less combative, leading to greater understanding and unity. Never criticize anyone without walking in their experiences at least for some distance.
- **Be a team player:-** when working with others, engaging in give and take that involves collaboration and compromise works wonders. One must examine tendencies to dominate situations or criticize others. Praising others for their work and being open to receive praise adds charm and grace.
  - a) Interpersonal skills build healthy relationships
  - b) Interpersonal skills will help to review one's own personality
  - c) Interpersonal skills can be used in a group to bring the best out of others
  - d) Interpersonal skills enhance employability