

# **MAR GREGORIOS COLLEGE OF ARTS & SCIENCE**

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**Affiliated to the University of Madras  
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An ISO 9001:2015 Certified Institution**



## **DEPARTMENT OF ENGLISH**

**SUBJECT NAME: COMMUNICATIVE ENGLISH I**

**SUBJECT CODE: LZ11A**

**SEMESTER: I**

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## **UNIT I:**

### **LISTENING AND SPEAKING SKILLS**

#### **INTRODUCING SELF AND OTHERS**

##### **INTRODUCING SELF**

- My name is Murgesh Vadivel.
- My name's Ragini Pillai.
- I'm Suresh Gopinathan.
- I'm Suresh Priyanka Sundar....
- I'm Rajalakshmi, people call me Raji.
- Never say, "Myself Rajiv". This is wrong.

##### **THE SCHOOL YOU STUDIED**

- I studied at GRT school.
- I have completed my schooling at MMT, Vellore.
- I studied in the prestigious Vivekananda Vidyalaya in Coimbatore.
- I studied in a famous school in Mysore, the Sri Vidyalaya.
- I am a proud product of the Chennai School.
- I studied the same school in which our former President, APJ Abdul Kalam studied.

##### **THE PLACE YOU LIVE/COME FROM**

- I'm from Vellore.
- I live in T Nagar.
- I live in Gopal Nagar while my home town is in Trichy.
- I come from Madurai.
- I'm put up in the hostel in the campus.
- I come from Delhi, I am staying at my Aunt's.
- I come from Meenakshi's abode, Madurai.
- I come from the mango district, Salem.
- **(Remember not to use My native place is)**

##### **A LITTLE ABOUT YOUR HOBBIES**

- I'm deeply interested in Football.
- I was part of my school team.
- I love playing the sitar.

- I take a special interest in philately and I have 2000 stamps of 175 countries.
- Folk music has a fascination for me.
- I have been learning Karagattam for the past five years.
- I like watching tennis and cricket, they are my favorite sports.

### **A FEW DETAILS OF YOUR FAMILY**

- We are six at home, including me I have two siblings.
- I have a sister, who is older to me I have a brother younger than I.
- I have a brother and two sisters.
- All my siblings are elder to me.
- I have four siblings, I am the youngest.
- I am the only child. I live with my grandparents.

### **HOW TO INTRODUCE YOURSELF?**

- Remember to wish people first.

Good day!

Good Morning!

Hello!

Informal Hi!

- 1.Simple direct method (Common Method)

Start with your name and continue to speak about yourself.

- 2. Attention-grabbing one (Do Not use in formal situations)

You can be a little innovative by starting with an attention-grabber.

People who use this method do not start with their name.

You may want to stand out among your classmates, most of them would be following the standard 'name first' approach. You can begin the self-introduction with a unique experience or a peculiar fact about your city or your unique hobby.

- We cannot speak the same things and in the same manner with everybody.
- Depending on the people and purpose of our meeting them, we can broadly classify the instances as formal, casual and informal.
- When you are with your family and friends, an informal approach is acceptable.
- However, when you are with a group that has met to accomplish a task, like a teacher and taught relationship, a service provider and customer, an employer and an employee, the engagement is a formal one.
- A casual tone is used among peers and people after they have become familiar with each other or they have a longstanding relationship.

- So depending on whom you are meeting and why you are meeting them, you need to be selective about what you say about yourself.

### **REMEMBER A RULE OF THUMB:**

- The more formal the situation, the less personal details you should share as an introduction.
- Do not talk about your family, when you are speaking about yourself at a conference, meeting or a job interview.
- Do not talk about your hobbies/ special interest in an interview, unless asked to do so. .
- Do not talk about your ambitions when you meet people at a party, meeting or official get-togethers.
- There will be several occasion in college when you will have to introduce yourself.
- Following are a few instances on the campus when you will have to introduce yourself when you meet people for some work.
- In all likelihood, the Principal or your HOD may not recognize you.
- It is always better to make a brief introduction before you request them to do something for you.

#### **Example: 1. With the HOD in the department**

Good afternoon Sir/Madam

I'm Priya from II year BSc Physics,

I wish to....

#### **2. With your Principal**

Good evening Sir,

I'm Rajesh from the department of Chemistry. I am in the first year. I am applying for a scholarship, please attest the application form.

### **B.SPEAKING ABOUT OTHERS: INTRODUCING OTHERS**

- While introducing a friend or a classmate include the person's name in full, avoid nicknames or short names that you address them with.
- State some nice things about the person but never speak about their personal likes and dislikes.
- Again depending on the context include relevant information.
- **For Example, While introducing a classmate or friend :-** Good morning, meet my friend/classmate, Krishna. He is an ace football player and he is a part of the college team.
- **When you need to introduce a guest at a formal gathering :-** Good Morning, It gives me immense pleasure to introduce MsValliDamodaran, the CEO of Star Alliance, a prestigious business amalgamation. She has been with Star Alliance for the past 15 years and has held several responsibilities...
- **When you need to introduce a resource person**

Good Afternoon, I am pleased to introduce Prof. Ganesh, Head, Department of Indian Theatre, University of Texas....



## **LISTENING FOR SPECIFIC INFORMATION**

- Listening is an important communication tool.
- Listening is hearing with intention and development of listening skills holds the key to effective communication.
- While hearing is an involuntary and casual activity, listening is a voluntary and serious activity and therefore has to be planned deliberately.

### **Listening challenges**

- There are many difficulties an individual may face in understanding a talk, lecture or converse in a second language.
- The speaker, the situation and the listener can all be the cause of these difficulties.
- Contributing factors include the speaker talking quickly, background noise, a lack of visual clue, the listener's limited vocabulary, lack of knowledge of the topic, and an inability to distinguish individual sounds.
- Students should listen and be able to understand the main idea of what is said, as well as specific details.

**Here are some of the main skills involved in listening, together with a brief description of what each skill involves.**

## **PREDICTING CONTENT**

- Our knowledge of the world helps us anticipate the kind of information we are likely to hear.
- Moreover, when we predict the topic of a talk or a conversation, all the related vocabulary stored in our brains is 'activated' to help us better understand what we are listening to.
- Depending on the context – a news report, a university lecture, an exchange in a supermarket – you can often predict the kind of words and style of language the speaker will use.
- If you are taking a listening test, skim through the questions first and try to predict what kind of information you need to listen out for.
- A question beginning 'How many..?', for example, will probably require you to listen for a specific number or quantity of something.
- **For example**, Imagine you've just turned on your TV. You see a man in a suit standing in front of a large map with the symbols of a sun, clouds and thunder. What do you imagine he is about to tell you? Most likely, this is going to be a weather forecast. You can expect to hear words like 'sunny', 'windy' and 'overcast'. You'll probably hear the use of the future tense: 'It'll be a cold start to the day'; 'there'll be showers in the afternoon', etc.

## **LISTENING FOR GIST**

- Information comes in a sequence and in that sequence of information, there are content words such as nouns, adjectives and verbs that can help you form a picture and we often call this listening for gist.
- **For example**, words like 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic. When you learn new words, try to group them with other words used in a similar context. Mind maps are good for this.

## **LISTENING FOR DETAILS**

- Similarly, when listening for details, you are interested in a specific kind of information, perhaps a number, name or object.
- You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need.
- In a listening test, if you are asked to write down the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's age.
- If it is a conversation, you might wait to hear someone beginning a question with 'How old...?'

## **INFERRING MEANING**

- Imagine you are a tourist in a country whose language you do not speak. In a restaurant, you hand over a credit card to pay for the bill, but the server seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that the restaurant doesn't take credit cards, and you need to pay with cash instead. This is the technique of inferring meaning: **using clues and prior knowledge** about a situation to work out the meaning of what we hear.
- Similarly, we can infer the relationship between people from the words they use, without having to find out directly.

## **PRONUNCIATION (WITHOUT PHONETIC SYMBOLS)**

### **i. Essentials of Pronunciation**

- Pronunciation in the English language could be a challenge to non-native speakers as it is different from our Indian languages where there is a direct correspondence between the letter and the sound.
- **For example**, we don't understand why "tough" has this spelling, when it could be easier for us to pronounce if it were spelt as "tuf".
- There are three aspects to the sounds of the English language, they are consonant sounds, vowel sounds and diphthongs (vowel glides).

### **Minimal Pairs and Diphthongs**

- As you are aware of consonant and vowel sounds, a brief note on diphthongs and minimal pairs will be helpful with regard to "sounding good".
- The following set of words are examples of minimal pairs: Pin, Bin Mine, Nine
- **Diphthongs** are also called 'vowel glides' because during their articulation there is a movement from one vowel to another: wait, boon, born, shoot

### **Short Vowels and Long Vowels**

Regard and appreciation for the music of the English language can be seen in one's interest in understanding the difference between short vowels and long vowels.

Hat/hate

Bet/beat

Bit/bite

Got/goat

Fell/feel

### **Commonly mispronounced words**

- ‘Tier’ sounds the same as ‘tear’ (shedding tears when you cry). It is wrongly pronounced as ‘tyre’ (i.e. the tyre of a car/bike)
- Pronunciation (It is pr-nun-ciation. People often say pr-noun-ciation, which is not correct)
- Buffet (it is boo-fey. ‘Boo’ as in ‘loose’ and ‘fey’ as in ‘fake’)
- Dessert (dizz-urt)and Desert (dez – urt).

### **Difference between British English and American English spelling**

#### **BRITISH**

#### **US**

Colour

color

Flavour

flavor

Humour

humor

Labour

labor

Neighbour

neighbor

### **Pronunciation differences**

- British English and American English differ even more in terms of their pronunciation.
- You can immediately tell the difference between them when heard.
- Whereas the ‘r’ sound is consequently pronounced in American English, it remains silent in British English unless it occupies an initial syllable position.



# BRITISH ENGLISH - AMERICAN ENGLISH



car

ka: - ka:r



bear

beah - bear



start

sta:t - sta:rɪ



New York

nju: jo:k - nu: jo:rk

IGCC  
LET YOUR LIGHT SHINE





# BRITISH ENGLISH - AMERICAN ENGLISH



I talked TO Jane.



I talked WITH Jane.

Monday TO Sunday.



Monday THROUGH Sunday.

AT the weekend.



ON the weekend.

I haven't seen her  
FOR weeks.



I haven't seen her  
IN weeks.

IGCC  
LET YOUR LIGHT SHINE



# VOCABULARY

## AMERICAN ENGLISH

- Apartment
- College
- Vacation
- Schedule
- Airplane
- Mailbox
- Cookie
- Sweater

## BRITISH ENGLISH

- Flat
- University
- Holiday
- Timetable
- Aeroplane
- Postbox
- Biscuit
- Jumper

### **SOME WORDS ENDING IN -ILE ARE DIFFERENT IN BRITISH AND AMERICAN ENGLISH**

agile

Fertile

hostile

Mobile

Versatile

### **IN SOME WORDS, THE LETTER “A” IS PRONOUNCED DIFFERENTLY IN BRITISH AND AMERICAN ENGLISH**

Bath

Laugh

Class

Chance

Ask

After

can't

example

### **THE SOUND OF “R” IS STRONGER IN AMERICAN ENGLISH**

hard

Were

Ear

Pure

## **THE -IZATION ENDING IS DIFFERENT IN BRITISH AND AMERICAN ENGLISH**

Civilization

Organization

Authorization

Globalization

## **THE LETTER “T” IN THE MIDDLE OF A WORD CAN BE PRONOUNCED LIKE A FAST “D” IN AMERICAN ENGLISH**

better

Water

Hated

Writing

Bottom

Native

Artificial

notice

## **READING AND WRITING READING**

### **SHORT ARTICLES – NEWSPAPER REPORTS/FACT BASED ARTICLES**

- The focus of this lesson on reading comprehension is to give you a few tips about ensuring that you don't miss the point /s being made in the article that you are reading.
- With regard to reading a newspaper report/fact based article, you need to hone your skills in relation to

#### **i) Skimming and scanning**

##### **ii) Diction and tone**

##### **iii) Identifying topic sentences**

- **Skimming** refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.
- With reference to this article you can skim with the following guidelines
- Note the title of the article
- Read the introduction or the first paragraph
- Read the first sentence of every other paragraph Read the summary or the last paragraph.



- **Scanning** Is there specific information you are looking for?
- Anticipate how the answer will appear and look for clues that might help you locate the answer.
- For example, if you are looking for a date, you can scan the paragraph for numbers. The article given has a couple of dates.
- **A Note on Diction and tone:**
- **Diction** in writing is the word choice used in a piece of writing.
- It can elicit a particular tone to the writing, depending on the specific words chosen.... from individual word choice, the overall tone, or attitude, of a piece of writing should be appropriate to the audience and purpose.
- **The tone** may be objective or subjective, logical or emotional, intimate or distant, serious or humorous.
- The newspaper article given is related to a research project.
- The tone is formal and objective.
- **Identifying Topic Sentences**
- Every paragraph should include a topic sentence that identifies the main idea of the paragraph.
- A topic sentence also states the point the make about that subject.
- Generally, the topic sentence appears at the beginning of the paragraph.
- It is often the paragraph's very first sentence.
- **Here are five important benefits of reading aloud**
- **1. Develops stronger vocabulary**
- We acquire language primarily through listening.
- Reading aloud gives us the opportunity to hear new words in new contexts, which helps in building vocabulary and a stronger awareness of the communicative possibilities of language.
- **2. Builds connections between the spoken and written word**
- When you hear words read aloud, you begin seeing how printed words are closely connected to spoken words.
- This helps them recognize the difference between the arrangement of spoken language and printed text.
- **3. Provides enjoyment**
- Both children and adults enjoy being read to: the experience is both pleasurable and positive.
- The auditory impact of words is relished when someone reads aloud and this practice lights the spark a lifelong love of reading.
- **4. Increases attention span**
- Unlike watching television, reading or being read to promotes a slower unfolding of events and ideas.

- This enhances the listening skill and the ability to pay attention and concentrate: this definitely has an influence on increasing one's overall attention span.

### ➤ **5. Strengthens cognition**

- A well written book exposes you to sophisticated language, which can strengthen your comprehension/ cognitive abilities.
- When you are regularly exposed to sophisticated language or a well-crafted piece of writing, you learn how to apply your cognitive abilities to understand the text.

### ➤ **Some practical tips for reading from the newsroom:**

- Read your script and get familiar with it before you read aloud.
- Do not stare at the page. Take in a couple of words at a glance and look at the audience to which you are presenting the text.
- **Voice Modulation and Intonation** are of utmost importance. Without mastery of these two aspects, your listeners will find you boring.
- **Voice Modulation** is when you control or adjust the volume of your voice to softer and louder tones in order to make an impact and the attention of your listeners to what you are trying to convey.
- **Intonation** is the rise and fall of your voice, arising from the words/syllables that are stressed and not stressed in your utterance.
- Taking part in drama's and plays is a great way of building your ability to read aloud or speak in a public forum. Theatre activities help you to hone your voice **modulation, intonation and pronunciation**.
- **Journal/diary writing** is of great significance in human life.
- The Diary of Anne Frank proved to be an invaluable document and moving story of the Holocaust.
- With regard to developing our own writing skills, diary writing could play a crucial role.
- Diary entries should not only be about routine activities like: 1. I woke up at 5 am today  
2. I had a bath  
3. I prayed to God  
4. I had my breakfast  
5. I went to college.....

and so on.

- Apart from these entries, the journal should reflect your thought about life.

### **Dictionaries**

- A dictionary is of immense value in building your vocabulary.
- A learner's dictionary such as the Oxford Learner's Dictionary or the Oxford Advanced Learner's Dictionary (OALD) is recommended.
- The OALD provides

Synonyms

Collocations (words which go together)

Phrasal verbs and idioms

Topic dictionaries

Wordlists

Guided activities to improve your writing

## Thesaurus

- A thesaurus is a type of dictionary in which words with similar meanings are arranged in groups.
- A thesaurus provides a list of synonyms.
- A synonym is a word or phrase that means exactly or nearly the same as another word or phrase.
- For example, shut is a synonym of close.
- A thesaurus is also handy in finding antonyms (the opposite).
- When you write reports or articles, a thesaurus will come to your aid and help you to avoid repeated use of a word.
- You will also realize as you get familiar with using the thesaurus that you will get into the habit of using the most appropriate word for what you wish to express.
- **Encyclopedia:**
- The best way to begin research You must have heard that “smart work” is as important as “hard work”.
- Using an encyclopedia is “smart”. You must have guessed by now why an encyclopedia is the place to begin your research.
- In short, it is a time-saver and helps you to a wider range of resources.
- If you have to map what an encyclopedia can do for you, your map will look like the central nervous system!
- The encyclopedia can connect you so extensively and so intrinsically!
- These are the reasons why the use of an encyclopedia is highly recommended when you embark on an assignment or project
- Encyclopedias are catalogues of topics.
- Most encyclopedia articles are short (saving you time!)
- Subject experts have condensed it down, usually to one or two pages. (on the other hand the same topic might be covered in 900 pages in a book)
- The information is authentic vis-à-vis, information on many open sources on the internet such as Wikipedia.
- Encyclopedia articles mention and define search terms you can use in database searches (concepts, names, processes).

- Online encyclopedias have hyperlinks to related subjects and that is why it is like the central nervous system!
- It is connected to the entire.
- Encyclopedias give you a list of references /further reading.

## GRAMMAR: NOUN & PRONOUN

### NAMING AND DESCRIBING NOUNS& PRONOUNS

Nouns are naming words.

They could be names of people, animals, places, things, ideas, feelings and concepts.

### TYPES OF NOUNS

#### Proper Noun and Common Noun

Karthik is an intelligent boy (proper noun)

Karthik is an intelligent boy (common noun)

Chennai is a city (proper noun)

Chennai is a city (common noun)

#### Concrete Noun and Abstract Noun

The artist has his brush and paint (concrete noun)

There is fish in the tank (concrete noun)

When adversity knocks on your door, how do you respond? (abstract noun)

The egg had lost its fragility (abstract noun)

#### Collective Noun

The police controlled the mob

I live with my family

The crowd gathered

#### Countable Noun and Uncountable Noun

I have many books (countable noun: plural allowed )

You have a lot of knowledge (uncountable noun: no plural) Apples are good for health (countable noun: plural allowed) Milk is also good for health (uncountable noun: no plural)

How to form plural	Singular	Plural
By adding 's' after the noun	Book, pen, lamp	Books, pens, lamps
By adding 'es' after sibilant sounds of 'ch','s', 'sh' and 'x'	Bus, brush, box	Buses, brushes, boxes



<b>By substituting 'y' when it is 'preceded by consonant with 'ies'</b>	City, county, country	Cities, counties, countries
<b>By adding 's' to a word which ends with 'y' and is preceded by a vowel sound</b>	Boy, toy, joy	Boys, toys, joys
<b>By substituting 'fe/fe' with 'ves' when the 'f/fe' ending is preceded by a vowel</b>	Wife, thief	Wives, thieves
<b>By adding 's' for a word ending with 'f' and where 'f' is preceded by a vowel</b>	Roof	Roofs
<b>By adding 's' or 'es' to a word ending with 'o'</b>	Disco, tomato	Discos, tomatoes
<b>Irregular plural forms</b>	Man, child, mouse, tooth, goose, foot, ox	Men, children, mice, teeth, feet, oxen

<b>Precede these words (scissors, trousers, shorts) which always have a plural form with "a pair of"</b>	<b>A pair of scissors</b> <b>A pair of trousers</b> <b>A pair of shorts</b>	
<b>Certain collective nouns are always used as plurals</b>	People, cattle	
<b>Some nouns have the same form in both singular and plural</b>	Sheep	
<b>The case of compound nouns like daughter-in-law, son-in-law</b>	Daughter-in-law Son-in-law	Daughters-in-law Sons-in-law

### **No Singular Form & No Plural Form**

#### **No Singular Form**

Cattle

Trousers

#### **No Plural Form**

News

Information

Scissors	Furniture
Pliers	Baggage
Police	Measles
Glasses/Spectacles	Advice
Pants	Knowledge
Shorts	Rubbish

## **PRONOUNS**

Pronouns are used instead of nouns.

For example, “Mohan is a cricketer. He plays for the state.”. Here “he” is a pronoun because it refers to Mohan.

## **PERSONAL PRONOUN**

The pronouns, I, We, You, He, She, It, are called personal pronouns because they refer to the particular person(s) discussed in that sentence. Different forms (Cases) of the personal pronoun are used according to the position of its usage, like that is j

### **First Person**

#### ➤ **Subject form**

I am a student

We are students

#### ➤ **Object Form**

The teachers like me

The teachers like us

#### ➤ **Possessive Adjective form (Possessive Case)**

This is my class

This is our class

#### ➤ **Possessive Pronoun form**

Mine is interesting

Ours is interesting

### **Second Person**

#### ➤ **Subject form**

You are a student

#### ➤ **Object Form**

The teachers like you

#### ➤ **Possessive Adjective form**

This is your class

➤ **Possessive Pronoun form**

Yours is interesting

**Third Person**

➤ **Subject form**

He is a student

➤ **Object Form**

The teachers like him

➤ **Possessive Adjective form (Possessive Case)**

It is his class

➤ **Possessive Pronoun form**

His is interesting

➤ **Nouns are always Third person**

**Subject form** - Balu is a student

**Object Form** - The teachers like Balu

**Possessive Adjective form** - It is Balu's bag

**Possessive Pronoun form** - Balu's bag is red

➤ **Question Words (Interrogative Pronouns)**

**Subject form** – Who, What

**Object Form** – Whom, Where

**Possessive Adjective form** – Whose, Which

## UNIT II

### LISTENING AND SPEAKING SKILLS

**Listening with a purpose:**

- Your way of listening varies according to the purpose for which you listen.
- Look at the purpose for listening and the ways of listening:
  1. Listening for enjoyment : you maintain eye contact, show you understand, react to what is being said
  2. Listening to learn something new: Think about what you already know; focus on ideas that is new
  3. To understand the speaker's point of view, and share your ideas: Listen carefully, observant to find an opportunity to share your ideas
  4. To solve a problem: Listen closely and identify goals and problems; build on those ideas

5. To follow directions: Listen for words such as first, second, finally; take notes

### **Effective Listening:**

- Make a conscious effort to tune in to the speaker
- Focus on the content
- Look for familiar words
- Identify the "chunks" of words that give the core meaning of the utterance
- Tonal variation
- Fluency & pace of speaking
- Clarity of pronunciation
- Voice projection

### **Tonal Variation:**

- Speech without tonal variation is incomplete and monotonous.
- So improve your ability to recognize tonal variation. It is associated with the pitch variation of the voice.
- A 'tone' is a certain pattern in the pitch of a person's voice which is meaningful in any discourse.
- It reflects the moods and attitudes of the speaker -- confident, hesitating, agreeing, disagreeing, referring, proclaiming etc., and this helps the listener in deducing the speaker's intended meaning.

### **Falling tone:**

- **Convey information in a matter-of-fact way:**

I live in Tamil Nadu

He is twenty years old.

- **Wh-questions asked in a casual, neutral way.**

Where do you live?

When did you come?

- **Commands**

Close your books and listen.

Take it away.

- **Exclamatory**

How nice of you!

What a pity!

- **Tag questions -- when the speaker expects the listener to agree with him**

It's good, isn't it?

They are pretty, aren't they?



**Rising tone:**

- **In general questions**

Have you read the novel?

Would you please pass the salt?

- **Wh-questions- when asked with involvement and interest** When did you arrive?

What did you say?

- **Yes/No and questions seeking Information with polite deference**

Did you like the gift?

Why didn't you join us at lunch?

**Falling-Rising Tone:**

- Doubt or uncertainty (you are uncertain what the answer might be) --- they are polite inquiries.

Have we nearly finished?

Did he know she was there?

- Implied meaning in a statement

Well I remember her face (but not her name)

**READING AND WRITING****STRATEGIES OF READING: SKIMMING AND SCANNING**

- **Skimming and Scanning** are useful skills of reading that will help the reader in reading effectively and comprehending the needed information precisely.
- In an academic setting, when a book has been prescribed, readers tend to skim through description and other not so very important information, but rather focus on the passage which will be important to write an assignment or a term paper.
- The required information will then be read intensively. Hence the function of skimming is to get an overall grasp of the text and to gather the required information
- **Skimming Methods**

When you are reading using the skimming skills you will predominantly use the following

- Titles, subtitles or the headlines
- Contents
- Introduction
- Synopsis
- **Chapter beginnings**
- Paragraph
- Bold/Italicised words

- Review questions
- Conclusion

## **SCANNING**

- This is a reading skill used for finding out a specific piece of information in a text which has a lot of information.
- It is a reading strategy where a reader discards a lot of unwanted information, but searches a very specific information.
- In skimming an entire text is read fast to get the general information of the text.
- In scanning the text is used to extract a specific information.
- **Steps to effective Scanning**
- The reader has to first ascertain how information in a particular text has been classified.
- This is the effective step for scanning for an information from a source.

## **TYPES OF READING :**

### **EXTENSIVE AND INTENSIVE READING**

#### **Extensive Reading –**

- This kind of reading refers to reading longer texts like a novel or a short story for pleasure, for a longer period of time.
- The reader need not stop to look at the meaning of every unknown word. It will stop the flow of reading.
- In learning English as a second language, learners tend not to go in for extensive reading because they are intimidated by the entire book written in an alien language.
- When they read a novel by a native writer of English, they are also confronted by the culture differences.
- For a beginner who sets out to read, it is best they start with short stories that are easily understandable.

#### **Intensive Reading**

- Intensive Reading happens when a reader reads a text, carefully and intently with absorbed concentration with a view to extract a specific information.
- It is a method that is used in teaching of English where learners are given a short text and guided to understand the grammatical structures, the syntax and the vocabulary that will help them in using the language effectively.
- Intensive Reading helps different readers in various contexts. For a person who is learning English as Second Language this becomes an effective tool to learn grammar from a short text or a poem.
- For a reader who is an aspirant of competitive exams, intensive reading helps grasp complex ideas and to learn problem solving through reading passages.

## **PARAGRAPHS: STRUCTURE AND TYPES**

- Any writing, excepting that of poems or plays, mostly consists of paragraphs. Consider composition on any subject or topic. You'll find many paragraphs in it.
- What is a Paragraph? A paragraph has a group of sentences and all these sentences are usually related to a common idea.
- As a sentence is insufficient to explain an idea well, there is a necessity to compose a paragraph.
- Usually, a paragraph is composed keeping in mind one main idea. To compose paragraphs easily, students can adopt the "One para, One idea" formula.

### **Structure:**

- A paragraph can be structured in many ways depending on various purposes.
- But, normally, any paragraph should have three important components.
- Firstly, at the beginning of any paragraph, the main idea of the paragraph should be stated or introduced.
- Secondly, the main idea should be explained.
- Thirdly, supporting details should be included to strengthen the explanation or the main idea.

### **Topic Sentence**

- The first sentence of the paragraph is said to be the topic sentence as this sentence states or introduces the topic or subject or main idea of the paragraph.
- Usually, the topic sentence comes at the beginning of a paragraph. That is, the first sentence of the paragraph happens to be the topic sentence most of the time. A good topic sentence should be concise and emphatic.

### **Unity**

- A paragraph should have unity.
- The sentences in a paragraph are connected, both in meaning and structure.
- In a good paragraph all the supporting sentences work together to develop the main idea.
- Unity of a paragraph can be achieved by meaningful sequencing of sentences.
- Each sentence should lead logically to the next. The sentences are to be in the best order.

### **Coherence:**

- **Coherence** means the correct fitting of ideas in a paragraph. That is, coherence belongs to the relationship of its ideas.
- To have genuine coherence of ideas, three factors are very important. They are relevance, right order and inclusiveness.

**Relevance** means every idea or point must be related to the topic. No irrelevant idea is included.

- The presentation of points in the correct order is the second important factor.

- The ideas or points may be relevant in a paragraph. But, if they are not arranged in the right order, then the paragraph cannot be coherent.
- The relevant sentences in a paragraph should be well organized and arranged in such a way that the ideas should be placed in the paragraph in the order of relative importance. That is, place the idea in the best possible place in the paragraph.

**Inclusiveness** means all the vital points or ideas must be included, and on any account, they should not be omitted.

- Flow is a matter of style and it can be seen on the surface. That is, it is visible in the explicit words and phrases and the grammatical patterns that link one sentence to another.

### **Connections between Ideas:**

#### **Using Transitional words and expressions**

- Transitional words and phrases function as connectors between ideas and serve as a means to achieve coherence.
- They are the words and phrases that make a transition from one idea to another.
- **Place:** above, down, inside, next, across, here, over, to, around, before, in, under....
- **Time:** before, after, at last, at once, first, next, then, thereafter, eventually, finally, meanwhile...
- **Importance:** first, last, mainly, more important, then, to begin with....
- **Cause and Effect:** as a result, because, consequently, so that, since, therefore...
- **Contrasting Ideas:** although, in spite of, on the other hand, but, instead, still, however, yet...
- **Comparing Ideas:** also, another, similarly, too....
- **Types of Paragraphs:**
- Different types of paragraphs are composed depending on various purposes. The following are some of the important types of paragraphs.
- **Description:** The description forms a very important part of writing. We may have to describe a sunset, an instrument or a machine, an accident, a character, and so on.
- **Sequence:** Sometimes, we will have to present certain things sequentially, that is, in a logical order or sequence. For instance, writing a biography, describing an accident and writing about manufacturing a product which involves a process. All these writings follow a logical or chronological order or a sequence of presentations.
- **Comparison and Contrast:** Comparison plays a vital role in one's life. Drawing a comparison between two things that are alike is unavoidable. In any comparison, we talk about things that are similar whereas in contrast, we speak of the dissimilarities between the things or objects of comparison. For example, we can compare and contrast the ocean and a lake.
- **Cause and Effect:** "What we sow, we reap." is a familiar proverb. According to the proverb, sowing is the cause and reaping is the effect or result. Cause and effect are inseparable. If a student spends many hours daily to study his/her lessons, he/she will score good marks. Hard work is the cause and the result is scoring good marks.



- **Persuasion:** There are many occasions where we have to persuade others for a good cause or their good.
- **Argumentation:** In any argumentative paragraph, the writer presents his/her viewpoints providing evidence in support of his/her stand. Various reasons, facts, statistical data, research results and personal experience may be brought in as evidence.

### **Study Skills II: Using the Internet as a Resource**

- The Internet is a definite resource you can turn to.
- The Internet is a global computer network which not only offers excellent communication facilities but also serves as a source of vast range of information.
- When online one can interact and share information.
- There are a plenty of websites which one can view and access.
- Search Engines make it easier for the user to find the relevant websites.
- The popular Search Engines are Google, Bing, Yahoo, and Internet Explorer.

### **Online search:**

- Choose the word or words that best describe the topic you're looking for.
- Go online and type the chosen keyword or keywords into the search field and press the Enter key.
- Search results will appear. A list of possible leads from websites with web addresses appears.
- Click on the required entries and the link will take you automatically to those web pages.
- Think of what exactly you're looking for and decide on the key search word
- If you choose a general keyword, the search result will be a huge list
- Choose specific word/words.
- Narrow your search by including more keywords. This will fetch you more relevant results. For example: cooker-solar cooker.
- Extend your search by using the word 'OR ' inserted between the two key terms you can extend your search.
- Limit your search by typing the word 'AND' between two keywords you can limit your search and get relevant pages.
- Precise your search use double inverted commas “ ” to be more specific.

### **Guidelines for using the Resources:**

- You have learnt how to access information from the Internet, but that is not the end of it.
- You should also know how to use the information. Reference and reading will help you to understand your topic better.
- Surf the net for information but acknowledge your source.
- If you use someone else's material without crediting the source, it will amount to plagiarism.

- Plagiarism is totally unacceptable. By definition, “Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.”
- Acknowledge every source of information either as a quote or in reported speech citing the source of information.
- When you take information from the internet, it should be a reliable source (a published article). For. e.g. Wikipedia is not a source which can be quoted.
- Provide the Bibliography
- Expressing your thoughts and point of view is important. Originality is the key to a successful presentation.
- Reference work is essential. When you refer to books on the subject, you will see that some of your thoughts have already been expressed.
- Every piece of writing should have three parts – Introduction, Body and Conclusion.
- Focus on the information you are looking for. You don’t have to read a reference book from cover to cover. If the 'Contents' page does not have what you are looking for, check the Index and you will find the page number of the subject/topic of interest to you.

### **e-learning resources of Government of India**

#### **Audio-Video e-content**

1. SWAYAM Offers courses from Class 9th to Post Graduation with rich e-learning content in the form of: e-Tutorial: Audio, Video, Virtual labs etc. <https://swayam.gov.in/>
2. NPTEL (National Programme on Technology Enhanced Learning) Largest online repository for web and video courses in engineering, basic sciences and selected humanities and social sciences subjects <http://nptel.ac.in/>
3. Curriculum Classes Offers digital content in 87 UG subjects as per model syllabi of UGC ; Visual, web and text based learning material ; Self-paced learning opportunity [http://cec.nic.in/cec/curriculum\\_class](http://cec.nic.in/cec/curriculum_class) (You tube Channel <https://www.youtube.com/user/cecedusat>)
4. DIKSHA (Digital Infrastructure for Knowledge sharing) Provides Video courses and practise tests for students and teachers of Class I to Class XII, School curriculum based courses prepared by NCERT, CBSE, State boards etc. <https://diksha.gov.in/>
5. e-skill india Provides online courses across all sectors ranging from Beauty, Agriculture to IT-ITES and BFSI. <https://www.eskillindia.org/>

#### **Digital content: access journals and e-books**

- **National Digital Library of India** Offers learning content for users from Primary to Post Graduate Levels across all disciplines Content available in multiple formats (Audio, Video, Web, Dataset, Report, Book, Thesis, Album etc. <https://ndl.iitkgp.ac.in/>
- **e-Pathshala** Offers e-textbooks and supplementary books of NCERT for all subjects for Classes I to XII in English, Hindi & Urdu Offers e-Resources like audios, videos, interactive images, maps, question banks etc. in English and Hindi <http://epathshala.nic.in>

- **e-PG Pathshala** A gateway to all Post graduate courses. Offers curriculum based, and interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts, and humanities, natural & mathematical sciences <https://epgp.inflibnet.ac.in/#>
- **Sakshat** One stop education Portal that offers: Learning content across disciplines in the form of audiovisual tools, web, e-books, ejournals etc. Educational material to learners from Kindergarten to PhD. <http://media.sakshat.ac.in/nmeict/econtent.html#>
- **e-kalpa** Offers distance e-learning Programs on Design. Offers Digital Design Resource Database including the craft sector [www.dsourc.in](http://www.dsourc.in)
- **Blog:** A web-based log or a website that is maintained by an individual or a small group who update the site with their own observations and opinions. Blogs contain posts that are informal in nature.
- **Copyright:** It refers to the exclusive and assignable legal right given to the originator over the created work, for a fixed number of years.
- **Podcast:** Audio files or audio visual files which are published on the Internet in a file format. It can be downloaded and listened offline.
- **URL – (Uniform Resource Locator)** It refers to the unique location/address associated with every web page or a website that is displayed on the Internet.
- **QR code:** Quick Response code, represented as a pattern of small black and white squares, contains information encoded in it. When one scans it with one's cell phone, the information it contains can be deciphered. If Static URL Code is encoded, one will be taken to the web site immediately.
- **Website** – It refers to a collection of related web pages identified under a single domain name.
- **WWW** – The World Wide Web –refers to a collection of websites that one can access through the Internet.

## GRAMMAR: VERB

### THE 50 MOST COMMON IRREGULAR VERBS

Base Form	Past Simple	Participle	Base Form	Past Simple	Participle	Base Form	Past Simple	Participle
awake	awoke	awoken	hide	hid	hidden	shake	shook	shaken
be	was/were	been	hold	held	held	shine	shone	shone
blow	blew	blown	know	knew	known	sing	sang	sung
build	built	built	lay	laid	laid	sink	sank	sunk
buy	bought	bought	leave	left	left	sit	sat	sat
catch	caught	caught	lend	lent	lent	sleep	slept	slept
choose	chose	chosen	lose	lost	lost	spend	spent	spent
dream	dreamt	dreamt	pay	paid	paid	spread	spread	spread
drink	drank	drunk	quit	quit	quit	stand	stood	stood
eat	ate	eaten	read	read	read	steal	stole	stolen
fall	fell	fallen	ride	rode	ridden	swear	swore	sworn
fight	fought	fought	run	ran	run	swim	swam	swum
fly	flew	flown	say	said	said	teach	taught	taught
freeze	froze	frozen	seek	sought	sought	tell	told	told
grow	grew	grown	sell	sold	sold	think	thought	thought
hear	heard	heard	send	sent	sent	wear	wore	worn
						write	wrote	written
						win	won	won



# 50 Regular Verbs



Present	Past	Past Participle	Present	Past	Past Participle
<b>Accept</b>	Accepted	Accepted	<b>Join</b>	Joined	Joined
<b>Act</b>	Acted	Acted	<b>Jump</b>	Jumped	Jumped
<b>Bake</b>	Baked	Baked	<b>Knock</b>	Knocked	Knocked
<b>Behave</b>	Behaved	Behaved	<b>Love</b>	Loved	Loved
<b>Close</b>	Closed	Closed	<b>Manage</b>	Managed	Managed
<b>Compare</b>	Compared	Compared	<b>Mark</b>	Marked	Marked
<b>Compete</b>	Competed	Competed	<b>Match</b>	Matched	Matched
<b>Die</b>	Died	Died	<b>Name</b>	Named	Named
<b>Disagree</b>	Disagreed	Disagreed	<b>Need</b>	Needed	Needed
<b>Disturb</b>	Disturbed	Disturbed	<b>Open</b>	Opened	Opened
<b>Dress</b>	Dressed	Dressed	<b>Order</b>	Ordered	Ordered
<b>Dry</b>	Dried	Dried	<b>Organize</b>	Organized	Organized
<b>Eliminate</b>	Eliminated	Eliminated	<b>Pack</b>	Packed	Packed
<b>End</b>	Ended	Ended	<b>Paint</b>	Painted	Painted
<b>Enjoy</b>	Enjoyed	Enjoyed	<b>Pass</b>	Passed	Passed
<b>Fix</b>	Fixed	Fixed	<b>Perform</b>	Performed	Performed
<b>Follow</b>	Followed	Followed	<b>Persuade</b>	Persuaded	Persuaded
<b>Freeze</b>	Froze	Frozen	<b>Program</b>	Programmed	Programmed
<b>Fry</b>	Fried	Fried	<b>Protect</b>	Protected	Protected
<b>Greet</b>	Greeted	Greeted	<b>Review</b>	Reviewed	Reviewed
<b>Guess</b>	Guessed	Guessed	<b>Shop</b>	Shopped	Shopped
<b>Hunt</b>	Hunted	Hunted	<b>Slow</b>	Slowed	Slowed
<b>Identify</b>	Identified	Identified	<b>Turn</b>	Turned	Turned
<b>Imagine</b>	Imagined	Imagined	<b>Underline</b>	Underlined	Underlined
<b>Invite</b>	Invited	Invited	<b>Want</b>	Wanted	Wanted

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# COMMON IRREGULAR VERBS

BARE FORM	PAST SIMPLE	PARTICIPLE	BARE FORM	PAST SIMPLE	PARTICIPLE
• awake	• awoke	• awoken	• hold	• held	• held
• be	• was, were	• been	• keep	• kept	• kept
• beat	• beat	• beaten	• know	• knew	• known
• become	• became	• become	• lay	• laid	• laid
• begin	• began	• begun	• lead	• led	• led
• bend	• bent	• bent	• leave	• left	• left
• bet	• bet	• bet	• lend	• lent	• lent
• bid	• bid	• bid	• let	• let	• let
• bite	• bit	• bitten	• lie	• lay	• lain
• blow	• blew	• blown	• lose	• lost	• lost
• break	• broke	• broken	• make	• made	• made





# Auxiliary Verbs

**Auxiliary verb** help the main verb to describe action. That action happened in the past or is happening in the present or will happen in the future.

am	do	might
are	does	must
be	going to	need
be able to	had	ought to
been	had better	shall
being	has	should
can	have	was
could	have to	were
dare	is	will
did	may	would

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# Transitive and Intransitive verbs

## Transitive verb

Transitive verbs are used with a direct object.

He **wrote** a letter. Subject **transitive verb** direct object

Jessica **reads** a book. Subject **transitive verb** direct object

## Intransitive verb

Intransitive verbs are used without a direct object.

John **is sleeping**. Subject **intransitive verb** no direct object

## Transitive or Intransitive

Many verbs have two forms

I ate meat. (Transitive)

I eat at seven o'clock (Intransitive)



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#vocabpage



# Transitive Verbs

A **transitive verb** requires an object in the form of a noun or pronoun to complete its meaning. Transitive verbs are used with a direct object.

- |           |              |            |
|-----------|--------------|------------|
| • Turn on | • Push       | • Butter   |
| • Soothe  | • Summon     | • Cuddle   |
| • Grab    | • Preach     | • Hold     |
| • Empower | • Strengthen | • Hug      |
| • Ignite  | • Elate      | • Enthuse  |
| • Praise  | • Mold       | • Shine    |
| • Impress | • Bedazzle   | • Gratify  |
| • Prime   | • Tempt      | • Love     |
| • Inflate | • Chide      | • Appraise |
| • Jiggle  | • Cajole     | • Relieve  |
| • Teach   | • Kindle     | • Relax    |
| • Active  | • Assure     | • Feed     |



# Intransitive Verbs

Intransitive verbs used in a causative sense are called transitive verbs. An **intransitive verb** will make sense without one.

- |           |          |          |
|-----------|----------|----------|
| • act     | • fly    | • march  |
| • adapt   | • gallop | • mourn  |
| • crawl   | • grow   | • move   |
| • dance   | • jump   | • panic  |
| • erupt   | • kneel  | • party  |
| • escape  | • lead   | • pause  |
| • expand  | • lean   | • peep   |
| • explode | • leap   | • pose   |
| • fade    | • learn  | • pounce |
| • fall    | • left   | • pout   |
| • fast    | • limp   | • pray   |
| • float   | • listen | • preen  |



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## UNIT III

### LISTENING/SPEAKING/READING/WRITING

#### a. Giving and following instructions

##### Giving instructions:

First, you...

Then, you...

Next, you...

Lastly, you...



**Starting out:**

The first thing you do is...

Before you begin, (you should...)

The best place to begin is...

I would start by...

**Continuing:**

After that,

The next step is to...

The next thing you do is...

Once you've done that, then...

When you finish that, then...

**Finishing:**

The last step is...

The last thing you do is...

In the end,...

**b. Asking for and giving directions****Using Imperatives in giving directions:**

Go to

Turn right

Go straight on

Walk along

Go up

Go down

**c. Continuing discussions with connecting ideas:**

- Connectives used in and between sentences.
- Connectives allow us to be more precise about the relationships between statements in a sentence or between sentences.
- Particular phrases and words serve different functions in connecting ideas and arguments.
- Different clauses or words can signal or 'signpost' additional or similar information, opposition or contrast, concession, cause or effect, emphasis, clarification, or a relationship in time or sequence
- **For comparison** – to show how things are similar correspondingly, equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly, too...

- **For contrast** – to show how things are different alternatively, although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, contrary to, nevertheless, nonetheless, notwithstanding, on the other hand, rather, still, though, yet, whereas, while...
- **For emphasis** – to put forward an idea more forcefully again, in fact, interestingly, indeed, it should be noted (that), more important(ly), most importantly, to repeat, (un)fortunately, unquestionably...
- **For illustration** – to provide examples a further instance of this is..., an example of this is..., for example, for instance, such as, thus, as follows...

### Connecting sentences

- A common way to link sentences is with the basic words - and, but, so and because.
- Academic language offers alternative words and phrases to ensure your sentences flow well.
- **And** – in addition, additionally, moreover, apart from this, as well (as), further, furthermore **But** – alternatively, conversely, despite, although, even though, however, on the other hand, in contrast, on the contrary, nevertheless, nonetheless
- **So** – accordingly, as a result/consequence, consequently, for this reason, hence, therefore, thus
- **Because** – due to, a/the consequence of, the result of, for, since, the effect of
- Most of these words join two independent clauses, and they follow similar punctuation and grammar rules.

### Connecting ideas

- A strong essay links ideas so a reader can follow the progression of an argument without losing focus or becoming confused.
- Sometimes information needs to be repeated to highlight the angle being developed. Other times, concepts must be explained or clarified by providing examples.
- **To repeat/simplify** – in other words, simply put, to put it differently / another way
- **To show similarities** – similarly, in a similar manner, correspondingly, in the same way, equally, for the same reason
- **To give examples** – for example, for instance, a further instance of this is..., an example of this is..., such as
- **To contrast** – although, even though, however
- **To show emphasis** – interestingly, indeed, it should be noted (that), (un)fortunately, more important(ly), most importantly, unquestionably

### Cause and Effect:

Hence, therefore, thus, so, because, due to, consequently and as a result.

- Lalita never studied for her exams, therefore she couldn't pass.
- Everyone loves spring months, because colorful flowers bloom.
- Ram usually eats at home, because he likes home cooked meals.

**Addition:**

Along with, moreover, also, too, as well as that, besides.

- It is too early now. Besides, it is raining heavily.
- Ramya is intelligent; moreover, she is very hardworking.

**Contrast:** Unlike, nevertheless, nonetheless, in contrast (to), whereas, alternatively, even so.

- My sister is completely unlike me.
- Whereas the animals suffered due to the flood, the humans were rescued.

**Summary:**

To summarize, in short, briefly, in conclusion, to sum up, altogether, in summary and to conclude.

- In conclusion the meeting was a failure.
- The officer addressed the safety issue briefly in the meeting.

**Comparison:**

Similarly, just like, equally, likewise, just as, same as, compare to, in the same way.

- Football is a physical activity in the same way as chess being a mental activity.
- Compared to the health benefits of Yoga, walking as an exercise has limited benefits.

**READING AND WRITING**

- READING FEATURE ARTICLES (FROM NEWSPAPERS AND MAGAZINES)
- READING TO IDENTIFY POINT OF VIEW AND PERSPECTIVE (OPINION PIECES, EDITORIALS ETC.)
  - An editorial expresses your opinion about any current topic or issue, aiming to persuade readers to see the world from your perspective.
  - The cool thing about editorials is that—unlike other types of formal writing— you can be biased and let your true colors sparkle.

**Essential Parts of an Editorial**

- Editorial topic
- Title
- Intended audience
- Purpose of your editorial:
- Topic sentence
- Supporting details (facts, opinions, analogies/examples, statistic data, etc.)
- Opposing viewpoints
- Weaknesses of opposing viewpoints
- Conclusion

**To form opinion on an editorial, the following aspects need to be considered:**

- Topic
- Introduction
- Stance
- Proof
- Opposing argument
- Solution

**c. Descriptive writing :**

**Writing a short descriptive essay of two to three paragraphs.**

- Descriptive writing is a literary device in which the author uses details to paint a picture with their words.
- This process will provide readers with descriptions of people, places, objects, and events through the use of suitable details.
- The author will also use descriptive writing to create sensory details as a means of enhancing the reading experience.
- If done effectively, the reader will be able draw a connection through the use of sensory details that include seeing, hearing, smelling, touching, and tasting.
- These techniques will assist you in becoming not only a better writer, but will also make your writing more engaging for readers.

**Descriptive Writing Techniques**

- The primary objective of descriptive writing is to provide a clear picture of the place, people or thing in reader's mind.
- The writer provides enough details to evoke the senses.
- A reader can feel all their senses working while reading any descriptive writing work.
- Descriptive writing is used to draw vivid details in the reader's mind.
- The reader will use sensory details when he/she reads the text.
- He can feel the environment of the text through senses like seeing, hearing, smell, taste, and touch. These styles include a journal, travel writing, biographies, poetry, diary writing, nature writing, memoirs, etc.
- Descriptive writing is a great way if you want to clarify any topic or any subject. It describes everything.
- The presentation of sensory details will help in conveying the main idea. For those who are planning to be a novelist or a writer, descriptive writing

**Descriptive Writing form encompasses the following features:**

- Descriptive writing describes all information in chronological order.



- If describing a person, start with his appearance, nature, and background.
- If you are describing a place, tell readers about the atmosphere, environment, day and night time, etc.
- When we talk about ideal descriptive writing, it should have nouns, adjectives and strong action verbs.
- Most of the forms of descriptive writing are colorful and holds a vivid description of sensory details. These details play a key role in forming of the image in reader's mind.
- The reader will also get escapism from daily life only through this piece of art.
- Last but not least is the use of simile, metaphor, and analogy. These things are like the final touchup to the writing. Without them, a piece of descriptive writing will remain incomplete.

### Planning your descriptive essay:

- What or who do you want to describe?
- What is your reason for writing your description?
- What are the particular qualities that you want to focus on?

### Drafting your descriptive essay:

- What sights, sounds, smells, tastes, and textures are important for developing your description?
- Which details can you include to ensure that your readers gain a vivid impression imbued with your emotion or perspective?

### Revising your descriptive essay:

- Have you provided enough details and descriptions to enable your readers to gain a complete and vivid perception?
- Have you left out any minor but important details?
- Have you used words that convey your emotion or perspective?
- Are there any unnecessary details in your description?
- Does each paragraph of your essay focus on one aspect of your description?
- Are your paragraphs ordered in the most effective way?
- Two common forms of description are the **character sketch** (or profile) and the **place description**.
- A Three-Step Method for Organizing a Descriptive Paragraph Here's a common way of organizing a descriptive paragraph. 1. Begin the paragraph with a topic sentence that identifies your prized belonging and briefly explains its significance to you.

2. Next, describe the item in four or five sentences, using the details that you listed after probing your topic.

3. Finally, conclude the paragraph with a sentence that emphasizes the personal value of the item.

- A strong essay links ideas so a reader can follow the progression of an argument without losing focus or becoming confused.

- Sometimes information needs to be repeated to highlight the angle being developed.
- Other times, concepts and accusations must be explained or clarified by providing examples.
- **To repeat/simplify** – in other words, simply put, to put it differently / another way
- **To show similarities** – similarly, in a similar manner, correspondingly, in the same way, equally, for the same reason
- **To give examples** – for example, for instance, a further instance of this is..., an example of this is..., such as
- **To concede/contrast** – admittedly, although, even though, however
- **To show emphasis** – interestingly, indeed, it should be noted (that), (un)fortunately, more important(ly), most importantly, unquestionably

**Cause and Effect:** Hence, therefore, thus, so, because, due to, consequently and as a result.

- Lalita never studied for her exams therefore she couldn't pass.
- Everyone loves spring months because colorful flowers bloom.
- Ram usually eats at home, because he likes home cooked meals.

**Addition:** Along with, moreover, also, too, as well as that, besides.

- It is too early now. Besides, it is raining heavily.
- Ramya is intelligent; moreover, she is very hardworking.

**Contrast:** Unlike, nevertheless, nonetheless, in contrast (to), whereas, alternatively, even so.

- My sister is completely unlike me.
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**Summary:** To summarize, in short, briefly, in conclusion, to sum up, altogether, in summary and to conclude.

- In conclusion the meeting was a failure.
- The officer addressed the safety issue briefly in the meeting.

**Comparison:** Similarly, just like, equally, likewise, just as, same as, compare to, in the same way.

- Football is a physical activity in the same way as chess being a mental activity.

## GRAMMAR

### VERBALS/ GERUND/MODALS/PARTICIPLE/INFINITIVE



## WHAT IS A GERUND?

- **Verbal noun**

- Not used as a verb; rather, it is used as a noun

- Form: **base verb+ ing**

### Usages of gerund:

1. Gerund as a **subject/object**

2. Gerund after

-**prepositions**

-**fixed expression**

3. Gerunds **after nouns + of**



## Gerunds

A gerund is a noun made from a verb by adding **ing**

Usage	Example
Subject	<b>Running</b> is good for your heart.
Direct Object	He hates <b>waking</b> up early.
Subject Complement	What I dislike most is <b>repeating</b> myself.
Object Complement	I saw Tom <b>riding</b> his bike.
Object of a Preposition	I am interested in <b>improving</b> myself.
Object of a Possessive	She does not like your <b>bossing</b> her around.

# GERUNDS IN ENGLISH

Verb + Gerund	Verb + Preposition + Gerund	Be + Adjective + Preposition + Gerund
<ul style="list-style-type: none"> <li>• acknowledge</li> <li>• anticipate</li> <li>• appreciate</li> <li>• consider</li> <li>• defend</li> <li>• deny</li> <li>• detest</li> <li>• discuss</li> </ul>	<ul style="list-style-type: none"> <li>• adapt to</li> <li>• apologize for</li> <li>• approve of</li> <li>• ask about</li> <li>• believe in</li> <li>• blame for</li> <li>• care about</li> <li>• complain about</li> </ul>	<ul style="list-style-type: none"> <li>• be accustomed to</li> <li>• be afraid of</li> <li>• be angry about</li> <li>• be ashamed of</li> <li>• be capable of</li> <li>• be certain about</li> <li>• be concerned with</li> <li>• be critical of</li> </ul>





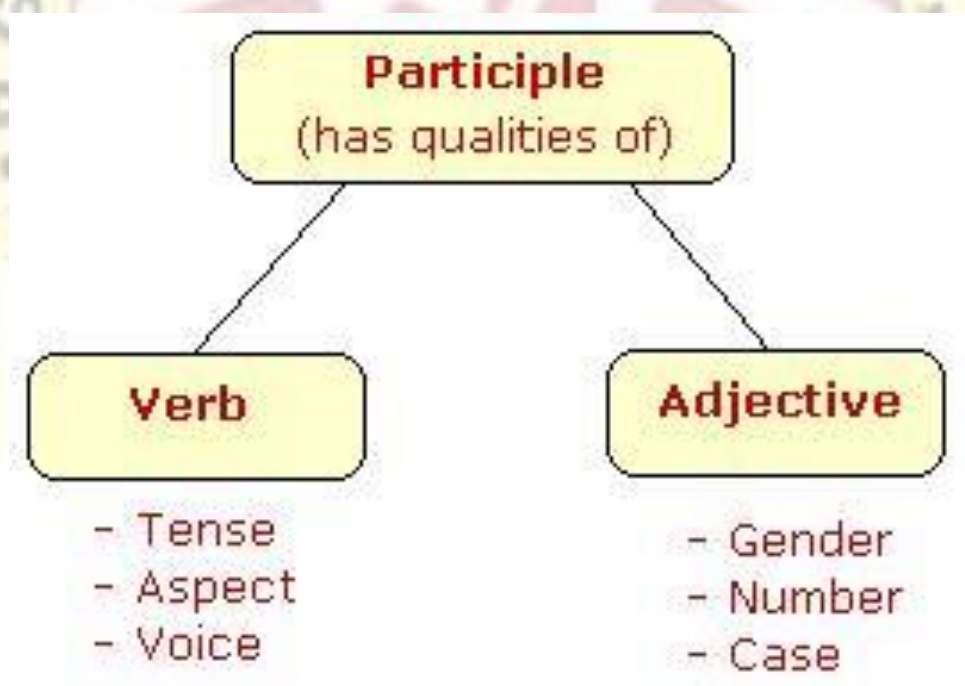
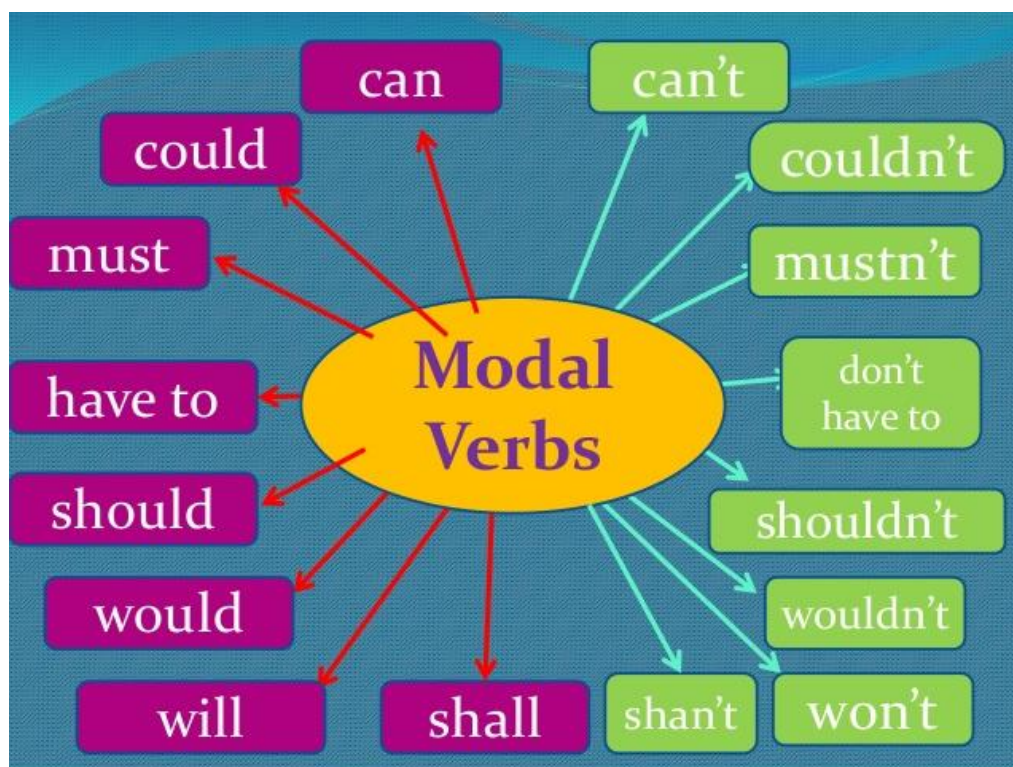
# Modal Verbs

<b>CAN</b>	Ability, doubt, astonishment, permission, Polite request
<b>MAY</b>	Permission, if not prohibition, supposition with doubt
<b>MUST</b>	Obligation, firm necessity, logical conclusion, probability
<b>SHALL</b>	intention, supposition
<b>WILL</b>	Wish, desire, will, confidence, in the future
<b>OUGHT TO</b>	Moral duty, insistent advice, strict recommendation
<b>NEED</b>	(un)necessity
<b>BE TO</b>	Obligation arising out of arrangement or agreement
<b>HAVE TO</b>	Unwillingness, forced circumstances
<b>WOULD</b>	Wish (with "to like"), polite request, a habit of the past
<b>SHOULD</b>	Necessity, advice, blame, recommendation, reproach, regret
<b>USED TO</b>	Repeated action in the past



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# INFINITIVES

## Usage

To indicate the purpose of an action



- He bought some flowers **to give** to his wife.
- I will lock the door **to prevent** theft.

As subject of the sentence



- **To wait** seemed foolish when decisive action was required.
- **To swim** in that sea may be dangerous.

As direct object of the sentence



- I like **to write** in English.
- Everyone wanted **to go**.



## VERBS FOLLOWED BY INFINITIVES

### Verb

Offer

Plan

Prefer

Prepare

Pretend

Proceed

Promise

Propose

Refuse

Remember

Seem

Start

Stop

Struggle

Swear

Threaten

Try

Volunteer

Wait

Want

Wish

### Example

She **offered** to help me move my things to my new house.

Next year I **plan** to travel around the world.

Would you **prefer** to live in the country instead of a town?

The doctor **prepared** to prescribe a drug.

She was **pretending** to cry. I knew she was lying.

They will **proceed** to build another laboratory building.

He **promised** to collect her from the airport.

We **propose** to deal with this subject in the following chapter.

She **refused** to answer questions about her personal finances.

He had **remembered** to bring a pair of gloves, unlike me.

I always **seem** to be unlucky at cards.

The child **started** to sob when he couldn't find his mother.

I'm working in the garden and I **stop** to smoke.

He **struggled** to keep his footing on the slippery floor.

Do you **swear** to tell the whole truth?

They **threatened** to ban the book.

We **tried** to confuse the enemy.

They **volunteer** to teach introductory courses.

I can't **wait** to see you.

I **want** to watch TV.

I **wish** to insert an advertisement in your newspaper.





The Participle Forms of a Verb		
1	The Base Form	love      take
2	The -S Form	loves      takes
3	The Past Form	loved      took
4	The Present Participle Form (aka The -ING form)	loving      taking
5	The Past Participle Form	loved      taken

## UNIT IV

### LISTENING/SPEAKING/READING/WRITING

#### LISTENING AND SPEAKING

##### a. GIVING AND RESPONDING TO OPINIONS

#### Phrases used while asking for opinion

##### Formal Informal

- What are your thoughts on...      What do you say?
- Would you say that.....      What do you feel?
- Would you agree,.....      Sarika? (using the name of the person from whom you are asking for the opinion)
- Do you think it's a good idea to...      Do you think it's a good idea to...
- Where do you stand on the issue of      Do you agree?
- Can you share your opinion on...

#### Phrases used while giving an opinion

##### Formal

In my opinion...

I firmly believe that...

It is my (humble) opinion that...

##### Informal

I feel that..

I really think that...

I believe...

#### Phrases used while agreeing / disagreeing

#### AGREEING

##### Formal

Yes, I agree with you...

##### Informal

I agree with you...



I think you're right

You're right

## **DISAGREEING**

### **Formal**

I have to disagree with you

I'm sure you're right, but I feel...

### **Informal**

No, you're wrong. I think

Yeah, but...

## **NOTE TAKING**

The outlining method

In this method, points are grouped according to relationship and importance. To do this,

First list the main points

Then indent the related points under it (to indent means to add extra space between the margin and the place where the line starts. The bullet point above is indented)

For Example:

William Shakespeare

Life

1564-1616

Born and died: Stratford-upon-Avon

Works

39 plays

Comedies

Example: As You Like It, A Midsummer Night's Dream

Tragedies

Example: Hamlet, King Lear

## **NOTE MAKING**

- Also notice that no full sentences are used in the notes.
- Not all examples given in the passage are reproduced in the notes.
- Notice also that 'eg.' is used instead of example
- These are abbreviations or a short forms. We can use a number of short forms while making notes, but it is always a good idea to use universally used abbreviations.
- &for and
- >, < for greater than or less than
- = for equal to d. etc. for etcetra
- Govt. for government
- Lib. For library

- Lab for laboratory
- Ad for advertisement

## IMPORTANT TIPS

- Read the passage fully first before beginning to make notes on it.
- While reading the passage, underline important points.
- It may also help if you divide the passage into categories—like we did in the passage on Shakespeare
- Do not copy sentences from the passage. Always rewrite them in your own words.
- Make sure your notes are focused and organized—you will be using your notes to write essays or study for exams.

## GRAMMAR: TENSE

<h1>12 Tenses</h1> 	
Tense	Example
<b>Simple Present</b>	I <b>play</b> basketball every week.
<b>Present Progressive</b>	I'm <b>playing</b> basketball now.
<b>Simple Past</b>	I <b>played</b> basketball yesterday.
<b>Past Progressive</b>	I <b>was playing</b> basketball the whole evening.
<b>Present Perfect</b>	I <b>have</b> just <b>played</b> basketball.
<b>Present Perfect Progressive</b>	I <b>have been playing</b> basketball for 3 hours.
<b>Past Perfect</b>	I <b>had played</b> basketball before Mary came.
<b>Past Perfect Progressive</b>	I <b>had been playing</b> basketball when Mary came.
<b>Future – will</b>	I <b>will play</b> basketball next week.
<b>Future – going to</b>	I'm <b>going to play</b> basketball this afternoon.
<b>Future Progressive</b>	I <b>will be playing</b> basketball next Sunday.
<b>Future Perfect</b>	I <b>will have played</b> basketball by tomorrow.
<a href="http://www.englishgrammarhere.com">www.englishgrammarhere.com</a> 	

# Verb Tenses in English

ENGLISH VERB TENSE	Simple	Progressive	Perfect	Perfect Progressive
<b>PRESENT</b>	I eat.	I am eating.	I have eaten.	I have been eating.
<b>PAST</b>	I ate.	I was eating.	I had eaten.	I had been eating.
<b>FUTURE</b>	I will eat.	I will be eating.	I will have eaten.	I will have been eating.



## 12 Tenses Formula

Tenses	Positive	Negative	Question
<b>Present Simple</b>	I <b>prefer</b> my coffee black.	I <b>don't prefer</b> my coffee black.	<b>Do I prefer</b> my coffee black?
<b>Present Continuous</b>	She <b>is listening</b> the music now.	She <b>is not listening</b> the music now.	<b>Is she listening</b> the music now?
<b>Present Perfect</b>	It <b>has rained</b> a lot lately.	It <b>has not rained</b> a lot lately.	<b>Has it rained</b> a lot lately?
<b>Present Perfect Continuous</b>	She <b>has been singing</b> a song.	She <b>has not been singing</b> a song.	<b>Has she been singing</b> a song?
<b>Past Simple</b>	We <b>watched</b> the news last night.	We <b>did not watched</b> the news last night.	<b>Did we watched</b> the news last night?
<b>Past Continuous</b>	I <b>was learning</b> German last year.	I <b>was not learning</b> German last year.	<b>Was I learning</b> German last year?
<b>Past perfect</b>	He <b>had left</b> when I went to the club.	He <b>had not left</b> when I went to the club.	<b>Had he left</b> when I went to the club?
<b>Past Perfect Continuous</b>	They <b>had been being</b> friend since childhood.	They <b>had not been being</b> friend since childhood.	<b>Had they been being</b> friend since childhood?
<b>Future Simple</b>	They <b>will study</b> math.	They <b>will not study</b> math.	<b>Will they study</b> math?
<b>Future Continuous</b>	They <b>will be loving</b> you.	They <b>will not be loving</b> you.	<b>Will they be loving</b> you?
<b>Future Perfect</b>	By next week, they <b>will have earned</b> lots of money.	By next week, they <b>will not have earned</b> lots of money.	<b>Will they have earned</b> lots of Money, by next week?
<b>Future Perfect Continuous</b>	I <b>will have been shopping</b> on Tuesday.	I <b>will not have been shopping</b> on Tuesday.	<b>Will I have been shopping</b> on Tuesday?

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### UNIT V

#### LISTENING/SPEAKING/READING/WRITING

#### GROUP DISCUSSION

Where it begins:

- Group Discussion need not be daunting.
- Just go back to the times when you sat around the table in a restaurant and discussed matters of interest with your friends.



- Even at home, sitting with family and sharing a meal could also be a time for interesting discussions.

### Formal Discussions:

- As you get ready for professional life, you should be able to participate in a discussion.
- Discussion is the lifeline of creative and progressive organizations.
- Being creative and innovative is important.
- But equally important is your ability to communicate your ideas in a group without feeling inhibited or without being too aggressive and offending the others in the group.
- Participation in group discussion is indeed a skill.
- While arguments due to disagreements might be accepted and forgiven by friends and family, it is totally unacceptable in formal discussion.

### What is Group Discussion?

- Group Discussion is a methodology or in a simple language you may call it an interview process or a group activity.
- It is used as one of the best tools to select the prospective candidates in a comparative perspective.
- GD may be used by an interviewer at an organization, colleges or even at different types of management competitions.
- A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members.
- In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes.
- **Freshersworld.com brings you an elaborate section for GD as you had ever seen anywhere else. It is a very useful tool to screen the candidate's potential as well as their skills.**
- GD evaluation is done by the subject experts based on the discussions. A report will be prepared on analyzing the facts at the end of the discussion.
- Some of the personality traits the GD is trying to gauge may include:
  - Communication skills
  - Interpersonal Skills
  - Leadership Skills
  - Motivational Skills
  - Team Building Skills
  - Analytical /Logical Skills
  - Reasoning ability
  - Different Thinking
  - Initiative



- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

Aspects which make up a Group Discussion are:

- Verbal Communication
- Non-verbal behavior
- Confirmation to norms
- Decision making ability
- Cooperation Exercises: The class teacher may divide the students into groups and choose some of the following topics for discussion:

1. Safety of industrial and construction workers
2. Making Healthcare available to all
3. Using renewable energy to reduce pollution
4. Promoting the fitness culture
5. Consumer Awareness
6. Wasteful expenditure at weddings
7. Nature cures versus allopathy
8. Child Labour

## WRITING SHORT ESSAYS USING THE LANGUAGE OF COMPARISON AND CONTRAST

### Structure

There are two main ways to structure a compare and contrast essay, namely using **a block or a point-by-point structure**.

- For the block structure, all of the information about one of the objects being compared/contrasted is given first, and all of the information about the other object is listed afterwards. This type of structure is similar to the block structure used for cause and effect and problem solution essays.
- For the point-by-point structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) for the other. Both types of structure have their merits. The former is easier to write, while the latter is generally clearer as it ensures that the similarities/differences are more explicit. The two types of structure, block and point-by-point, are shown in the diagram below.
- **Block Introduction**
- Object 1 - Point 1
- Object 1 - Point 2
- Object 1 - Point 3

- Transition sentence/paragraph
- Object 2 - Point 1
- Object 2 - Point 2
- Object 2 - Point 3
- Conclusion
- **Point-by-point Introduction**
- Point 1
- Object 1 ► Object 2
- Point 2
- Object 1 ► Object 2
- Point 3
- Object 1 ► Object 2
- Conclusion

### Compare and Contrast

Structure Words are **transition signals** which show the similarities or differences. Below are some common examples. Compare:

- Similarly
- Likewise
- also
- both... and...
- not only... but also...
- neither... nor...
- just like (+ noun)
- similar to (+ noun)
- to be similar (to)
- to be the same as
- to be alike
- to compare (to/with)

### Contrast

- However
- In contrast
- In comparison

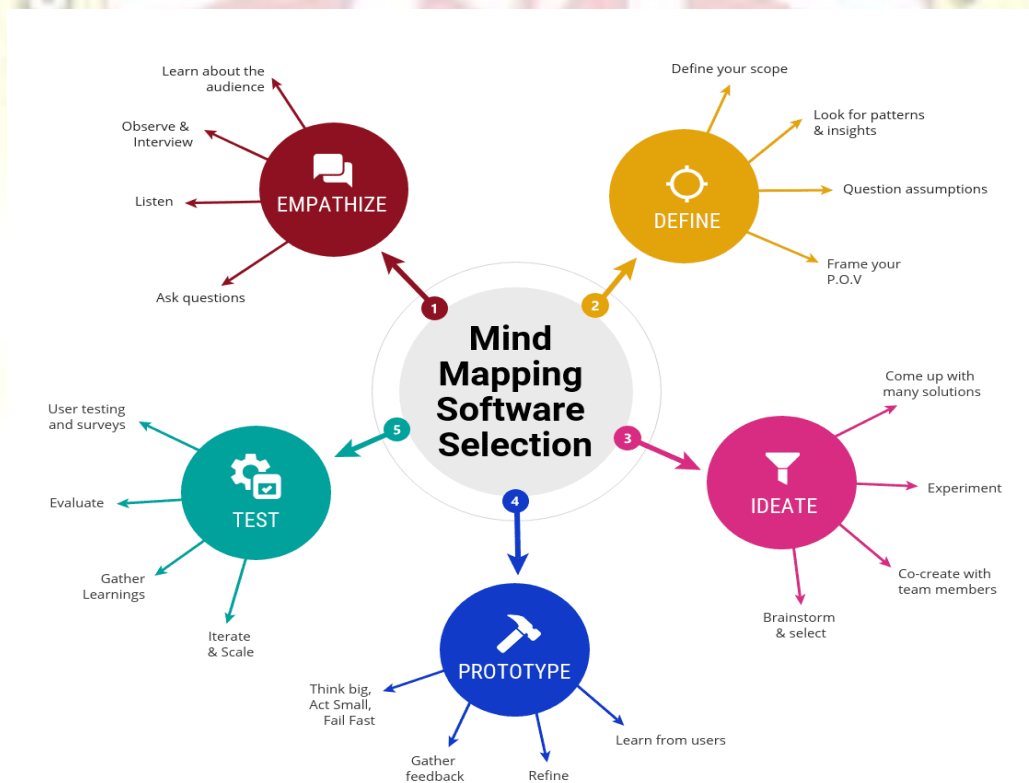
- By comparison
- On the other hand
- while
- whereas
- but
- to differ from
- to be different (from)
- to be dissimilar to
- to be unlike

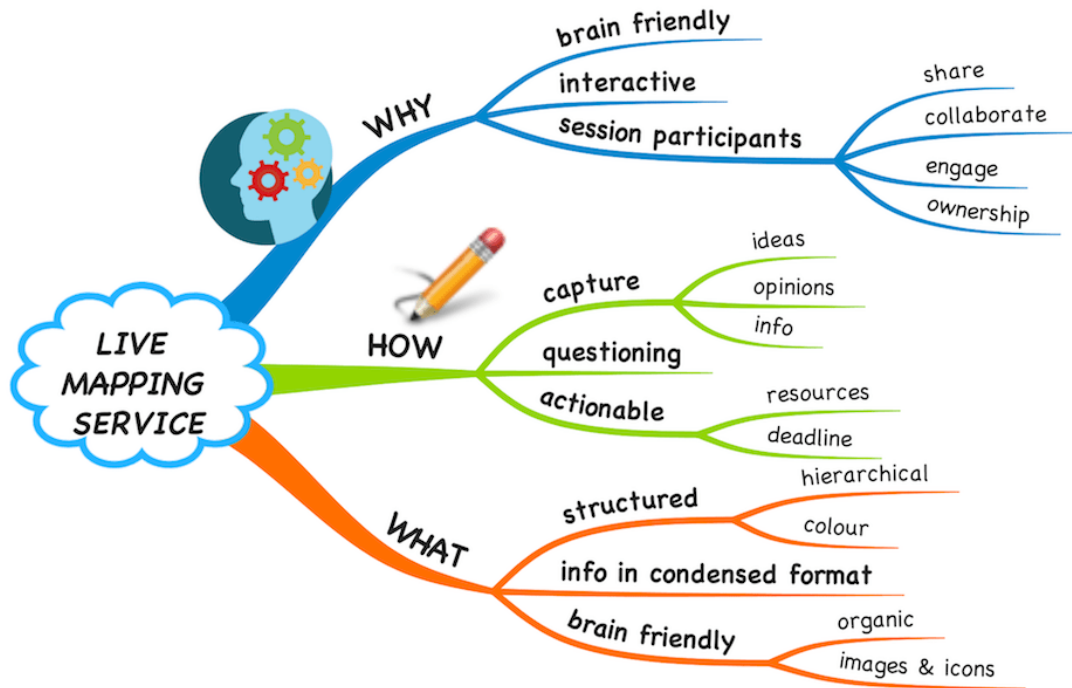
### Criteria for comparison/contrast

When making comparisons or contrasts, it is important to be clear what criteria you are using.

### MAPPING, FLOW CHART, PIE CHART

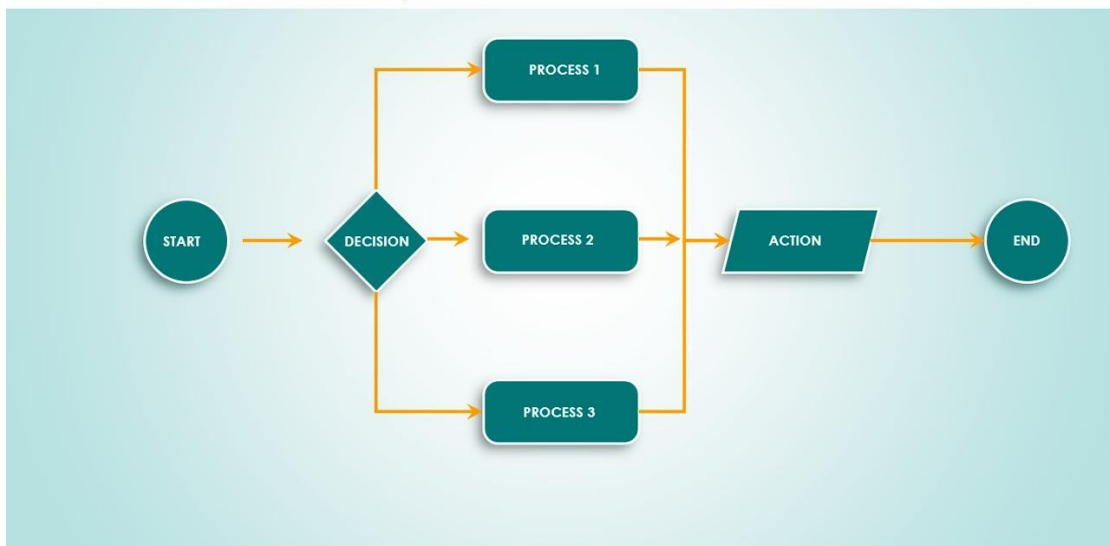
The definition of **mapping** is making a **map**, or a matching process where the points of one set are matched against the points of another set. An example of **mapping** is creating a **map** to get to your house. ... (mathematics) A function that **maps** every element of a given set to a unique element of another set; a correspondence.





A **flowchart** is a picture of the separate steps of a process in sequential order. It is a generic tool that can be adapted for a wide variety of purposes, and can be used to describe various processes, such as a manufacturing process, an administrative or service process, or a project plan.

## FLOWCHART/PROCESS FLOW DIAGRAM

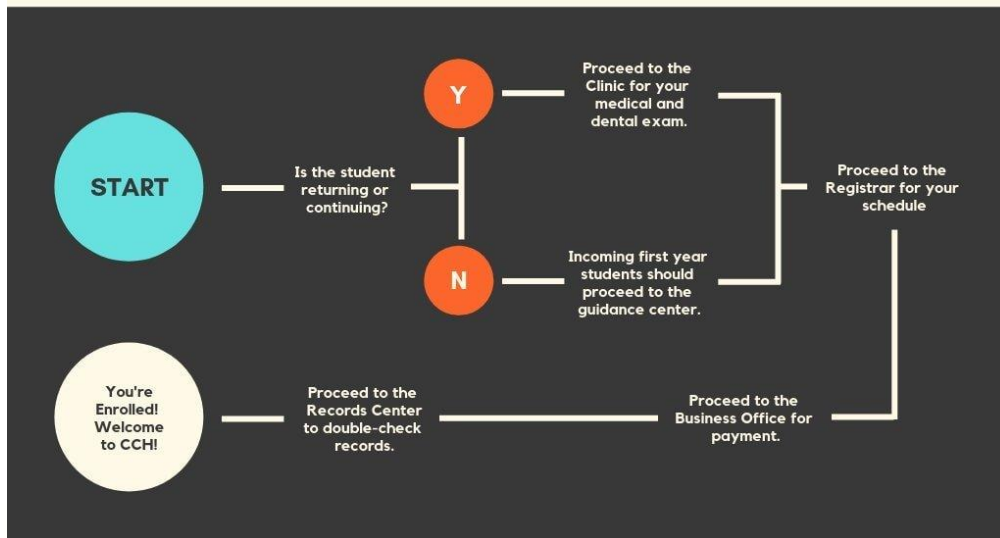






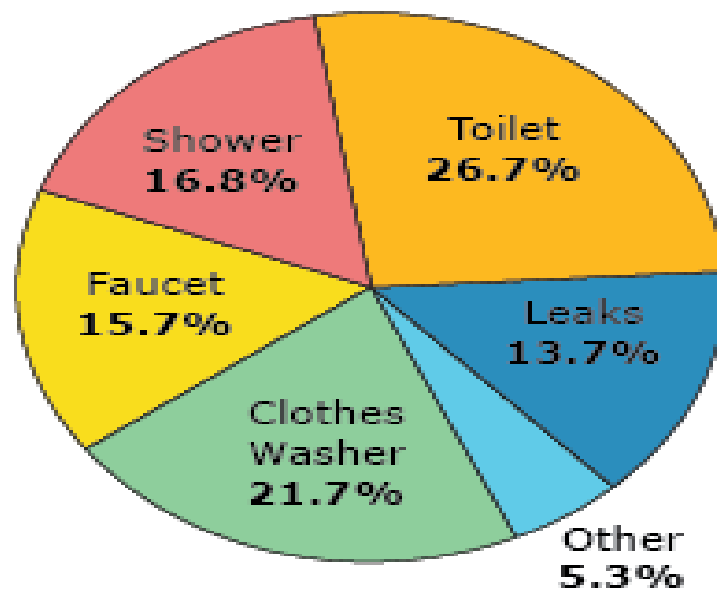
# Enrollment Process

CUNNINGHAM AND CURTIS HIGH



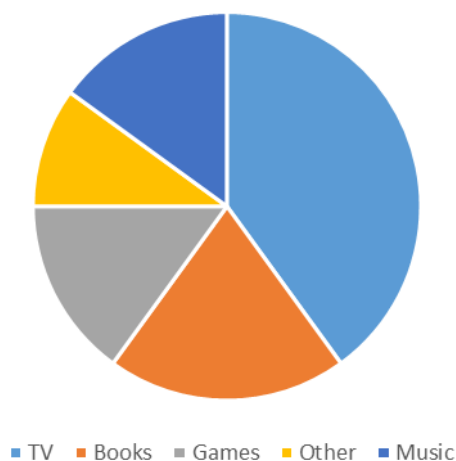
A pie chart is a pictorial representation of data. The slices of pie here shows the relative sizes of data. Same data is represented in different sizes with the help of pie charts.

## How Much Water Do We Use?



Source: American Water Works Association Research Foundation, "Residential End Uses of Water." 1999

How Do You Spend Your Leisure Time?

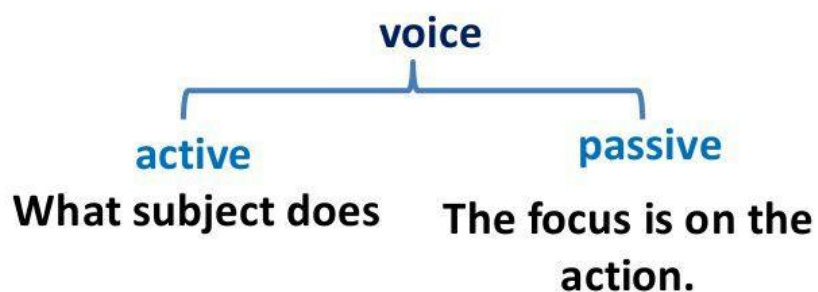


## GRAMMAR

### ACTIVE & PASSIVE VOICE



### Active and passive voice

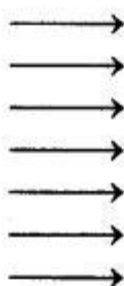


**Active : Ram killed Ravan**

**Passive : Ravan was killed by Ram.**

**Active Voice  
(Subjective case)**

I  
We  
You  
He  
She  
It  
They


**Passive Voice  
(Objective case)**

by me  
by us  
by you  
by him  
by her  
by it  
by them.

Tense	Active Voice	Passive Voice
<b>Present Simple</b>	They <u>discuss</u> the book.	The book <u>is discussed</u> (by them).
<b>Present Continuous</b>	They <u>are discussing</u> the book now.	The book <u>is being discussed</u> (by them) now.
<b>Present Perfect</b>	They <u>have</u> already <u>discussed</u> the book.	The book <u>has</u> already <u>been discussed</u> .
<b>Past Simple</b>	They <u>discussed</u> the book yesterday.	The book <u>was discussed</u> yesterday.
<b>Past Continuous</b>	They <u>were discussing</u> the book when you came in.	The book <u>was being discussed</u> when you came in.
<b>Past Perfect</b>	They <u>had</u> <u>discussed</u> the book by the time the author arrived.	The book <u>had been discussed</u> by the time the author arrived.
<b>Future Simple</b>	They <u>will discuss</u> the book tomorrow.	The book <u>will be discussed</u> tomorrow.
<b>Future Continuous</b>	They will be discussing the	

\*\*\*\*\*

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